



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**ASHOKA INTERNATIONAL CENTRE FOR
EDUCATIONAL STUDIES AND RESEARCH**

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ashoka International Centre for Educational Studies and Research is a linguistic minority institute of Teacher Education established by Ashoka Education Foundation in the year 2008. It is affiliated to S.N.D.T Women's University, Mumbai. The SOP, vision and the mission of the institute is obvious through the quality practices offered for excellent teacher preparation. The college is ISO certified and NAAC accredited in 2017. In its first cycle, the college is accredited with B+ Grade. The college has a best infrastructure and has taken initiatives to make the campus eco-friendly through various actions like tree plantation, water management, maintaining college garden and use of renewable energy, energy audit, use of ERP software for paperless work. Being a ISO certified college, it has independent process for academic, admin and library that strengths the college effective functioning. Admissions in the institute are done as per the prescribed rules. To enhance the performance of the aspiring candidates, various strategies like free CET and ELCT classes are conducted. College follows the curriculum prescribed by the S.N.D.T. University, Mumbai and takes utmost care in its systematic implementation by detailed planning and execution by the teacher educators. They use different innovative methods for teaching and effectively through use of ICT enabled teaching and learning practices. The institution has spacious, well-ventilated classrooms with adequate seating capacity, LCD, smart board, Wi-Fi facilities, seminar hall, multipurpose hall, computer laboratory, and well-equipped library with digital facilities. For the holistic development of Staff and students we have a QAG Cell under which we have 18 various cells like Employability Enhancement Cell, Competitive Exam Cell, Research Cell, Elite and ready to fly club, Extension Cell, etc. To enhance the faculty's professional development, many FDP's are organized. Faculties are provided with financial assistance to participate and present papers in seminars and conferences so that they update themselves professionally. The College has registered alumni association named as 'Kshitij' under which activities are carried out. The college believes in providing excellence in education to all its students, it is evident through its alumni current status. Feedback mechanism is established for continuous improvements in Academic and curricular activities.

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Support of Progressive & Visionary Management
- Best Infrastructure & ICT Facilities, Library with Book Bank facility, e-journals, Database.
- Campus enabled with Wi-Fi connectivity and technologically equipped classrooms.
- Eco-Friendly Green Campus
- Implementation of Sustainable Goals
- Outcome based Education following the guidelines of NEP 2020
- Qualified and Competent faculty
- Community based Outreach activities/NSS to sensitize students.
- 26 Functional MoU with other educational institutions and Internship Schools
- Programmes on Skill Enhancement and Value added courses.
- Faculty are promoted with Financial assistance for Research & aligned activities.
- Continuous upgradation of knowledge of faculty with planning of FDP's, Seminar, conference on recent trends
- Strong Alumni Associations and interaction with them.
- Student led Activities are promoted
- Student Centered teaching learning process
- Continuous Internal Evaluation
- Ashoka Financial Assistance Scheme for meritorious economically weaker students
- Career Guidance , grooming and placements under Employability Enhancement Cell
- Training for Competitive Exams - TET/ CET/ PET/ NET & SLET (Education)
- Student Research Project Scheme (SRPS)/Student with faculty research paper presentation & participation in National / State Level Competitions, Seminars and Conferences
- Effective Feedback and monitoring system
- Mentoring and guidance for personal and professional growth
- Women are empowered through various activities
- Assisting placements for Students

Institutional Weakness

- Time constraint for organizing several programmes.
- Unavailability of competent faculty
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed programme.

Institutional Opportunity

- MOU and collaboration with International Organizations
- Scope for generating new interdisciplinary courses
- Faculty/student exchange programmes
- Opportunity of Professional Consultancy services.
- Planning to begin with Integrated B.Ed. M.Ed. Course
- Research Center
- Collaboration with International Universities/ School/ Colleges of Education.
- Government funded Research projects.

- Self Study Courses & Value Added Courses to be published at Online Platform.

Institutional Challenge

- UGC grant Research funded projects
- English Language competent faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ashoka International Centre for Educational Studies and Research, Nashik is an affiliated college that follows curriculum prescribed by S.N.D.T Women's University, Mumbai and takes care of systematic implementation by detailed planning and execution.

At the time of revision of the curriculum, teachers-educators participated in seminar on 'Effective Curriculum Transaction' organised by University. Teacher-educators attend orientation programs as well as FDP's for better understanding of curriculum. At the beginning of the year, induction program is planned for understanding the theory, practicum and different cells of college. Teacher-educators try to use different innovative methods to transact the curriculum, delivering it effectively through innovative and ICT enabled teaching and learning practices. The curriculum is enriched by using multidisciplinary, value based approach.

Transaction of the syllabus is through use of co-operative strategies, flipped classroom, seminars, field visits. College provides learning materials like notes, PPT through google classroom. College has a well-equipped library from where students can use different reference books as per courses. Computer laboratory and internet facility is also provided to the students for searching reference materials.

The institution provides academic flexibility to the students as they have the choice to select optional courses. For holistic development of the students' college plans value added courses like Value Education, Personality Development, Wellness through Sahajyoga. Resilience Building and Self Esteem.

As the goal of the institution is to provide quality education to the students are encouraged to attend seminars, conferences and participate in research competition. Principal's talks, alumni and experts from different schools are invited for interactive talks. Various extension activities like tree plantation, visit to orphanage, hostel for

tribal girls, old age home, donation of books, clothes and shoes to the needy people are done. NSS activities are also conducted to make them conscious of the social, cultural, economic and environmental realities so that, they become a responsible citizen of the nation.

A structured feedback collected from the various stakeholders like students, teachers, employers, internship school and alumni, it is further analysed and corrective measures are undertaken to bring about overall quality improvement in the institutional transaction.

Teaching-learning and Evaluation

Admissions in the institute are done as per the prescribed rules. Students who are willing and eligible are given admission. To enhance the performance of the aspiring candidates, various strategies like free CET and ELCET classes are conducted.

After the admission of students in the college students are assessment at the entry level only and are grouped in elite and ready to fly (remedial) group for providing academic support to students. Students SWOT analysis is also done and trainings are provided to enable them to overcome their weaknesses. Mentoring system also starts after admission process. Each mentor with mentee works for all round development of mentee.

Teaching and Learning is a well-designed process that starts with preparation of micro plan. Monthly academic report helps to adherence to micro plan. Teaching- learning is student- centered, technology- based, and innovative in nature. Teachers use different ICT support not only for theoretical subjects but for practical exposure too. Institution also provides exposure to students about recent developments with seminars, conferences, talks. Students Development Programs are arranged under Employability Enhancement Cell for students., Competitive Exam Cell, Research Cell, Elite and ready to fly club also arranges different guest lectures.

To engage the students actively throughout the year, various curricular, co- curricular and extra- curricular activities are planned. Being a teacher education institute, practice teaching and internship are the heart and soul of our program. These are systematically planned and implemented. Detailed orientation to different skills, tasks, demo lessons, workshops, and models of teaching, lesson guidance, feedback for improvement ensures that students are well prepared to practice teaching in the schools.

To enhance the faculty's professional development, many faculty development programs are organized. Faculties are motivated to complete Ph.D. They are also provided with financial assistance to participate and present papers in seminars and conferences so that they update themselves professionally.

Internal Evaluation is transparent and robust and time bound, it is conducted as per academic calendar. Tutorials, Mid-term exams and Prelim Exams are part of internal evaluation mechanism. Students' difficulties are addressed through Grievance Redressed Cell.

Infrastructure and Learning Resources

The Institution has the infrastructure in accordance with NCTE norms. The institution has spacious, well-ventilated classrooms available with adequate seating capacity, LCD, smart board, Wi-Fi facilities, seminar hall, multipurpose hall, computer laboratory, and a well-equipped library with digital facilities. An adequate provision of funds is ensured for infrastructure augmentation in the budget.

The college library is spacious, well-illuminated, aptly ventilated, and easily accessible, with enriched availability of textual resources consisting of textbooks, reference books, e-books, national policies/documents, journals, e-journals, magazines, encyclopedias, dictionaries, and newspapers. The library is fully computerized; KOHA library software is used for library transactions. An annual budget allocation is demarcated for the purchase of books, and journals and for procuring the required add-on updation of software.

In meeting and being at par with the latest digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides an adequate number of computers, printers, scanners, and LCDs with projectors to help students and faculties to carry out academic activities effectively. The College has a well-equipped computer Laboratory with the requisite number of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected to LAN and an internet facility. Faculty use modernized approach & electronic gadgets for efficient classroom transactions.

The college has an established system for the maintenance and utilization of physical, academic, and support facilities. For the smooth functioning of the system, various committees have been formed, that regularly monitor and evaluate the requirement of maintaining physical, academic, and support facilities. All the equipment are purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. The expenditure on maintenance and augmentation occupies a large portion of total annual expenditure of the Institute. A proper and established system is in place for the maintenance of physical, academic, and other support and housekeeping facilities. Regular maintenance through fire safety audits, weekly pest control, and others are ensured by the admin

Student Support and Progression

Ashoka International Centre for Educational Studies and Research believes in students' development and their continual improvement. For the same it conducts number of activities for students support and progression, one of the activity is Mentoring. Mentor groups are formed and the mentor teacher regularly assesses the growth and improvement in the students' preparedness, counsels and guides them for achieving educational excellence.

For students' capability building and skill enhancement, different sessions are planned like session on digital learning, online tools, student development program, personality development sessions, session on mental wellbeing etc. The college also provides excellent infrastructure; it maintains international standards in infrastructural facilities.

For students' support, there is grievance cell and anti-ragging cell. These cells conduct awareness program for students. Regular committee meetings are also conducted to solve student's grievances.

An additional support is also provided to the students in the form of Ashoka Scholarship and different government scholarships. The facilities of training and placement are provided to the students for their future career and development under Employability Enhancement Cell. Placement officer conducts SWOT analysis

and on the basis of that plans Training calendar.

Training calendar includes students' session on resume writing, communication skill, confidence building, interview technique. Placement officer also arranges for placement drives. Student of AICESR are placed in reputed schools of Nashik and other cities. Competitive exam cell is also one of the most important cell that helps students and alumni for preparation of different competitive examinations.

AICESR believes in student- led- college thus we practice the mechanism of student council. The student council is instrumental in ensuring smooth implementation of activities by mobilizing students to participate, plan and execute the various events.

The college not only provides support to our present students, but also to our alumni. The College alumni is named as 'Kshitij'. It is a registered alumni association. The alumni of AICESR conducts various sessions for our students, they guide them for different exams and competitions. They arrange for social initiatives like book donation. Our alumni are working at various prestigious designations in India and abroad.

Governance, Leadership and Management

The institution has decentralization system and the institute practices decentralized administration. The teaching subjects and committees' works are distributed on the basis of their subject specialization and methods and also interest in respective committees for teaching staff. For providing practical experience about functioning of institutional work, students are also associated with different committees with teachers. Institution maintains transparency in its functions by periodic audits, for academic, admin and library related processes. For academic transparency, academic audits are conducted wherein from teaching learning process to co-curricular activities are audited. For academic, library, infrastructure and sports related improvement feedback mechanism is taken for improvement. Feedback is also taken from the stakeholders i.e alumni, employer and parents. Institution follows PDCA cycle i.e. plan, do, check and act for its continual improvements and quality enhancement. Major activities of the institution are organized under the guidance of IQAC Cell.

The functioning of the institutional bodies is effective and efficient and is visible from policies, administrative setup, appointment and service rules, and procedures like publishing advertisement, invitation for interview, issuing joining letter and inducting policies to the new joiners. The institution policies are shared with the staff for its transparency and effective administration. Institution implements e-governance in the many areas for its functioning such as planning and development. The planning part is completely done with the assistance of the technology. Administration of the institution is done mostly through the e-governance. The periodic audit is carried out and accordingly reports are prepared for improvement. All the Statutory work like admission, examination various compliances from the university, government bodies related work is done with the help of technology. Our institution is ISO certified and software like ERP is used.

Institution follows an effective implementation of welfare measures for teaching and non-teaching staff by providing concession in wards' tuition fees and providing financial assistance for short term courses, orientation program and for publishing research papers in conferences and seminars. Institute has a performance appraisal system for teaching and non-teaching staffs every year. Mobilization of funds and its

optimal utilization by sharing the teaching staff, infrastructure and playground

Institutional Values and Best Practices

Ashoka Education Foundation's Ashoka International Centre for Educational Studies and Research believes in energy conservation and for the same it has taken number of initiatives like making use of solar energy, use of LED lights and this is one of the institutional value. Another institutional value that the institute believes in is proper scrap disposal. There is a policy designed to safeguard the environment.

The institute has taken initiatives to makes the campus eco-friendly through various actions like tree plantation, water management, maintaining college garden and use of renewable energy, energy audit, use of ERP software for paperless work. At the community level, the institution has conducted clean-up drive, tree plantation, paper bag activity, anti-plastic drive etc.

Under community practices, focused extension and outreach programmes are conducted for engaging students and local communities on gender sensitization, health awareness, women and children's rights, cleanliness and menstrual hygiene, etc.

The institute has two best practices one namely employability enhancement cell activities and the second one is Financial Assistance to meritorious and economically weaker students. Employability Enhancement Cell prepares student teachers employable by providing them different activities like session on goal setting, swot analysis, interview techniques, principal talk etc. Campus placement drives are also organised for student's support. Where as Financial assistance is given to the meritorious and weaker students to promote Providing financial assistance to needy, and scholar students either by giving them prizes or assisting them to get the various types of scholarship is an initiative. College aims to provide scholarships and financial support to needy and meritorious students. The objective is to ensure that no meritorious student is deprived of entry into B.Ed. course due to lack of finance. At every level college not only provides the financial assistance to the students but also makes sure that students should get the maximum benefits and learning outcome during their course.

The institute believes in providing "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, QAG Cell is established at AICESR. Quality Assurance and Guidance Cell is established to ensure Quality maintenance of the system. QAG primarily focuses on quality enhancement. Its aim is to introduce a consistent plan of action that would lead the organization towards progress.

Research and Outreach Activities

Research is the back bone of Higher Education and one of our objective is to develop research skills, promote research activities and publication of articles. In order to develop research attitude every year we organize (under IQAC) conference/seminar/webinar we had one National Conference in 2019 on "Paradigm Shift in Education", International Webinar, National Webinar, State level Seminar etc. We have more than 10 FDPs, workshops, sessions, on research are organized by Research Cell. Faculty are encouraged to conduct mini

projects with students and participate in workshops, seminars and conferences and present papers and published in UGC Listed Journals. The institute promotes research by providing amount up to Rs 5000 for attending seminar/conference and has policy for same. Institute organizes research orientation for the students and encourages them to participate in research related competitions and conferences Student Research Project Scheme SRPS, is one of the major platforms across Ashoka Education Foundation for research work done by students. Faculty have completed at least one orientation and one refresher course conducted under UGC HRDC.

Institution has developed linkages with other Educational and social institutions in the area of social services and education. We have 26 MOUs / Academic collaborations till date, many activities are conducted under MOU for student's development and Progress

One of the mission of AICESR is to service to community. We also believe in the strong philosophy of creating humane values among its students and sensitizing students towards community development. College carries out various programs which helps practice national integration and social harmony. Extension Cell has established linkages with various social organization and have conducted till now more than 80 activities. The outreach activities such as conduct recreational activities, interactive and participatory programmes, group discussion, street play, skits, access to information, employment opportunities, women education, environment awareness, etc. Swachhata campaign is taken up in a meticulous manner at AICESR through various programmes. AICESR follows the moto Sustainable Goals is sustainable future. During pandemic, AICESR extended support to the community by providing masks and sanitizer to old aged and underprivileged. Institution has Linkage with many schools and colleges for conducting academic and educational activities, also jointly organizing events such as principal talks, events, guest sessions etc. Practice teaching and Internship is carried out very smoothly and its strengthen by having MOU to conduct various activity. Local activities are conducted with various organizations to empower students with skills and knowledge of culture, policies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND RESEARCH
Address	Ashoka Marg, Ashoka Nagar, Wadala Shivar, Nashik
City	NASHIK
State	Maharashtra
Pin	422006
Website	www.aef.edu.in/aicesr

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sarita Verma	0253-2236603	9673810986	-	principal.aicesr@aef.edu.in
IQAC / CIQA coordinator	Ganesh Wagh	0253-6648617	8668307493	-	ganeshw.aicser@aef.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate .pdf
If Yes, Specify minority status	
Religious	
Linguistic	YES
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	10	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ashoka Marg, Ashoka Nagar, Wadala Shivar,Nashik	Urban	2.82	8800.96

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educational	24	Graduation	English	100	95

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	6	6	0	12
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	6	6	0	12
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	2		1	
	0		3	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	85	10	0	0	95
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	9	5	5	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	10	5	2	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	52	56	74	92
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	2	1	1
	Others	0	0	0	0
Total		72	68	82	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>One of our objectives is to empower students with all required skills for overall development. College uses multidisciplinary approach and to practice the same, we orient students for the different courses that college offers as the electives courses as prescribed in Syllabus. Subjects such as (EC)- Sustainable Development, Guidance and counselling, Human Right Education, Peace Education. Skill enhancement courses (SEC) - English Enhancement Course, Value addition courses (VAC)- Certificate course in value education, Personality Development Course, Wellness through Sahajayoga Meditation Resilience and Self-esteem. College conducts the orientation program for these courses and executes the same with</p>
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	<p>proper certification. Multidisciplinary approach is carried out through the teaching-learning process and its curricular and co-curricular activities. The institution conducts expert lectures on various topic like Financial Management, Yoga and Meditation, Competitive Examination, Health awareness, Universal Human Values, Action Research, Team Building, Stress management etc. to enhance student's skills with the existing curriculum. Community engagement and outreach activities are an important element of the course. Environmental Education is imparted through practical programmes like Expert Talks on waste management, observance of Environment Day, Water Day etc. The institution focus on research for this institution organized National and International Conference, Webinar, National conference on Recent Trends in Higher Education, Paradigm shift in Education. The college organized FDP on NEP 2020. Faculty has presented and publish paper on the NEP 2020 in various conferences. We invite experts from various field like Art, Science, Management, Computer Science etc. for FDP and guest sessions.</p>
2. Academic bank of credits (ABC):	<p>S.N.D.T Women's University had organized a session regarding Academic Bank of Credit. Online campaign for the creation of ABC ID organized by Director of Higher and Technical Education government of Maharashtra to promote ABC. We had our college registered on Digi Locker. We have orientated students regarding creation of ABC account on Digi Locker. For the B.Ed. Batch 2020-22 students' ABC ID are uploaded on S.N.D.T Digital portal</p>
3. Skill development:	<p>Being a teacher education college, it falls under professional course, thus our objective is skill development of students to make them work ready. With the aim to make future teachers as a skilled teacher, we always work hard and have various platform through which we develop their skills that they require for future generation. Several skill development programs are offered for improving the soft skills of students which are aligned with National Skills Qualifications Framework. College also has a cell named Employability Enhancement Cell which has its objectives to identify required skills for Employability Enhancement. Students SWOT analysis is done with a purpose to identify their</p>

	<p>weaknesses. Once the weaknesses are identified, students are provided with S.D.P (Student Development Program) expert sessions that helps them to overcome their weaknesses. Thus they are made more employable. In the same cell, courses like Personality Development Course is also provided. College also provides courses like Wellness through Sahajayoga Meditation, Resilience and Self-esteem. Expert sessions/ talks on Financial Literacy, Team Building, Leaderships, Communication skills. Session on confidence building, presentation skill, C.V. Writing, how to Face an Interview, Decision Making, Classroom Management, Creative Thinking, Research Aptitude, Problem Solving, Life Skill etc. are also provided to students for their skill development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In AICESR students is from various States and having different mother tongue. Every effort is made to put up linguistic differences and promote linguistic diversity in the college. Reflective assembly on various topic were arranged. The celebration of Hindi Diwas, Marathi Diwas as well as Mother Language Day are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. Celebration of Eid, Diwali, Onam Chat puja, Christmas, Makarsakranti and Lohri ,Navratari in our college . These are key co-curricular activities that serve to enhance students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode. Exhibition under EPC-5 is organised every year on topic states in India, Country and Union Territory. Cultural Day, Guru Purnima celebrated in college. Value Added Course on Wellness through Sahajayoga Meditation Course run by the college for the past few years in online and offline mode that aids in the holistic development of students by drawing on traditional Indian Knowledge Systems. Subject like Contemporary India and Education, Language Across Curriculum, Hindi Language Education is part of syllabus. We inculcate values through programs and events organized for integration of Indian Ethos.</p>
5. Focus on Outcome based education (OBE):	<p>AICESR has aligned the course curriculum to specific outcomes. These course specific outcomes</p>

	<p>are discussed and communicated through the curriculum planning meetings. Various stakeholders including teachers, students, employer school principals, practice teaching school principals as well as alumni are communicated the Course Outcomes (COs). These are incorporated in the Teaching-Learning Process with clearly stated Programme Outcomes, and Course Outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the Program Outcomes (PO). The course curriculum is implemented as per the regulations of Regulatory Bodies, University and SOP of the Organization itself with due consideration to economic and social needs at large so as to apply the spirit of NEP.</p>
6. Distance education/online education:	<p>Our college is regular, but we promote online mode by using zoom platform for e-meet, google classroom for teaching learning. Due to Covid -19 pandemic, we have involved in using the digital platforms for engaging classes, conducting, seminars, International & National webinars, conferences, guest sessions, activities, online exams and meetings. We have conducted Teaching-Learning in Blended Mode. Online education has broken the geographical barriers creating interaction of experts and students from far off places. We at AICESR, encourage students to do MOOC courses. AICESR has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom and Google Meet, Google Suite etc. A wide range of technological tools have been used for teaching learning activities. Apart from this we have conducted all EPCs, practice teaching, assembly, farewell, national days' celebration, cultural activities, competitions, COVID awareness campaign, Yoga and Meditation etc. For Teaching Learning, we have incorporated google classrooms, PPTs, webs tools for quizzes, online video conferencing platforms, online libraries among others. The institute has adopted blended learning</p>

seamlessly into its functioning by making available relevant educational resources online for students' reference. The college conducts routine sessions to induct students to NEP 2020. Several sessions like Digital Skills in the Classroom, Expert talk on IPR, Life Skills, etc. are being conducted. We run Certificate Course in Value Education and M. A. Education, M. A. Economics, M. A. History through distance mode.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
181	150	132	132	96
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	07	17	11
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	68	64	67	29
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	68	64	67	29
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	82	68	65	67
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
13	16	15	16	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2021-22	2020-21	2019-20	2018-19	2017-18
53.59	24.33	27.86	362.40	31.02

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2**Number of Computers in the institution for academic purposes..****Response: 64**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Ashoka International Centre for Educational Studies and Research being an affiliated college follows the curriculum prescribed by the S.N.D.T Women's University, Mumbai. Being a Teacher Education Institution, mainly focus is on the effective execution of curriculum. Our teacher educators attended orientation, workshop, seminar organized by the University. On the basis of commencement date of S.N.D.T Women's University, academic calendar is prepared by referring university calendar for the year. In academic calendar as per curriculum course papers, Enhancing Professional Capacities (EPC), Engagement with Field (EWF) Practice teaching and Internship, curricular, co-curricular activities, certificates courses, value added courses, NSS camp, club activities are included and approved by management and shared with teacher educators, admin, librarian and is shared with students too. Planning and distribution of various committee is done e.g. admission, examination, training and placements etc. Academic Calendar is prepared for conduction of various activities in given time line. For each activity a proposal, plan of action, agenda is prepared for smooth functioning of activities. Also after conduction of activities feedback is taken from students for improvements and activity report is prepared. For teaching learning process for each subjects, micro plan is prepared with course learning outcomes & Program learning outcomes and same is followed. For teaching & learning we use various pedagogy like co-operative teaching/ learning strategies, role play, discussion, peer teaching/seminars by students and flipped classrooms etc. During this process ICT's are used effectively.

Due to Covid -19, pandemic situation all activities were conducted through online mode. Allotted lectures as well as different activities were conducted through online platform. As per special time table via zoom platform. Even Practice teaching and internship are mandatory part of B.Ed. curriculum, it was also reviewed and revised as per the feedback received from stakeholders. As per syllabus course assignments, educational visits are planned in nearby local areas to fulfil the objectives of the course, for example visit to special school, historical monuments, geographical, scientific places etc. In order to develop sensitivity among students the institution organised the visits to old age home, orphanage for conducting different activities & providing necessary things to them etc. Professional development of students is nurtured by providing opportunities to prepare and present papers in State, National & International seminars, participation in different competitions, online courses, competitive exams etc.

Students, alumni and stakeholders feedback were taken for reviewing curriculum. As per that feedback special expert sessions were planned like on Confidence building, Classroom management, C.V. writing, Principal's talk, personality development course by Nandi Foundation. Expert's sessions on CTET, TET, NET-SET workshops were also arranged under competitive exam cell. Students' are categorised as per their academic performance for improving result Elite and Ready to Fly groups. As per SWOC analysis training and placement calendar is formed and accordingly it is conducted. We discuss different activities in CDC meeting and take inputs from members and plan according to them. We are also giving opportunity to student representative of student council members for their views for planning of academic

calendar.

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

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

Response: A. Any 5 or more of the above

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 57.89

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

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

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

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

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 50.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
147	133	25	28	18

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: 1.88

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

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

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

1.3 Curriculum Enrichment

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

Response:

- A fundamental or coherent understanding of the field of teacher education:** In the beginning of the course student teachers are oriented through Induction program planned to explain curriculum, syllabus, code of conduct, exam rules, and different cells working for students' development like Elite Group, Ready to fly, SRPS, NSS, Holistic development, Competitive exam cell etc. It enables the student teacher to understand the requirements of the profession and face the challenges in it. Students are made aware about the need of Teacher Education Program by conducting expert sessions, alumni talk. All enrolled students are made aware of various techniques and skill set that will be taught in teacher education. It includes effective classroom management skill, preparation and use of instructional material and communication skills.
- Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:** The practicum work starts with orientation, model demo of particular skill, lesson planning of Micro Teaching Skills. Students learn all basic teaching skills separately and minutely as per orientation and as per their subject method e.g. Set Induction, Chalk board Writing, Stimulus variation, Questioning skills, etc. Integration of all skills a single lesson is also taken by students. Subject clubs were formed with an objective to enhance method specific content knowledge. Subject wise different field visits, creative teaching aids, exhibitions etc creates practical knowledge of the topics. Interviews of subject teacher experts, lesson observation of subject teacher were planned during internship program.
- Capability to extrapolate from what one has learnt and apply acquired competencies:** Student teacher learn teaching strategies like constructivism, cooperative learning, storytelling, role play etc. They take participation in seminars, club activities, creative teaching aid exhibition, different field visits, create script for drama, take participation in skit, street play, book talk competition, video

making etc. These learnt activities they were using during practice teaching and internship. Student teacher prepare lesson plan, unit plan, blue print etc. and implement in their internship schools.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.** The institution has planned various activities for development of student's emotional intelligence through reflective assembly on various days. For developing social skills we have outreach programs, NSS Cell which conducts activities like visit to orphanage, old age home, special school, donating grain, clothes to tribal needy people, cleanliness, tree plantation, NSS special camp etc. Under Employability Enhancement Cell activities are carried out in to enhances all skills of students. Student teacher get a platform to celebrate various activities like Women's day, Teacher's Day, AIDS day, anniversary of great personalities.etc. which develops their communication skills. Courses such as Communication Skills, value added courses like certificate course in value education, Wellness through Sahaja Yoga Meditation, Personality development, Resilience, Self-esteem courses were organized for developing students' critical thinking. Teaching-Learning is done with strategies such as co-cooperative, collaborative, role play etc. Research culture is promoted by Action research, SRPS- Students Research Project Scheme. We have collaboration and linkages with various schools where in we have our Internship and practice Teaching conducted every year. Students' teachers are engaged in various activities performed during Internship. In Internship students get an opportunity to develop practical skills and explore knowledge.

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

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

Response:

Ashoka Education Foundation is well known organisation having Higher Education colleges and schools. Ashoka Education Foundation's schools are affiliated to ICSE and Cambridge Board. Student teachers are made aware in the induction program about AEF's schools and other schools and its details through which they come to know different School Board's. B.Ed. curriculum is orientated to student teachers to know about theoretical background through compulsory courses like Childhood and Growing Up, Contemporary India and Education, Creating an Inclusive school, Knowledge and curriculum, Gender

School and Society and Assessment for learning etc. For better understanding of diversity and different types of schools boards and assessment patterns. Before going to practice teaching and internship student teachers are made aware about diversity in schools which helps them to take apt decision for practice teaching and internship.

We have linkages, collaboration and signed MOU with various schools for smooth functioning of academic, curricular and cocurricular activities. During Internship students teachers are asked to complete various activities that gives practical exposure with respect to real world. To highlight one of activity i.e. Interview of School Principal, Coordinator, admin etc. are taken. Here the main focus of interaction to know the development of school system, functioning of school, various curricular, co-curricular and extracurricular activities are planned. Student teachers are asked to take interview of experienced teacher wherein they take information about different assessment pattern, norms and standards etc. College selects minority school, girls' school and co-education school following SSC, CBSE, ICSE curriculum for practice teaching and internship to give experience of diversity in school system. Assessment is the backbone of effective curriculum transaction; a detailed understanding is given in compulsory course 'Assessment for Learning'. Student teachers prepare a detailed evaluation assignment consisting of year plan, unit plan, blue print, unit test, marking scheme with scoring key. The same pattern is used with help of school teachers during Internship and the results are analysed.

Apart from this student teachers are facilitated to know more about diversity in school system. Expert sessions on principal's talk wherein principals of different schools were invited to interact with student teachers like Principal, Mrs. Sudipta Dutta discussed on Cambridge AS & A Level, Principal Mrs. Leena Chakraborty shared her motivational story, role and responsibility of teacher. In alumni Kshitij meet also our alumni working in CBSE, ICSE and SSC board schools as well as alumni from abroad like Miss. Varsha Borse, Educator, Thailand, and Mrs. Poonam Sharma Rawal, Educator, USA interacted with present students wherein they talk about national and international diversities in school system, their curriculum, various curricular, co-curricular, extracurricular activities, assessment system and opportunities etc.

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

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

Response:

B.Ed. course begins with SWOT analysis of students. Through this analysis employability enhancement cell organizes student development program wherein different sessions of experts were planned like time management, resume writing, stress management etc. and plan personality development course for professional development. B.Ed. curriculum has different aspects like theory, assignments, practicum and Internship. Theoretical knowledge gives deeper meaning of concepts through the courses like Childhood and Growing Up, Learning and Teaching ICT, Creating an Inclusive School, Human Rights Education, Sustainable Education etc. Practical knowledge helps to understand the concepts. Most of assignments are related to field work which gives actual experiences to student like visit to scientific, historical and geographical places and visit to special school and writing report on it where student involve actively that create awareness in them. Enhancing professional capabilities develop teaching learning skills of students through orientation & model demo of teacher in micro teaching, integrated and practice teaching lessons, Constructivist lessons, ICT based lessons etc. Practicum like reading and reflecting, Understanding the self and Drama and art in education help student teacher for understanding self, role and responsibilities of teacher

Expert sessions like Principal's talk i.e. principals from different schools were invited to interact with student teachers about role and responsibilities of school principal and teachers, classroom management, understanding the child, evaluation pattern etc. Alumni talk from Indian as well as abroad alumni were organised to understand duties of teachers, functioning of different board school, their assessment pattern, norms etc. Personality development course from Nandi foundation was organised for student teacher, Wellness through Sahaja Yoga Meditation, Resilience Course, Self-esteem course were conducted for holistic development of student teachers.

Internship gives actual professional knowledge to student teacher like Planning of the lessons and conducting constructivist lessons, preparing unit test, result analysis and attendance of class, for a months and writing a report on all it. Observation of School facilities like playground, laboratory, library, different club etc. and writing report on it. Student teacher take interview of school principal, coordinator, and teacher made awareness about roles and duties of them. Student teachers plan assembly, co-curricular, extracurricular activities for students. Total seven Enhancing professional capabilities and Engagement with field (EWF) i.e. internship were give real experiences about professional skills.

Student teachers interaction with management, Parent Teacher Meet, Alumni Meet create a close bond between them. Motivated students to participate in Student Research Project Scheme, State, National, International level conferences, seminar, webinar for developing research attitude. Guest lectures offline and online during covid through Student Development Program, CTET sessions, Gold Medallist student's session were organised for student teachers. Majority of students of Ashoka get placement in reputed schools.

Ashoka believing holistic development of students' focus is also given on co-curricular, extracurricular activities. NSS is implemented in our organisation through which students understand

village life, community in which they work, our students participate in Avhan, Prerna, Leadership camp and Pre RD Parade. Extension activities like visit to old age home, orphanage, donation activities, increased interconnectedness with society.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

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

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

Response: A. All of the above

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 76.4

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	7	17	11

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

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

Response: 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity**

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

Response:

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

At the entry level, to make students understand institute organizes detailed orientation programs. This orientation program also helps students to understand the syllabus, curriculum, academic planning. It also includes sessions on life skills, teachers' personality etc. Institute focuses on academic development as well as skill development of students.

For the skill development of student, SWOT Analysis is done. The institute providing students since 2020, a SWOT form to identify their strengths and weakness as we believe to strengthen their strengths and overcome their weaknesses. Firstly, an orientation is planned to make them understand how to identify strengths and weaknesses. In the pandemic situation in fact, it was more essential to develop their strengths and to overcome their weakness. On the basis of the analysis of the forms filled by students, a plan of Training and Development called S.D.P (Student Development Program) is prepared and is executed effectively.

For the academic development of student, we understand that we must know their status at entry level and thus we first identify where they stand and for that a detailed academic record is prepared. Likewise, students are grouped in Elite Group and Remedial Group. Elite group is a group that includes students who have maximum academic scores at their graduation. The main objective of elite club is to motivate and

help students to become university topper and achieve good result in their academics. In 2017-19 Batch our student Ms. Monica Kumari has achieved Gold Medal at University Level. She has received Shri Kshavaprasad Desai Prize for standing first at B.Ed. examination; she also received Late Smt. Manek Pathak Prize for securing the highest number of marks at B.Ed. examination. She was also awarded Shri. B.J.Patel Diamond Jubilee Memorial Trust Gold Medal Prize. Remedial group is the one that includes students with least academic score in their gradation. In the academic year 2021-22 we have renamed remedial group as Ready to Fly group. The main objective of this Club is to motivate slow learners to improve in academics and clear all the subjects. Every year we have achieved 100 percent result. Different activities in both the cells are organized as per the need of the students.

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

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

Response: A. Any 5 or more of the above

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

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 26:1

2.2.4.1 Number of mentors in the Institution

Response: 7

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

2.3 Teaching- Learning Process

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

Response:

Being a teacher education college, teaching- learning process is given topmost priority. We have an independent process of teaching- learning and we follow it meticulously. We believe in using multiple approach in teaching and learning and that is reflected in micro plans planning and its effective execution. Micro plans are the framework which includes information about topics, methodology, books used for reference etc.

We use varied modes of learning like flipped classroom, seminars, co- operative strategy, constructivism, group discussions, storytelling, online mode, etc.

Flipped Classroom- We believe in developing self- study habit among the students. We provide students the learning material beforehand and ask them to come prepared with their questions. This instructional strategy helps them to develop the habit of self- learning. This also helps to increase their engagement and develops in them problem solving habit.

Seminars- It is one of the best instructional strategy where students are provided with topics well in advance, they have to do research on the topic and prepare a presentation based on their research and present it to the classmates and the subject teacher. It helps the students to explore on the topic. It also built in them confidence. They also become self-learners and develop communication skill too because of this instructional strategy.

Co- operative Strategy- In this instructional strategy, students learn in groups. We develop team- work with the help of this strategy. Students are given sub- topics in which they study together and present it to the class. Peer learning is promoted through this strategy.

Constructivism- Students are posed with different questions, different activities, videos supplemented with questions etc are provided to the students so that they construct their knowledge on their own instead of spoon feeding. In today's world it is very important to engage students actively in the teaching- learning process so that they become active recipient of knowledge.

Group Discussion- In group discussion, students are grouped and are provided with topic for discussion. Each member of the group contributes her idea in the group and then the group leader, represents the opinion to the other groups. Teacher provides a free and conducive environment, so that each student and each group can put forward their opinion. Teacher ensures leadership in rotation. This instructional strategy helps to build life skills among students.

Story Telling- To make teaching content interesting, stories are used as an aid. Topics that include information of philosophers specially are taught with the help of storytelling. This method helps to develop students' interest towards the topic and gives them an opportunity to use the same for practice teaching and internships.

Online Mode- During covid, without any challenge all theoretical and practicum topics were taught with the help of online platform. Students have conducted seminars, presentations too through online mode of learning. We have realized that with the help of online teaching- learning, students have become techno-

savvy.

Adopting to the above-mentioned mode of learning, we witness good results, active participation in class and healthy classroom environment.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 84.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	14	14	13

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 97.24**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 176

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

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

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

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

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

Mentoring is the heart of our educational institution. Teachers who work for students' development are

called as mentors and students who seek guidance and support are called as mentees.

Mentoring process starts after the admission process. Students' allocation is done systematically. A detailed analysis of students' academic score is done. Once the detailed analysis of students' academic score is done, students are grouped in different categories like A, B, C, D. O means 90+ and above, A means 80+ and above, B means 70+ and above, C means 60+ and above and D means 50+ and above. Then each mentor gets equal number of mentees from each category by mentoring in charge through Simple Random Sample method.

In the beginning of the Mentoring Process, Mentor gets the Mentees SWOT analysis form filled from her to understand her strengths and weaknesses so that strengths can be utilised and weaknesses can be overcome.

There are two formal meetings between mentor and mentee in a month and they also interact informally many times as per the need of the mentee.

Each mentor sets academic goals for his/ her mentees. Mentor also takes care of academic progress, attendance, participation in curricular, co-curricular and extracurricular activities. Each month a review is also taken by the mentor about mentees progress. Special achievement of mentees is specified and acknowledged in the e- bulletin of the college too.

In students' life there are lot of personal and academic problems faced by them, they need someone who can listen to their problems and give them solution. This counselling is also done by mentor in the mentoring process. If the problem is related to specific subject, mentor directs it to the subject in- charge. Students discuss all problems with their mentors freely mentor also giving maximum help from his/her side for solving the problem.

The students who have less attendance are paid special attention from mentor side. Mentor also identify the slow and elite learners and counsel them accordingly. For slow learners' mentor ask subject teachers to take remedial lectures. Elite learners are encouraged to take more efforts to achieve even more excellence in academics as well as extracurricular activities. Even the students with many issues are asked to call parents for parents- mentor meetings. Management also gets involved whenever required for the students' help.

Mentor also help mentees to set their goals and helps them to achieve them. A review of the same is also taken in review meetings.

Each mentor keeps a record of mentees progress, submits major achievements to Mentoring in charge which further are communicated to management and displayed in meetings like Management Review Meeting.

Record related to mentoring is maintained in mentoring diaries.

Mentor like mother figure guide them to manage their stress levels. During mentoring session focus is given to understand mentees weaknesses, difficulties, challenges 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.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

At AICESR, teaching- learning process is student centric. The teaching and learning process is designed to nurture students' creativity, innovations, intellectual and thinking skills, empathy, life skills as we strongly believe that education is change in behaviour. Being a Teacher-Education college, Teaching-Learning is given core importance. The process includes strong planning and effective execution. Planning part of teaching learning starts with preparation of micro plan where planning of pedagogy is done for each topic. The pedagogies are planned to develop among students' creativity, innovativeness and intellectual skills.

Co- operative Teaching- Learning Process- It is one of the educational approach that aims to organize classroom activities into academic and social learning experiences where students learn in small groups. Teacher divides the class into small groups following heterogeneity in each group. Teacher uses various techniques of co- operative learning in the class like brainstorming, discussion, think, pair and share, jigsaw to develop creativity, intellectual and thinking skills, empathy and life skills. Whenever students are divided in groups, they are provided with small tasks. These tasks can be discussion on sub- topics or can be a question. Students also develops confidence during learning in groups. Not only theory but even practicums are executed through co- operative teaching- learning process. Like EPC-5 Drama and Art in Education where students are grouped and presents drama or exhibition which also nurtures their life skills. Even in EWF students conducts lessons through team teaching. This develops among students' team spirit.

Flipped Classroom- Flipped classroom is one of the teaching strategy that helps teachers to priorities active learning during class time by assigning students lectures material and presentation to view at home. Students are provided with handouts and ppt's on google classroom much before teaching starts. Teachers handouts are also available in college library for reference purpose. Students follow these handouts and presentations to prepare for their lecture and come to college prepared with their queries. Instead of teaching in class, students learn at home and ask in class only their doubts and that is how they develop critical thinking skill, intellectual skills. To aid students in practicum, teachers have uploaded on college

YouTube Channel, model lesson executions, they also share model lesson plans that students refer at home to prepare their lesson plans.

The college has a mechanism of class observation, where Principal, course coordinator and senior faculty observes teaching faculty and verifies if they have used an innovative method for teaching- learning process.

College also has a Research Cell, named Student Research Project Scheme that enhances students intellectual and thinking ability. Thus theory and practicum both nurtures in students' creativity, innovations, intellectual and thinking skills, empathy and life skills.

Co- operative teaching- learning process, Flipped Classroom, Constructivism, Case Studies, Story Telling, illustrating with Examples, Cooperative Learning are different strategies that are implemented in the classroom to give students hands on experience of implementation of the innovative practices in classroom. Few subjects are having Field Trips for the students. Revision Sessions, Remedial Sessions, University Paper Solving Sessions are conducted to make learner develop intellectual skills. Every year, our students pass out the University Exam in Distinction. In the year 2017-19, one of our students, Ms. Monica Kumari, has been awarded with Gold medal for being University Topper of B.Ed. Exam. From the same batch, Ms. Rohini Dhikale and Ms. Jyoti Kale secured 3rd and 5th Rank in the University.

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

2.4 Competency and Skill Development

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

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

9.Preparing Individualized Educational Plan(IEP)**Response:** A. Any 8 or more of the above

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

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

Response: A. Any 8 or more of the above

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

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**

4. Classroom teaching learning situations along with teacher and peer feedback**Response:** A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: C. Any 2 of the above

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

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

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

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

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

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Being a teacher education college, focus is given on providing practical exposure to students and that is why internship programme is given lot of importance. Internship program is systematically planned with necessary preparation. College focuses on preparing students to be ready for internship program.

- To make students ready for internship program a detailed orientation is planned. A schedule of the same is prepared by internship in charge and is communicated to students and to faculty well in advance.
- This orientation includes code of conduct of internship, these are also published on college website.
- It also includes demo lessons of different methods. For every method, the method master provides a demo in simulated condition along with the lesson plans. After the execution, discussion is conducted based on execution. Teacher also brainstorms with students with respect to different examples to help them to prepare for the lessons. In this internship orientation, orientation of lesson plans is also done in detail and a sample lesson plan is also provided which builds confidence among the students.
- As Objective & Specification plays a vital role in lesson planning thus objectives and specification workshop are also planned in the orientation program. Some other components of lesson plan which needs to be oriented to students are orientation of values, core elements & life skills which is also done by teacher educators.
- College also provides detailed orientation on block teaching, revision lessons, unit tests, attendance analysis, conducting assembly, how to conduct interviews of different heads at school.
- College also orients students about how to organise co- curricular and health related activities such as educational visits/ cultural program/ day celebration/ competitions and writing a report.
- Along with this college orients students about learning about various registers in office, various documents, admission procedure etc.
- College makes a detailed orientation about how to identify learning difficulties and implementation of remedial program. Orientation is also given on preparation of unit test and blueprint. Orientation is also given on exhibition of the projects.
- Orientation is also given on pre-action reflection, reflection in process, reflection after process and explaining evaluation. 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. Every school is appointed with a leader and a co- leader. This provides confidence among the students.
- Also, a detailed plan is prepared with the student representative with respect to different tasks. A review of all the tasks is also undertaken by the schoolteacher who works as school in- charge/ school mentor on regular basis. Due care is taken for effective internship.

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

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

Response: 11.14

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

Response: 7

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

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**

8.Maintaining documents**9.Administrative responsibilities- experience/exposure****10.Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

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, a detailed schedule of orientation is prepared and is shared with students and teachers for effective communication and effective preparation. On the basis of the schedule orientation is prepared which enable students for effective execution at the time 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 wearing of I- card to uniform to reaching schools on time, everything is communicated to the students.

Teacher educators meets with the school authorities with the permission letter and discusses the entire internship program. The letter includes in details of activities of internship program. A received copy is kept for record purpose. List of students is also given to school authorities for record purpose to mark attendance by the school authorities and and the same is done by teacher educator.

During internship programme, all students are divided in different schools with a guide teacher. Before the internship, a meeting is conducted of the guide teacher and the students of that particular school for internship coordination. 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. During this interaction, school principal guides the students about school functioning, schools mission and vision. School principal keeps a control on the entire internship program with the help of teacher educator and school teacher. An interview of headmaster/ principal is also conducted where school principal guide students about facilities and activities provided by school.

For effective monitoring during internship programme, teacher educator deputed leader and co- leader. Guide teacher also guides students from preparation of lesson plan to approval of it to its effective execution. Lessons of the students are observed by teacher educators of the college. Sometimes even

school authorities are advised to observe internship lessons to guide them for further improvement. School authorities provides a detailed feedback orally and in writing to the students for their better improvement. Schools also provides a written feedback about students' overall performance which is called as Practice Teaching Feedback.

The peer is advised to work in collaboration, they conducted team teaching also for effective team work. Tasks like learning about various registers, documents, admission procedure are done in peer.

Students are also suggested to observe school records, observe senior teacher lessons and apart from this they are advised to perform extra tasks suggested by school authorities on voluntarily basis.

Only after completion of internship seal and signature of all concerned authorities is taken at the end of internship. Only after the assessment of all internship tasks, students are provided with marks.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

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

Response: C. Any 2 or 3 of the above

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

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

include

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 66.36

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 20.55

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

Response: 3

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 0.88**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 11.5

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

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

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

Response:

At Ashoka, we have highly qualified and proficient faculties fully dedicated to empower themselves by in-house activities as well as activities outside the organisation. For development of faculties we have Research Cell/ Staff Academy with the objectives- to organize monthly one meeting on research aptitude development of faculties, to motivate faculties for up gradation, to provide platform to faculties and resource person to share their experiences and knowledge on research and to enhance the faculty proficiency through additional qualification.

Faculties are motivated to plan long term and short term goals and a review of same is taken by Principal and management in Management Review Meetings. Coordinator and Principal also motivate staff to keep themselves updated professionally and that is the reason faculty have monthly reviews which are part of monthly reports where they get score for their professional upgradation for ex- writing a book, presentation a paper in national and international conferences, providing guest lecture to various institutions etc. These monthly reviews in monthly reports further becomes part of performance appraisal, thus every effort is made by teachers and management for updating professionally.

Faculty Development Program is one such in-house initiative where more than 40 F.D. P's are conducted till date. In 2018-19, 18 FDP'S were conducted, in 2019-20 12 FDP'S were conducted, in 2020-21 8 FDP'S were conducted, all these benefit faculties to upgrade themselves professionally. All the topics are on current developments and issues in education like 5's implementation, E- content, Research Methodology, New Education Policy and beyond- Role of teacher etc.

Highlighting the Participation and presentation at National and International Level, teachers are also motivated to participate in present papers in national and international conferences/ workshop and seminars. In the year 2017-18 there were 13 research paper presented, 2018-19, 19 papers were presented, in 2019-20 52 papers were presented, in 2020-21 19 papers were presented and in 2021-22 till date 7

papers are presented. This too helps to upgrade their professional development.

Focusing on total Number of books and / or chapters in edited books, papers in National / International conference proceedings published we have about 117 as the total number. In the year 2017-18 there were 13, 2018-19, 21, in 2019-20 there were 56, in 2020-21 there were 20 and in 2021-22 there were 7. This too helps to upgrade their professional development.

Talking about Refresher Course/Faculty Development /Short Term course participation, there are about 22 such participation by the teachers.

Our teachers are always invited as resource persons at various institutions. Sharing information about policies and regulations with other colleagues and colleges, Dr. Santosh Rukari was invited as **chairperson and panelist** at State Level Conference to deliver a speech on New Education Policy and Its implementation, Dr. Priti Sonar was invited as **panelist** to deliver a speech on **New Education Policy** and quality concerns in Higher education at international seminars at Shri.S.R. Patel B.Ed. College, Surat, Gujrat. Mrs. Samruddhi Chepe, Mrs. Savita Shinde, Mrs. Sarita Verma, Mr. Ganesh Wagh have **presented papers on the themes NPE 2020**.

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

2.6 Evaluation Process

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

Response:

The structure of two years B.Ed. program has internal and external evaluation. The internal evaluation for

theory papers (compulsory, optional and electives) is for assignments prescribed by university. The internal evaluation for practicums comprises of EPC's (Enhancing Professional Capabilities) and EWF (Engagement with Field). In the first year B.Ed. EPC- 1, EPC- 2, EPC- 3, EPC- 4 and EPC- 5 are evaluated. Also EWF- 1 involves Practice Teaching. All 5 EPC's and 1 EWF carries 50 marks each. In the second year B.Ed. EPC- 6, EPC- 7 and EWF- 2, 3 are evaluated. 2 EPC's of second year carries 50 marks each and EWF 2 and 3 carries 200 marks each.

Subject Related internal evaluation- Every subject in B.Ed. has 25 marks of internal evaluation for assignment. The respective subject teacher orients the assignments in class, discusses evaluation criteria. Students refer resources and completes the assignment. Each assignment is evaluated on the basis of specific evaluation criteria decided by the subject teacher. These marks are uploaded on the university portal to be included in the final result sheet. The assignments are aligned with COPO attainment.

Practicum Related internal evaluation- The evaluation procedure for practicum is as follows-

EPC- 1 (Skill Development Program- Micro Teaching, Integrated Lesson)- In orientation students are made aware about the evaluation criteria for each skill. Constructive feedback at the time of execution is given to the students. The teach and reteach rating scale for respective skill is evaluated by the teacher educator for each student. The marks are compiled and submitted to respective EPC in charge faculty.

EPC- 2 (Reading and Reflecting on text and Constructivist lessons) – As per the syllabus, the EPC is oriented and students execute the given activity in their small groups. Each student, in each small group is evaluated by observer teacher educator.

EPC- 3 (Learning to use computers)- This practicum is evaluated on the basis of activities mentioned in syllabus.

EPC- 4 (Understanding the self)- This EPC focuses on inner transformation of students. Respective mentor evaluates this EPC.

EPC- 5 (Drama and Art in Education)- Various cultural and group activities are carried out by the students and reports are prepared and evaluated.

EPC- 6 (Research Project)- Students are guided right from selection of the topic to report writing under the guidance of guide teacher. Each student is evaluated on the basis of the university prescribed criteria.

EPC- 7 (Portfolio)- The entire activities performed by students during the B.Ed. are included in students' portfolio.

EWF- 1, EWF- 2 and EWF- 3 (Engagement with Field)- The evaluation process includes lesson plan writing, lesson guidance, lesson execution. The evaluation is done by teacher educators and school teachers and marks are given for lesson plan preparation as well as execution.

Though not prescribed in the syllabus, the college organizes tutorials, mid- term and prelim exams so that students excel in university exam.

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The college works for providing excellence in education. For achieving excellence in education, the college functions through various committees. At A.I.C.E.S.R we have some independent committees to look after examination related work too. One committee is appointed to look after concurrent internal

evaluation and the other look after University examination related work. For quality enhancement also we have one committee which is named as Grievance Cell. The role of the committee members is formation of grievance committee as per the university / UGC norms and setting up the mechanism for grievance redressal.

We have exam superintendent who is head of Exam Cell and in case there are any exam related grievances, they are looked after by exam superintendent. If the grievances are major, then the grievances are forwarded to Coordinator and Principal. The frequency of the meeting is monthly. After the end of every month a meeting is conducted to solve the grievances if any. Many times there are no grievances, in such case, a closure with no grievance is mentioned with signature of committee members.

In case there are grievances which needs to be solved in consultation with the university authorities then Exam superintendent contacts with the university authorities to solve the grievance.

The most important part of the formation of this Examination Grievance Cell is that it includes Principal, Course Coordinator, Senior teachers, and Student Council Representatives.

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

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

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

Response:

Academic Calendar is the mirror of college. It is one of the most important tool on which whole college functioning depends. Academic calendar is prepared by Principal, Course coordinator taking into consideration opinion from students, teachers, employers, parents and management. It is then sent for approval from management. Suggestions from students, teachers, management and other stakeholders are taken into consideration for the development and wellbeing of students.

Academic calendar includes details of all major activities that college has planned for the students' development. It includes examination details both internal as well as university examination. It also includes semester/year beginning date, curricular activities, co-curricular activities and extra-curricular activities.

Academic Calendar includes information with respect to exam dates, guest lectures dates, annual social gathering date, syllabus completion date etc. Thus all major activities are highlighted in the academic year plan as we believe in effective planning.

Academic calendar is given to all the students and staff before the session starts. It is also displayed on the notice boards and well as displayed on the website. As per the academic calendar, time table is prepared which is followed for strict adherence to the academic calendar.

The academic calendar mentions total number of days for tutorials, Mid-term, Prelim Exam. It also mentions total number of lectures for teaching as per the guidelines provided by university. The first date that the academic calendar mentions is syllabus orientation date, where a detailed orientation with respect to internal examination is given to the students. Even practicum orientation dates are mentioned in the academic calendar, here also a detailed orientation is provided as it is the base of B.Ed. program. These dates are followed by concerned in- charge teachers.

Students are told well in advance about the dates of tutorial exam too as that they are prepared well for it. Dates of Mid- term, Prelim Exam are also mentioned for the students' readiness. In fact it also gives an idea to the teachers for their syllabus completion as per the dates of the exam. Syllabus completion date is also mentioned along with internal practicum submission date which also is followed. Students Revision and Remedial Classes dates also are part of the academic calendar.

Academic calendar thus includes important dates for internal evaluation. A due care is taken for minimum deviation. Academic calendar review is conducted with the help of term beginning and term closure meeting. In case there is any change in the dates of execution of the activities and is not aligned as per the academic calendar, it is discussed in a meeting and then is communicated to the concerned stakeholders for appropriate action.

The college has an excellent work culture and therefore it seldom faces difficulties in adhering to the academic calendar not only in terms of internal examination but also in terms of all other activities.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Being teacher education college, teaching- learning is one of the most important component. As our college is ISO certified we have an independent process for teaching and learning. Due care is taken in the planning as well as execution of the planning.

The very first step which is done in the beginning of the academic year 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.

Evaluation of CLO and PO achievement status against the students Assignment is done by the Faculty members for their respective subjects.

External Exam marks are also assessed and analysed on the basis of achievement of COPO. Effectiveness of Teaching Learning is being measured through the status of COPO. To enhance effectiveness, various methods and techniques of teaching such as Flipped classroom, Educational visits, co-operative and constructive approach, seminar, Action Research, Exhibitions are applied in the teaching-learning process.

These are reflected in Micro Plans as well.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	68	64	67	29

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

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

Response:

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.

Apart from Theory Paper Assignments, the EPC (Enhancing Professional Capabilities) and EWF (Engagement with Field), are also mapped and correlated with CLO-PO. With the status of CLO-Po, on the basis of EPC and EWF, the student's Professional Skill Development is monitored. After the execution of students' lessons oral as well as written feedback is provided for students' further improvement.

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

To help them to overcome their weaknesses, Student Development Program are done on the basis of SWOT Analysis. These sessions help them for their Cognitive, Psychomotor and Affective Domain Development.

The professional attributes thus help in enhancing the employability skills.

The Elite Club and Ready to Fly Club are also taking efforts for tracking the progression of students in terms of Academics. In the beginning of the year, their Entry Level Marks, are taken and students are divided either in Elite Club or Remedial Club on the basis of their previous percentage.

Mentoring is one of the core areas where students are guided not only for their Professional Attributes, but also Personal Attributes. Mentor- mentee interaction motivates mentee to overcome personal challenges so that they perform well in academics.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 78

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

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

Once their previous academic scores are analysed, students with highest academic scores are clubbed together and they become part of **Elite Group**. The objective of elite group is to motivate these students to

come in university ranks and receive gold medal. Elite Group Students are motivated to excel in examination by participating in number of activities planned for them especially. The number of activities planned for them includes expert talks, interaction with university toppers, interaction with management etc. They are given special tests for practice purpose. In the pandemic situation they were given Google forms to practice more MCQ's. Students who have academic less scores are clubbed together in **Remedial Group**, this group was renamed as **Ready to fly** in the year 2021-22. The objective of this group is to motivate all students with academic less score to improve in academic score and to target 100 percent academic result. For these students' too different motivational talks and management motivational talks are planned. For both Elite Group and for Ready to fly group targets are kept before the beginning of the semester or year and after the semester or year-end a comparison of both is done to check if improvement as worked out as per plan and if yes, how much improvement is achieved. It helps to plan further targets and plan of action.

Evidence of the success of both the groups is evidenced through **three university rankers in university exam in the year 2017-19** along with a **Gold Medal** and **100 percent academic result every year**. Since 2019-2020 we have recorded **100 students in distinction** in the final year exam.

100 percent growth in the academic progress of the students is visible in the past five years. There is a difference and growth visible in their entry marks and the exit marks.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

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

Response: 0

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

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

Response: 5.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	17	17	22	15

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response: 6.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	24	19	13

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

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..**Response:** 17.4**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
15	21	19	23	09

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 96.96**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
160	150	132	132	96

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat,

AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 93.49**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
170	140	120	120	96

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

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

Our college is the Teacher Education institute which has one of the mission to serve community. The 3 Pillars of Higher Education are considered to be Academics, Research, Outreach activities. We have an Extension Cell which functions for not only bridging the gap among learners and society but also to help needy people and develop a sense of social and civic responsibility. One of the objectives is to sensitize students by carrying out activities for the betterment of the society. Also to understand the community in which they work and to develop social responsibility and learning by doing. Students understand themselves in relation to their community also identify the needs and problems of the community and involve them in problem-solving. College carries out various programs which helps practice national integration and social harmony.

Outreach activities are integral part of an Institute which provides a link between the Institute and the community. Extension Cell has established linkages with various social organization and have conducted the outreach activities at Aadharshram Orphanage at Ashok Stambh, Radha Keshav Old Age Home, Devlali and Rachna Trust Tribal Girls' Hostel, Gangapur Road. We conduct recreational activities, interactive and participatory programmes, group discussion, street play, skit, we are continuously trying to create awareness among society about their rights, access to information, employment opportunities, women education, environment awareness, etc.

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

and families as a whole to lead a successful life. Some of our recent activities include such as Visit to Vikas Mati Mand Mulanchi Shala to make students aware of educational needs of special children distribution of clothes at Aadharashram Tryambakeshwar. Every we distribute Diwali Faral to Tribal Children through Ramkrishna Mission. We had distributed grains and masks in the COVID Pandemic situation through our NSS Students. The NSS Unit of the college is actively involved in community service. All of their activities and programmes throughout the session focus on students working with society. Their intensive participation in such programmes inculcates in them a spirit of good citizenship, service orientation and helps in the holistic development of their personality. We try to connect with society by organizing Free Eye Check-up at Moh Gaon on 3rd August 2018, clothes distribution to needy on 2nd November 2018, grains and cereals donation to Old Age Home on 19th January 2019. Anti-Tobacco Campaign- pledge of Effects of Tobacco and COVID on 11th September 2020, Road Safety Abhiyaan on 5th February 2021, Tree Plantation Drive at Khambale with Samsonite at Ghoti Road on 22nd July 2019 & on 18th July 2022. Every year our student visit Radha Keshav, Old Age Home to sensitize our students with experiencing realities in society. Students learn about old & deprived people how they faced major social problem. In order to have an insight into the bitter realities of life. These kind of activities help students to imbibe values within them.

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

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	3	1	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

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

Response: 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	9	5	8

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response: 26

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

Response: 26

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has an infrastructure in accordance with NCTE norms. The institution's infrastructure is well-maintained so that students and faculty can benefit from it. Our institution is ISO 9001: 2015 certified.

1. ClassRooms

“Today’s Learners become tomorrow’s leaders” Pleasant Class Room is the place where students learn with zeal to achieve their goals. Our college has 13 ICT-enabled classrooms with the required infra and LCD and Internet facilities. Classrooms are spacious, ventilated, and decorated with colours and curtains. The seating capacity of the classroom is 50 students, Well-equipped with mounted LCD projectors, white screens, a podium, and green boards. In addition to tutorial rooms for a group discussion

Library

The college has a well-equipped library with 5424 books & reference books, 23 dictionaries, 27 encyclopedias, 99 CDs & DVDs, 14 Journals, an Online database-241 (DELNET Database), 200 E-books, 26 e-resources & 6 Newspapers. Library records are verified through a library audit. Apart from books we have Periodicals and E-Journals Subscriptions. We have facilities such as Library Membership, Intercollege Loan Facilities, and Book Bank facilities.

2. 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 are also utilized with the school on sharing basis. Students prepared various teaching aids, models, and charts in the curriculum lab they also prepared digital aids and virtual videos for presentations in the lab.

3. Sports Facility

We have a big playground and equipment to play various games and sports. Apart from Physical Director, we have special coaches for each game such as Volleyball, Basket Ball, Table Tennis, Kho Kho, etc. The sports department is being strengthened by the addition of sports types of equipment such as carom board, basketball, holey ball, cricket kit, badminton, Shooting range, etc.

4. Computer Lab

The Institution has a computer lab of 36 computers with Wi-Fi, an Internet facility for data entry and analysis; document generation, research publications; internet access, and information sharing.

5. The Air Conditioned Multipurpose Hall and Seminar Hall

The air-conditioned multipurpose hall is used for organizing and conducting various seminars, symposiums, workshops, conferences, and major activities for target groups and other co-curricular activities of the institute. Along with lectures classrooms are used for student council meetings, small group discussions, micro-teaching/ EPC practicals, simulated lessons, model lessons, method lectures and preparation for co-curricular activities, and mentoring.

The Seminar Room at AICESR provides facilities and services for academic meetings, seminars, events, and corporate recruitment procedures. The state-of-the-art Conference Room provides an ambiance that takes us away from the regular work environment, leaving us to concentrate solely on our tasks.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 100

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

Response: 13

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

Response: 13

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

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

Response: 13.45**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
13.61	14.24	14.39	12.32	12.60

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

The college has a well-established library and Reading Room with software such as DELNET, and KOHA which provides an Open Access Catalogue for students and staff. Software is deployed for all library-related work such as storing the accession number of books, individual book IDs, etc. Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items. Koha is an Integrated Library System with a range of features.

This union catalog is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. The request for an inter-library loan can be placed through the online system. The institution's library has a computer to record books, journals, magazines, and newspapers.

The college functions through ERP software. Even in the library ERP is used effectively. ERP is used for accession, circulation, storing data, retrieval of data, and also used for providing references. 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, 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.

The Institution has subscribed to DELNET to provide users with a digital library with a huge database. DELNET maintains an online union catalog of books available in its member libraries. The features of DELNET are sharing of the database, availability of research-related books, dissertations, and thesis. DELNET is an excellent platform for research references. The college has received login id and password which are shared with all the users of the AICESR library so that all the users are having free access to the bank of knowledge.

New arrivals of the journal, magazines, and books are notified to the faculty members through the mail. The reading room is well furnished to accommodate students at a time and provides a conducive environment for study. A visitor's book is maintained for students and staff. There is a facility for storing information about the author and title of the book and the book can be identified based on the same. The institute's library has computers with internet facilities. It enables the staff and the students to browse through e-journals and e-books and various other learning resources. Students and staff have open access to the library and they have the freedom to use the library liberally. The library is equipped with a scanner and printer which are used by the student teachers and faculty members.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

The library management system is functioning through ERP software to manage the manual functions of a library. The software helps to manage the entire library operations from maintaining book records to issuing a book. So, it is easier to search for books and find the right materials for staff, students, and the librarian. Students & teachers had provided login IDs & passwords for smooth functioning. Librarian is providing an increasing number of resources that users can access from remote sites. Students are likely to be highly motivated, possess significant experience with library research and familiarity with electronic resources, and demonstrate relatively high success in using information technology. The Library also has DELNET which is accessed remotely by teachers and students whenever they require it. Its Login credentials are provided to students and Staff. It aims to collect, store, and disseminate information besides offering computerized services to users, coordinate efforts for suitable collection development, and also to reduce unnecessary duplication wherever possible. DELNET maintains an online union catalog of books available in its member libraries. This union catalog is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. The request for an inter-library

loan can be placed through the online system.

All the activities of the college are reflected in E- the bulletin. It is published by the librarian on monthly basis along with a representative from the staff who plays the role of editor. This e-bulletin includes all the core activities which are conducted in the college under various committee titles. This e-bulletin is further shared through e- platforms such as the college website, e-mails, and what's app groups to all the stakeholders.

The news related to college activities is also published in newspapers. This published news is shared through various e- platforms such as college websites, what's app groups.

Study materials, handouts, and presentations are shared through the college website, google classroom as well as WhatsApp app group.

To help students perform well in the exam, previous year's question papers are circulated to the students through the college website, google classroom as well as WhatsApp app group.

The library provides an internet facility for e- references. Students can utilize the internet facility for self-study, preparation of seminar presentations, for research work. Complete support is provided to students for remote access to the library.

The colleges under AEF have signed an MOU through which remote access to the libraries of other units can also be utilized by Ashoka International Centre for Educational Studies and Research users.

The college has a fully functional library with ample references, subscriptions, e- resources, database resources, and e-books for the facilitation of knowledge dissemination.

All the resources can be physically as well as remotely utilized by all members.

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

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

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

Response: B. Any 3 of the above

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

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

Response: 0.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.87	0.24	0.46	0.98	0.61

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 11.86

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

Response: 258

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

Response: 389

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

Response: 395

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

Response: 591

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

Response: 667

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The Institution has developed ICT facilities to meet the learning requirements of students and faculty. 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 transactions and research purposes. Students can also use a computer/ ICT lab for their project work and explore knowledge beyond the curriculum. The college has well equipped ICT & Curriculum lab which serves as a safe place for a 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 are 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. We are using 50 Mbps Internet speed on our campus.

In meeting and being at par with the latest digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides an adequate number of computers, printers, scanners, and LCDs with projectors to help students and faculties to carry out academic activities effectively. The College has a well-equipped computer Laboratory with the requisite number of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected to LAN and an internet facility. Faculty use modernized approach & electronic gadgets for efficient classroom transactions.

The college owns 64 Desktops and 1 Laptop. Among these, 40 computers are used by the students and the rest are used by the office. All the computers in laboratories are connected to LAN and an internet facility. The college also possesses other ICT equipment such as projectors (13), printers (4), and scanners (2). This ICT equipment is adequate for the benefit of students in particular and the staff members in general.

It makes both the teachers and students engage in modern educational technology curricula and pedagogy. The computer lab is used for conducting Practicum for the student teachers, reference work, and research projects. Apart from it, the lab is also made available for online form filling for the B.Ed. CET, preferential list form filling for the CET candidates without charging any fees.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter

5.Editing and graphic unit**Response:** D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 8.28**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
5.98	6.97	10.69	6.62	11.08

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

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

Response:

The college has an established system for the maintenance and utilization of physical, academic, and support facilities. In every academic year, an adequate budget is sanctioned by the management of the institution to ensure the maintenance and upgradation of various facilities in the classrooms, laboratories, library, etc. The college takes into account the need for repair and replacement of furniture and other equipment available on campus.

Maintenance process

Physical infrastructure is well maintained and upgraded with the requirements to ensure a comfortable atmosphere. Regular cleaning of classrooms & other facilities is ensured by support staff every day. A daily cleaning checklist is prepared & it is monitored by the admin. The housekeeping department is monitoring the housekeeping & maintenance of the whole campus as per the ISO process. The super cleaning of the campus is done weekly and monitored through the housekeeping department. Separate checklists are prepared for daily cleaning and super cleaning processes.

The maintenance department has placed the plumbers, electricians, and carpenters permanently for building & campus maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done through Annual Maintenance Contract. The Garden is maintained with rich sources of indoor and outdoor plants that add to the aesthetic beauty. plants, medicinal plants, and various flowering plants are grown to maintain a green and eco-friendly campus.

Utilisation Process

The available infrastructure is utilized to its optimum by the institute. The institute is having computer lab, curriculum lab, library, NSS Room, sports room, etc. as per the guidelines of NCTE.

The science lab, Maths lab, Geography lab, Infirmary, Canteen, Arts & Music room, Fine arts room, and observatory are also utilized on sharing basis. The classrooms are having movable chairs & benches so that the setup of the classroom can be changed as per various events.

The computer lab is equipped with 36 computers and a bandwidth of 100 Mbps is provided for fast internet access. Students are utilizing in batches for EPC-3, EPC-6, assignments, projects, preparation for assembly, seminar, research, references, etc. For B.Ed. CET/ELCT registration & admission process we use a computer lab. Also for various purposes such as competitive exams, SNTD student compliance is carried out in a computer lab.

The library is having a good collection of books, reference books, journals, textbooks, competitive exam books & literature. A separate SOP is prepared for the utilization of the library. All the books received either through purchase, subscription, or gifts are accessioned in the Accession Register, classified as per Dewey Decimal Classification (DDC) scheme, and processed to make them ready to use. Magazines journals and newspapers are available in the library & fully utilized by students & staff.

The institute is having full-fledged sports facilities such as outdoor sports, basketball, football, cricket, short put, badminton, athletes, and long jump with proper ground & coaches available. Indoor sports such as carom, chess, and archery are also available on campus. Every year we organized sports day & weekly

one sports period is allocated in time table		
File Description		Document
Any additional information		View Document
Link for additional information	View Document	
Appropriate link(s) on the institutional website	View Document	

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

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

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 61.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
62	33	26	45	21

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

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

Response: 42.31

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 25

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

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

Response: 8

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response: 16.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	17	15	02	04

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning**

Response:

For the overall development of the students, we at Ashoka form Student Council every year. The student

council helps share students' ideas, interests, and concerns with teachers and principal. AICESR student council acts as a liaison between the staff and students. They are instrumental in ensuring smooth implementation of co-curricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college; both curricular and co-curricular. Under the guidance of the Principal and the faculty in charge is responsible for conducting a variety of events. Its main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit, leadership skills and cooperative learning amongst student teachers.

The various activities conducted by the Students' Council include participating in regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to Faculty and Principal. They are an important link in the communication and transmission information between the institution and the students.

Class Representative: The Class Representative (CR) heads the Student Council and coordinates activities among the members of the Council and the teachers and the students.

Assistant Class Representative: The Assistant Class Representative (ACR) along with the CR, heads the Student Council and coordinates activities among the members of the Council and the teachers and the students.

NSS Representative: The NSS Representative works under the guidance of NSS Program Officer. NSS Representative plays key role in coordination of NSS activities, NSS Camp, also various days are observed as per the circular from Statutory bodies and maintains a record of NSS Activities.

Cultural Representative: The Cultural Representative works under the guidance of Cultural In Charge from the Staff members and coordinates with the students to ensure maximum participation of student-teachers to put up good quality cultural programmes to be showcased at various inter and intra collegiate platforms.

Sports Representative: The Sports Representative helps for organizing the annual sports day event as well as helps in organizing small indoor/ online events for the purpose of promoting sports and sportsman spirit among the students.

Internal Complaint Committee Representative: I.C.C. Representative is the person along with whom the formal meetings related to student grievance are conducted every month.

Library Committee Representative: Library Representative is a person who coordinates with the Librarian in keeping the librarian informed the requirement of books.

Employability Enhancement Cell Representative: A person who assists Training and Placement Officer for all the events related to Training and Placement Drive.

Student Council is also a part of CDC i.e., College Development Committee. They are the key members in various committees, such as, Assembly, Internship, Academic Calendar Planning, etc. Some of the activities of the Student Council that cater to the diversity of student teachers are Talent's Day, Cultural Celebration, Excursions and picnics, Club activities, Extension activity, Yuva Mahotsav, Indradhanushya, Research Paper Presentation, Placement Drive, Parent Teacher Meet, etc.

The Student Council helps in smooth functioning of the College.

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

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	20	19	26	13

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

5.4 Alumni Engagement

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

Response:

Ashoka Education Foundation's Ashoka International Centre for Educational Studies and Research (A.I.C.E.S.R.) was established in 2008. The college is NAAC Accredited and I.S.O. 9001:2015 Certified. AICESR Alumni Association was established in 2012-13 and was named as 'Kshitij'. The Alumni Association got registered in the year, 2019-20.

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 motivates the students to excel in their task. Alumni also provides career guidance for higher education and job placements. Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another. Alumni are the backbone of the institution it assists in curriculum planning and delivery. Student support and motivation is highly encouraged by the alumni and this helps in taking the institution to a higher level of success and progress. The purpose of Alumni Association is to sustain student's loyalty towards the organization and promote welfare of the same. The AICESR Alumni Association is an active team that plans activities, events for the welfare of the current students and the institution as a whole.

The role of alumni association in the development of institution highlighting two significant contributions in functional aspects-

1. **Assist in Training-** Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, entrepreneurs help in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited as external supervisors, judges, audit, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. The alumni are invited regularly to conduct sessions on their respective areas of expertise. AICESR Alumni serve as resource person at various sessions, being conducted. Sessions on exam preparation, Time Management, Tips for Exam Preparation, etc. are few sessions conducted by Alumni. Alumni are called as Judge/ Chief Guest/Guest of Honour for different events of college. Outstanding alumnus information and their achievements are posted on the college website. Alumni are invited as Judge for prestigious RYIY, Ms. AICESR Competition. Alumni help our students in the schools when they go there for Practice teaching and internship. CTET/ NET/SET Sessions are also conducted by alumni. Alumni guide students for the Competition where they have earlier participated in the same competition. Alumni help in organizing talent shows, orientation sessions, bridging sessions that helps in comforting the students while they join the B.Ed. course. Students from different background such as age, socio-economic status, gender, cultural diversity, level of education, marital status join the course, with the diversities student need support from the faculty and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni is a big support in reaching this unreach gap and assist in mentoring and hand holding at regular intervals. During Orientation sessions, alumni interacts with the students and counsels on the journey of B.Ed. course, lesson demonstration and guidance, classroom behavior expectation, community outreach activities, extension activities.

1. **Assist in Placement-** Alumni inform us whether there is vacancy in the schools where they are serving. Our esteemed alumni are working at good schools and holds good position. They are at authoritative levels too thus they are in a position to help us in placing our current students. They also many times participate in online and offline placement drives. Alumni provide feedback to bridge the gap between Curriculum and Practice.

Other areas where Alumni assists us-

1. Alumni are connected with us through what's App group.
2. Alumni are recognized for their outstanding achievement.
3. Alumni Meet is planned once in a year.
4. Alumni are called as Judge/ Chief Guest/Guest of Honour for different events of college.
5. Alumni are shared college happenings posted on the group and facebook.
6. Alumni are Facebook Friends of the faculty to get connectivity on the social media.
7. Outstanding alumnus information and their achievements are posted on the college website.
8. Alumni are also given information about add on courses and they are also part of Value Education, M.A. Education.
9. Alumni are invited as Judge for prestigious RYIY Competition.
10. Alumni are invited for National Conference/Seminars.
11. Alumni are given assistance for placement.
12. Alumni are given Library facility.
13. Alumni inform us whether there is vacancy in the schools where they are serving.
14. Alumni Registered at Charity Commissioner.
15. Alumni help our students in the schools when they go there for Practice teaching and internship.
16. CTET/ NET/SET form assistance.
17. Competition guidance for the current students by the alumni who had earlier participated in the same competition is facilitated.
18. Admission related information is shared with alumni, so that through their contacts, we get admission.
19. The college monthly E-Bulletin is circulated to alumni for their reference.

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

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3.

Organization of various activities other than class room activities 4. delivery 5. Student mentoring 6. Financial contribution 7. support

Support to curriculum Placement advice and

Response: A. Any 6 or more of the above

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

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

Response: 10

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

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

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

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

Response:

1.Role of Alumni in Motivating Students- Alumni Association, Kshitij, plays a vital role through

student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Institute has a dynamic alumni association that works in tandem with the faculty in devising methods to improve teaching methods, effective assessment, impact of student potentials to the welfare of the society, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, paper presentation, and also participation in personality oriented events like debate competition, quiz, inter-intra collegiate events, grooming sessions, publications, personality development. Alumni members contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance throughout the Course. Alumni inform us if there is any participative workshop/ seminar/ Competition in the schools where they are serving. Alumni guide our students for pursuing higher education. Alumni guide our students for Competitive exams such as CTET/ NET/SET/TET. Alumni achievers are invited as Judge/ Chief Guest/Guest of Honour for different events of college.

2. Role of Alumni in Recognizing talent of Students: Alumni help in organizing talent shows, orientation sessions, ice-breaking sessions that helps in comforting the students while they join the B.Ed. course. Students from different background such as age, socio-economic status, gender, cultural diversity, level of education, marital status join the course, with these diversities, students need support from the faculty, seniors and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni is a big support in reaching this unreached gap and assist in hand holding at regular intervals. Alumni interacts with the students and counsels on the journey of B.Ed. course, lesson demonstration and guidance, classroom behaviour expectation, community outreach activities, extension activities. Alumni guide about reference of Library and e resources. Alumni inform Placement Cell whether there is vacancy in the schools where they are serving. Alumni are connected through social media with teachers and institute.
3. Role of Alumni in Nurturing and furthering talent of students: Several alumni continue their further education. Enroll for M.Ed., Clear CTET, TET exams, etc. This not only gives current students more insight into the field of education, but also serves as a form of motivation to be creative and inquisitive teachers who create best teaching environment to their students with available resources. Elite Club Students are guided by our Gold Medalist Alumni and Rankers of the University for How to Study well for the exams. Yuva Mahotsav, Tejasvini Competition guidance for the current students by the alumni who had earlier participated in the same competition is arranged. Alumni guide our students in the schools for enhancing their practical skills at the time of Practice teaching and internship. Alumni motivate for participation in Certificate Course in Value Education and Distance M.A. Programs, Participation in Workshops/Seminar and Conference.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Excellence in 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 tries to implement the vision in all planned activities. Management and teaching staff focus on the vision of the institute in every events which are organized by the institute in the academic year. Students put their efforts to fulfil the objectives of the B. Ed. course with the same zeal. Periodic meetings for improvisation in academics take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute with the staff.

We believe in equal distribution of the work on the basis of interest and potential of the human resources. The institute functions with the help of various committees of academics as well as non-academics. In all these committees, key responsibility area is clearly defined and stated for the individuals to understand their roles and responsibilities. The hierarchy of the institute includes Hon. Chairman, Secretary, Director, Administrator, Principal, Academic Coordinator, Teaching Staff and non-teaching staff. Major responsibilities such as I.S.O, I.Q.A.C., N.S.S. are having different coordinators to ensure proper justice to the duties. The institute runs Value Education Certificate Course Affiliated to YCMOU, Nashik. One faculty member is allotted to carry out all responsibilities of the certificate course who acts as coordinator to that course.

Administration of the institute is totally decentralized. The institute has constituted different committees to execute different functions like admissions, academic activities, examination, management of library etc. Various committees constituted for smooth educational and administrative work are as follows-

1. IQAC Internal Quality Assurance Cell
2. Core Academic Committee
3. Library
4. Practice Teaching and Internship
5. Examination
6. Event Management and Co-Curricular Activities

7. Training and Placement Cell
8. Admission Committee
9. Alumni Committee
10. Administration and Accounts Committee
11. Anti-Ragging Cell
12. Vishakha Cell/Internal Complaint Committee
13. Grievance Cell
14. R.T.I. Cell
15. Magazine Committee
16. DISHA Cell
17. Competitive Exam Cell
18. English Enhancement Cell

Committees are given freedom to chalk and plan their activity in a creative way for conducting the curricular and co-curricular activities. Thus decentralization allows active participation of all stakeholders to make administration effective.

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

6.1.2 Institution practices decentralization and participative management

Response:

Decentralization is the heart of Institution. We believe in equal distribution of the work on the basis of interest and potential of the human resources.

Administrative Decentralization: Institution follows the administrative decentralization by involving teaching staff actively in administrative work such as different committee work. Admin work and academic work go hand in hand, non-teaching staff and support staff attend the meetings and give the

inputs, suggestions for the effective and smooth work culture. 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.

Academic Decentralization: Institution follows PDCA Plan, do, check and act for all the academic activities. At the beginning of the academic year committee distribution work takes place. Equal opportunities and responsibilities are given to all the faculty members. The institution runs Value Education Certificate Course Affiliated to YCMOU University, Nashik. One faculty member is allotted to carry out all responsibilities of the certificate course who acts as coordinator to that course. Academic of the Institution is totally decentralized. The institution has constituted different committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. Various committees and bodies constituted for smooth educational and administration work

Committees 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.

For the academic transparency in teaching – learning process, each faculty member prepares monthly report in which details such as syllabus completion status as per micro plan, mentee's feedback, class observation marks, and details of committees' work done, research work and academic achievement. This all information is shared with management. At the beginning of the academic year, institution prepares academic calendar and budget. It is presented and approved by Management for the academic year. Chairman and Secretary approve the final draft of the academic calendar and budget. In Management Review Meeting activities, syllabus completion report, attendance of students, placement, start up, research paper, grievance report, faculty achievements, student achievements, sports, university exam result analysis and NSS report presented for the transparency.

Hierarchy chart as per IQAC

Participative Management – To display the participation of all the stakeholder in the process of smooth function of the institution following organogram can be referred.



Yes, there is a Management Information System in our institute. **ISO 9001:2015**

Due to this participative management work is distributed equitably and effectively completed.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Financial Transparency:

Audits are conducted with the objective of fact findings and not fault findings. Transparency is the heart of audit process. The accounts of the college are maintained and audited regularly by the Chartered Accountant. The institution has computerised its financial management system and all the accounts are managed by the tally software. 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 the maintenance of accounts is completed within stipulated period of time.

Academic Transparency:

Institution follows PDCA Plan, do, check and act for all the academic activities. At the beginning of the academic year committee distribution work takes place. Equal opportunities and responsibilities are given to all the faculty members. 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, Secretary, Director, Administrator, Principal, Academic Coordinator, Teaching and non-teaching staff. 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, faculty feedback for the subjects taken by each faculty, admin/infrastructure feedback that cover points related to uniform, library, infra etc. is taken and the feedback is communicated to the management through MRM. Stakeholder feedback is also taken on regular basis. All the feedback mechanism helps in improving academic transparency. 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. Chairman and Secretary approve the final draft of the academic calendar and budget. In Management Review Meeting activities, syllabus completion report, attendance of students, placement, start up, research paper, grievance report, faculty achievements, student achievements, sports, university exam result analysis and NSS report presented for the transparency.

Administrative Transparency:

Institution follows the administrative decentralization like Hon. Chairman Sir, Secretary, Director, Administrator, Principal, Teaching Staff, Non-Teaching Staff, Support Staff. Periodic meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute. Teaching staff, non-teaching staff and support staff attend the meetings and give the inputs, suggestions for the effective and smooth work culture. Administrative work completion status is shared with the management for transparency of the monthly work carried out by admin department. After the MRM presentation if any suggestions are there from management then those suggestions are implemented for the smooth functioning and development of the institute. 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 work successfully.

Thus financial, academic and administrative transparency is maintained effectively.

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

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic plan is effectively deployed****Response:****Enhancing Teaching Learning:**

Teachers focuses on constructivist approach wherein Flipped classroom strategy, Cooperative strategies are implemented for teaching learning process. From the strategic plan, **Enhance Teaching Learning** has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times. Teachers upgrade their skills and this can be evidenced from several faculty development programs.

Institution provides professional development opportunities to students of the institution as well as educators. Teachers adopted the use of an effective online classroom management platform to upload notes, assignments, quizzes, and manage other learning logistics and material for the students. Apart from

this, **teaching learning includes collaborative methods both online and offline.**

Blended learning has become a default since the pandemic and students have been exposed to this and seen its effectiveness on a first hand basis. Teachers **encourage collaborative and constructive learning** by using think-pair-share, group discussion activities in the teaching learning process to ensure that students are active participants in the teaching learning process rather than just passive listeners.

Critical thinking is encouraged by book and movie review assignments which also part of **Course 11 Gender, School and Society**. Developing the broad range of skills required as a teacher is an ongoing process at AICESR. Right in the initial stage immediately after the admission, students' academic scores of previous examinations are recorded. Students' previous academic scores provides an idea to the teachers with respect to plan of action that needs to be prepared for their growth. Immediately after their previous academic scores are analysed, students with highest academic scores are clubbed together and they become part of Elite Group. They are given special tests for practice purpose. In the pandemic situation they were given Google forms to practice more MCQ's. Students who have academic less scores are clubbed together in Remedial Group, this group was renamed as Ready to fly in the year 2021-22. The objective of this group is to motivate all students with academic less score to improve in academic score and to target 100 percent academic result. For these students' too different motivational talks and management motivational talks are planned. For both Elite Group and for Ready to fly group targets are kept before the beginning of the semester or year and after the semester or year-end a comparison of both is done to check if improvement as worked out as per plan and if yes, how much improvement is achieved. It helps to plan further targets and plan of action. Evidence of the success of both the groups is evidenced through three university rankers in university exam in the year 2017-19 along with a Gold Medal and 100 percent academic result every year. Since 2019-2020 we have recorded 100 students in distinction in the final year exam. Along with Elite and Remedial Group, Mentoring Group also analysis students initial learning needs with the help of self- assessment form. These forms give an idea for the mentors to prepare strong plan of action for their mentees.

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

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

Response:

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

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

Planning and Development

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

Administration

Institution's administration is done mostly through e governance. The monthly reports comprising of Faculty Performance Report, Teaching Report, Attendance Report, SDP Report, Activity Report, Mentoring Report etc. are shared with the Management through a Google Drive.

Finance and Accounts

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

Students Admission and Support

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

Examination

ISO defines its process for concurrent evaluation and university evaluation. One of the academic objective of ISO is increased the no. of students in distinction. Immediately after the admission of the students they are categorised in O, A, B, C, D category on the basis of the entry marks. Teachers give commitment and

match it with actual result and make the plan of action for further improvement of students. Monthly test, prelim examination, evaluation through seminar is regular practices used under examination. University question paper solving, revision, remedial teaching and feedback enable for achieving good results.

Grievance redressal mechanism

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

College Development Committee CDC

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

Anti-ragging Cell

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

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

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

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

Response: A. Any 6 or more of the above

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

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

Response:

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

College Development Committee

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

IQAC

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

Anti- Ragging Cell

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

Digital Library Facilities:

Institution has facility of Koha and DELNET in library for smooth functioning.

Minutes of Meeting details are attached below:

1. Online Meeting on ZOOM Platform on 17.06.2020 Anti Ragging Meeting: Discussion and decision on Anti Ragging Committee for academic year 2020-21, Finalization of designation in Anti Ragging Committee, it was decided that Mr. Ashish S. Gurav will be the Nodal Officer and other all faculty members will be the active members of the committee. Activities based on ragging and anti-ragging such as anti-ragging form filling and short film.
2. Online Meeting on ZOOM platform on 29.07.2020 Following agenda points are discussed in the meeting: Committee Distribution, Class Teacher ship, EPC distribution, Mentees distribution, IQAC: criteria related discussion and preparation, ISO process discussion and preparation, Conduction of online sessions and Academic calendar for 2019-20 Semester II and Semester IV.
3. Online Meeting on ZOOM Platform on 23.08.2021 Term End Meeting wherein agenda points were as follows: Review of Effective Syllabus Completion, Review of Revision and Remedial Classes, Review of University Exam, Review of planned activities in Semester IV academic calendar, Status of Semester IV students' submission of practicum, review of various NAAC feedback such as curricular, co-curricular, SSS, faculty, library, infrastructure feedback and any other relevant topic such as student research cell, SRPS student research project scheme points were discussed.

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

6.3 Faculty Empowerment Strategies

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

Response:

Teaching staff: Institution follows many welfare measures for teaching staff such as Concession in wards' tuition fees of the employee, studying in Ashoka Group of Schools. Institution provides funds for attending seminars/conferences or workshops to teaching staff who have completed their 5 years teaching job at Ashoka Education Foundation get Rs. 5000/- and those who have completed 2 years get Rs. 3500/- similarly those who have below 2 years teaching experience at Ashoka Education Foundation get Rs. 2500/- and below 1 year approved teaching experience teaching staff get Rs. 1500/- for presenting and publishing research papers at conference/seminar/workshop/FDP/Orientation Course/Refresher Course on state level/national level or international level. For non-approved teaching staff also reimbursement policy is there, those teaching staff who have completed 5 years will get 4500/-, those who have completed 2 years will get 3000/- similarly those who have below 2 years teaching experience at AEF will get 2000/- and non-approved teaching staff who have below 1 year teaching experience will get only duty leave for attending conference.

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.

Apart from this each teacher gets 2 short leaves each month for emergency or personal work. Short leave is the leave wherein teacher gets 2 hours leave at the beginning or ending of the working hours of the day.

Teachers also have the facility of the special leaves which are prerogative to Management.

Teacher /academic, refresher, orientation staff academic short term, economical assistance for national and international conference, seminar and workshop, study leave, yearly performance appraisal and increment, book publication.

Management always support all teaching and non-teaching staff for any help. Earlier there was group insurance for teaching and non-teaching staff. Institution supports teaching staff for doing higher education such as Ph. D. Institution focuses well round development of teaching and non-teaching staff.

Ashoka Education Foundation organises APL Ashoka Premier League wherein all teaching and non-teaching staff of foundation in which 4 different institutions work viz. ABS, AICESR, ACBCS and ACE, can participate in it, which enrich sportsmanship and fitness in staff.

Non-teaching: Provident Fund to support them financially, Admin Development and Support Staff Development Program to maintain their physical and mental wellbeing, Admin day celebration, 1st May International Workers' and Maharashtra Din wherein workers are facilitated by the institution.

Students: Ashoka Scholarship, Book Bank Facility, Infirmary, Sponsorship for participating in competitions and other Activities, Student Development Programs. Personality Development Course, free training of Competitive Exams, effective support of Admin for receiving different Scholarships of Central and State Government.

Student: placement assistance to get placed at renowned schools of all over Maharashtra, placement drive is conducted for the students wherein near about all esteemed schools of Nashik participated and conduct interviews of Ashoka students. SRPS student research project scheme to inculcate research culture in them.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 57.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	10	10	11

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

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

Response: 51

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	8	5	6	7

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 91.78**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	15	13	11

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance.

The performance of teaching staff is appraised through various points. The teacher's performance is rated by Self-rating, Supervisor's rating, Student Feedback and Peer Rating. In short it is like a 360-degree appraisal system.

Submission of the appraisal form, teaching and non-teaching staff interact 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), Subject Result is the main basis for this point. The rating for student support activities like-Mentorship, Efforts taken for Student's Grade Up-gradation are evaluated. Student Feedback for teaching and student support about the individual subject and faculty is taken at the level of unit head/academic coordinator and related rating is given to the faculty. Also Peer Rating for supportive and team spirit shown by the respective faculty is considered for appraisal.

The research work done by the faculties is evaluated. Participation in university bodies, committees, participation in conferences, workshops, FDPs etc. is also considered for appraisal. Apart from this, teaching staff take participation in SRPS Student Research Project Scheme, it is also counted in the appraisal form.

The contribution of Faculty under Administrative Part is also evaluated. The manner in which faculty contributes to the internal activities, committees and other statutory administration related tasks of the Institution is considered under this part.

Institution 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. After completion of Appraisal of faculties, Admin Staff it is forwarded to management for approval.

Institution follows the specific procedure in giving increment to teaching and non-teaching staff and it is very good for both the individual and the institution also. Right from the beginning of the academic year teaching and non-teaching staff work on the matrices so that at the time of filling the appraisal form they will get benefit out of it. According to individual performance, grades are given to teaching and non-teaching staff and according to obtained grades increment is given.

Institution provides opportunity for the non-teaching staff, the evaluation by the Admin Head and Unit Head is considered. The interaction with non-teaching staff focuses on administration related work. They are updated about the hybrid mode of transactions as required. Admin appraises the behaviour of respective staff with students, teaching staff and others, task completion rate, promptness in the service etc. The comprehensive report is provided to the Director for final remarks and then necessary decision is taken.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Internal and external financial 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. Ashoka International Centre for Educational Studies and Research, Nashik is one of the best colleges in Maharashtra wherein internal and external financial audits are conducted regularly. Institution conducts internal and external financial audits regularly Response: The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure

details and the compliance report of internal audit is submitted to the management of the institution through Principal. External audit is conducted once in every year by an external agency. External Chartered Accountant conducts audit once in every year. The mechanisms used to monitor effective and efficient use of financial resources are as below:

1. Before the commencement of every financial year, Principal submits proposal on budget allocation, considering the recommendations made by the committees and concerned committee tracks how much money is kept and how much money is spent, to the management.
2. Budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.
3. Committee monitors expenses as per the budget allocated by the management.
4. The depreciation costs of various things purchased in the preceding years are also worked out.

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

Process of the external audit: The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. Institution did not come across with any major audit objection during the preceding years. All these mechanisms exhibit transparency being maintained in financial matters and adherence to financial discipline.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2.81	1.02

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

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

Response:

Mobilization of funds

Institution does budget, audit minutely as well as need analysis with section wise and committee wise opinion of all members

1. Budget: 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.
2. Teacher Salary: Institution pays monthly salary to all the teaching and non-teaching members on regular basis as per norms.
3. Library Development, books: Librarian sends the mail for the requirement of the books at the academic year and as per recommendation of the books list, institute purchases the books. Every academic year required titles are purchased for the students and faculty members.
4. Financial assistance for research work: Institution focuses on the research development of the faculty members, institution provides Rs. 5000/- for publishing research papers at national/international level conference or seminar to faculty members who has more than 5 years teaching experience in institution.
5. Students activities: Institution pays statutory fees of the students' activities such as university exam fees, convocation fees, NSS Camp expenditure, curricular as well co-curricular activities.
6. Rent: Building/infrastructure: Ashoka B. Ed. College pays rent to the Ashoka Universal School for availing the campus and specific classrooms, hall, office, playground, basketball ground, etc.
7. Infrastructure: computer labs, software: Institution shares the computer labs and software with the Ashoka Universal School.
8. Ashoka Merit Scholarship: Institution gives Ashoka Merit Scholarship to the meritorious students who have financial issues at their home.
9. Cultural and Social Activities: Every year institution celebrates cultural and social activities for the students. Institute pays expenditures to carry out the activities in the college.
10. Subject club visits: Institution gives financial support to the subject club visits at different places such as Rani Bhavan, Vikas Matimand School.

Optimal Utilization of resources:

Institution runs value education certificate course, remedial teaching and many other co-curricular activities for optimal utilization of resources.

Institution has **sharing facility** with Ashoka Universal School.

Institution 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 institution who are interested in art, drama and music.

Those expert sports and arts teachers appointed for school students are also utilized to motivate and guide college students. Ashoka Universal School and AICESR institution both focus on the institutional strategies for mobilization of funds such as infrastructure.

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

6.5 Internal Quality Assurance System

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

Response:

Budget for IQAC:

Institution's Internal Quality Assurance Cell (IQAC) is active and develops policies for the academic and administrative growth of the students, teaching staff, and non-teaching employees. The IQAC joins the institution's system and works to achieve the objectives of quality enhancement and sustenance because quality improvement is a continual activity. It is crucial to the planning and upkeep of academic systems' quality assurance. Through IQAC, all activities are monitored. Events are planned under IQAC for the institution's overall growth. Decisions for improvement are made by IQAC at meetings based on the needs and requirements of the institution.

Planning of IQAC:

IQAC calendar is set up for efficient planning and execution of events and activities. For boosting students' success in academic, curricular, and co-curricular activities, an effective teaching and learning process as well as an academic calendar that is well planned and carried out are in place. 70% of students are placed in various reputable English Medium Schools both inside and outside of Nashik, the institution has created a Special Students Development Program to increase the percentage of employability of the student instructors. The employability improvement cell, SDP, Principal's Talk, Competitive Cell, CTET Crash Course, MPSC Sessions, and other activities are just a few of the many events that IQAC organises to promote the holistic development of students. The institution runs a QAG Cell to improve system quality. Institution's College Development Committee ensures efficient operation. There are two CDC meetings each year. The management approves the CDC meeting minutes that include positive comments about the students, teaching personnel, and non-teaching employees.

Execution of IQAC:

Institution tries to improve the quality of its services for the development of students and teachers. Institution has set IQAC as a goal to organize seminars, workshops and conferences to develop a research attitude, increase knowledge and exchange ideas among teacher educators. To achieve the goals of IQAC, the department applied for ISO certification, which is ISO 9001: 2015, in addition, IQAC implemented a faculty development program for faculty trainers to update their skills. Institution organizes state, national,

international webinars for the same. The Kshitij educational institution alumni association is registered for the academic year 2019-20. IQAC focuses on developing informed, consistent and catalytic activities to improve the academic and administrative efficiency of the institution.

IQAC promotes institutional action to improve quality by embracing a culture of quality and institutionalizing best practices.

Follow up and Feedback:

IQAC plays an important role in shaping the future policy after the accreditation process. The main focus of IQAC is to direct all the efforts of the institution towards NAAC accreditation. Some important changes were initiated with the establishment of IQAC. All processes have been initiated to be linked with NAAC guidelines. The current ISO process focuses on aligning it with NAAC guidelines. The institution is making every effort to strengthen IQAC for effective implementation of NAAC guidelines to achieve quality education. IQAC meetings are held at regular intervals to ensure preparation and progress of the work of NAAC.

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

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

Response:

Teaching and Learning Process-

Being a Teacher Education Institution, 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 are in place. Our institution 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. Through Management review meeting periodic review of the working of the system is taken and communicated to the management. The monthly reports which include faculty performance report, monthly teaching report, mentoring report, attendance report, and S. D. P. report are submitted to the management which give the real picture of the working at a glance.

Pre Calendar Meeting, Academic Calendar preparation, Approval from authority, convey to faculty members and students, display on notice board, Monthly/periodic review of compliance, Class observation, Teacher's feedback, Activity Compliance report/event report, Term closure meeting: MoM (in this way closure is given), Annual activity closure report is prepared.

All classrooms are well equipped with ICT infrastructure. Faculty members upload study material, demo videos on You tube channel. Faculty members uses online platform like ZOOM, Google Meet, and Google Classroom, Microsoft Teams for the overall development of students. Faculty members use Cooperative Teaching and Remedial Club; Elite Club add value to it. Sports Day Celebration organized on 1st February, 2020 apart from it 132 students attended it in which B.Ed. Part I 68 and B. Ed. Part II 64 and Yuva Mahotsav, Event organized on 14 September, 2019 Parent Teacher Meet organized on 28th March, 2020

For the academic transparency in teaching – learning process, each faculty member prepares monthly report in which details such as syllabus completion status as per micro plan, mentee's feedback, class observation marks, and details of committees' work done, research work and academic achievement. This all information is shared with management. At the beginning of the academic year, institution prepares academic calendar and budget. It is presented and approved by Management for the academic year. Chairman and Secretary approve the final draft of the academic calendar and budget. In Management Review Meeting activities, syllabus completion report, attendance of students, placement, start up, research paper, grievance report, faculty achievements, student achievements, sports, university exam result analysis and NSS report presented for the transparency.

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

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

Response: 8

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

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
14	6	7	8	5

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

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

Institution has secured 'B+' grade with 2.57 CGPA in the 1st cycle of NAAC accreditation in May, 2017 and since then has endeavoured towards incremental improvements in quality initiatives. The quality initiatives during post-accreditation comprise the following:

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

Professional Development –

Institution prepares the student teachers to develop their creativity, critical thinking skills, adopt innovative methods through activities such as sessions by experts from different fields, interactive sessions with alumni, Short term courses on Online learning, Webinars on Effective Leadership Skills.

Pedagogical Enrichment –

Institution aims at providing ample opportunities to teachers to equip them with the skills and competencies to be resourceful and innovative teachers such as Workshop on innovative teaching aids, creating learning resources to be provided to schools, remedial teaching activities in practice teaching schools, 5S based lessons, Outcome based education, Alumni sessions on innovative teaching practices, activity based learning and trends in education.

Personality Enhancement –

Institution conducted numerous activities towards the overall personality development of the budding teachers such as Sessions on Life Skills, SRPS, Sessions on Soft Skills, communication skills, short term course on Human Values, Community outreach programmes, activities for environmental sensitisation such as tree plantation, distribution of Diwali Faral, distribution of clothes, food grains and essential equipment to needy people.

Administrative Initiatives

Institution conducts training programmes for staff under the ADP admin development programme such as professional development, soft skills, 5S etc.

Kshitij Alumni Engagement:

Alumni association named Kshitij strengthens its ties with alumni through the following activities –

It maintains a data base of alumni in India and abroad. The association coordinates with the alumni which enables them to contribute to the institution in organising conference, seminar, workshops and symposiums. Kshitij aims to bring back the past students back to their alma mater and interact with the present batch through guest lectures or workshops etc.

Community Outreach:

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

Educational resources drive for a social cause was organised wherein students donated stationery supplies to be distributed among needy children. It is assignment part of Course 10 Creating an Inclusive School, Geography Education, History Education, Science and Technology Education in which student teachers visit various places such as Vikas Matimand School, Nashik Road, Nashik, Rachana Trust, NAB National Association of Blinds, Satpur, Nashik, Rani Bhavan, Nashik, Pandav Leni, Nashik, Nehru Planetarium, Botanical Garden, Nashik wherein students and teachers do the social awareness, cleanliness drive.

For second cycles:

1. CTET Exam
2. MOU with schools for Internship
3. Conduction of National and International Conference

Institution has very effective competitive cell because of its support and guidance our 39 students qualified in CTET exam. Our 2 students NET and SLET exam and out 1 student Manali Jain has qualified UPSC CDS, IBPS, LIC and RBI clerical. According to the suggestions given by NAAC Member College started above 6 practices.

Institution has done MOU with the schools for internship to boost the rapport. It enhances the smooth functioning of the internship and practice teaching.

International Webinar on “Future and Prospects of Higher Education after Lockdown”

Two days International Webinar on Future and Prospects of Higher Education after Lockdown was held on 20th and 21st June, 2020. For this Webinar 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, and Department of Interdisciplinary Studies, Savitribai Phule Pune University, Pune.

For a second session we had an enthusiastic personality 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.

National Webinar on “Education in the New Normal

One Day **National Webinar on Education in the New Normal** was organized at AEF'S AICESR jointly with Alumni Association “Kshitij” on 25th July, 2020. The conference started with inaugural program in presence of Dr. Meena Kute, Principal, P.V.D.T College, and Mumbai. Resource Persons Mrs. Meenal

Joshi, Headmistress and Miss. Varsha Borse, Educator, Thailand, Dr. D. M. Gujarati, Director, Administrator Dr. N.R. Telrandhe, Director of Webinar Dr. S.S. Rukari, Patron of Alumni Association Prof Samruddhi Chepe, Convener Dr. Priti Sonar, President of Alumni Association Ms. Rabab Bhagat, Principals of various schools, various participants across India and abroad and Alumni.

5S:

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.

Academic:

SRPS, Workshop organized by Competitive Cell for NET and SET exam, CTET exam, TET exam free of cost orientation program and crash course for preparation.

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. The objectives of the SRPS are as follows:

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.
4. To identify young talent, build capacity, promote innovation and support inter-disciplinary research in collaboration with faculties.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Ashoka Education Foundation's Ashoka International Centre for Educational Studies and Research try to conserve energy by using alternate energy sources and also follows measures which are helpful for energy conservation.

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

Energy Optimization Plan

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

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

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

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

The college ensures that energy in the form of electricity is not wasted and hence the wiring and electrical connections are changes/ renewed from time to time. Potted plants all over the college for greenery and fresh air. Structural repairs from time to time in order to avoid unnecessary consumption of resources.

Energy audit is an effective tool in identifying and perusing a comprehensive energy management program. A careful audit of any type will give the organization a plan with which it can effectively manage the organization energy system at minimum energy cost. Energy audit of the AICESR was conducted by PPS Energy Solutions Pvt. Ltd. for the academic year 2021-2022. This audit was over sighted to inquire about convenience to progress the energy competence of the campus.

Use digital banners, reuse one sided printed papers and adopt “think before you print ‘attitude. Reduce the number of printed publications and documents by disseminating information and news via online means. If printing is necessary.

Sensitize the staff and students regarding switching off the fans, lights, LCD’s when not in use to save energy resources.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

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

reusing the electronic components and regular maintenance.

6. Steel crockery is used in canteen to alternate the use of plastic crockery.
7. The college takes care of the environment through solid waste management, in order to maintain the beauty of nature in and around the campus. The college sensitizes its students and staff about the environment through various activities, lectures, workshops are attended by the students to raise awareness about plastic waste, food waste and menstrual waste. Best out of waste competition is conducted in AICESR to aware students about the reuse of the waste.
8. Campus beautification is done with the used tires, plastic buckets etc.
9. Students are encouraged to conduct research on environmental issues, one of the researches was on menstrual waste awareness.
10. To save paper, printing is carried out only when essentially needed. Single sided used papers are reused for writing and printing.
11. Monthly E bulletin, Annual college magazine are published online.

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

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

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

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

The green campus concept offers the institution an opportunity to take the leading redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate eco-consciousness among them and in the world around them.

1. The college has about varieties of trees on campus that balances the ecosystem of the surrounding area. Green lawns are also maintained by college. Events like tree plantation, swachha bharat abhiyan are organized regularly under NSS cell.
2. The students are given strict instructions to maintain the campus clean several quotes related to the importance of clean and green environment are displayed on the campus.
3. Support staff are appointed for the maintenance of litter free clean and green campus.
4. Separate housekeeping department work for the cleanliness of campus and policy is designed for housekeeping department.
5. All Departments and classrooms are provided with dustbins for dry wastage disposal.
6. The housekeeping department maintains the campus as per check list daily cleaning, weekly cleaning and yearly cleaning and maintenance schedule is prepared and followed and audited.
7. To maintain the sanitation toilet etiquettes orientation done to the students and it is also displayed in washrooms.
8. Students and staff enthusiastically initiate and participate in the tree plantations drive on the campus and also outside the campus. Environmental promotional activities conducted in collaboration with other eminent collaborators bring awareness among the students regarding advantages of tree plantation for an Eco-friendly Environment. College celebrates the World Environmental day on June 5th every year. It brought together the students and faculty members to a pledge towards growing more, and taking a step towards reducing Pollution. College celebrated

days and conduct following activities-

Date	Name of initiative	
4th August,2017	Tree Plantation Drive at Bytco High School	
4th August,2017	Paper Bag Making Workshop	
5th October,2017	Green India Tree Plantation Drive	
1st December,2017	Poster Making Competition on Swachh Bharat	
18th to 24th February,2018	NSS camp	
5th March 2018	World Forest Day Celebration	
5th June 2018	Rally for Environment Awareness	
23rd June, 2018	Donation of saplings at Rachana trust	
23rd June, 2018	Poster Making Competition on Save Water	
3rd August, 2018	Tree Plantation and Eye Check Up at Moha Village	
6th -12th January, 2019	NSS Residential Camp at Moha Village	
6th June, 2019	Environment Day Celebration	
8th July,2019	Tree Plantation Drive with Bhonsala Military School	
20th July,2019	Tree Plantation Drive with Samsonite Company at Khambale	
3rd to 9th February, 2020 7 Days	NSS Residential Camp at Moha Village (Session on Yoga and Meditation, Village Cleanliness Drive, Plastic Garbage collection, Paper Bag Making Activity)	
26th April,2021	On the occasion of earth day Poster making and presentation on the topic of Earth	
5th June,2021	Environment Day Celebration	
21st August 2021	Tree Plantation Drive with Samsonite Company at Khambale	
9th February,2022	Tree plantation Drive at Jalalpur	
21st March,2022	World Waters Day: Save Water save Life (Poster Making Competition)	

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: A. All of the above

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

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

Response: 18.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	93.01

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

- 1.NSS has organised activities like tree plantation and cleanliness drive in surrounding areas for healthy environment. The NSS volunteers regularly visits adopted villages. Students visit and interact with the villagers and discuss various issues related to health, hygiene and education. For eg., different guest lectures were arranged for the villagers on gender discrimination, water conservation, financial literacy etc. Rally and street play were also arranged on different social issue in village. Our students have undertaken various activities like teaching English communication, Maths, painting, Rangoli, bag making. Free Eye check-up camps and health check-up camps were organized in adopted village.
- 2.Extension committee organized activities in Rachana trust (Home for tribal girls). We have conducted activities for girls of Rachana Trust like awareness about good touch and bad touch, awareness about cleanliness and hygiene. The girls of Rachana Trust have also performed on college annual gathering a dance performance, it was a collaborative activity planned under AICESR along with Rachana Trust. Even to empower students to perform well in exam, book donation drive to standard 10 students was also planned on the occasion of Founder's Day. Tree plantation activity also was planned with Rachana trust girls. Through extension cell, students visited Adhartirth ashram and donated Diwali faral and clothes for the orphans. Students also visited old age home and conducted activities for senior citizens.
- 3.Holistic development committee has celebrated Gandhi Jayanti, Rashtriya Ekta Divas, Ambedkar Jayanti, Teacher's day etc. every year with great honour and respect. These programs promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students.
- 4.Competitive exam cell organizes guidance session for teachers in different school. Different stakeholders like students, alumni get benefited out of it. This guidance is given on various topics like SET, NET, CTET, MPSC, UPSC.
- 5.College has organised seminars and workshops on life skill, yoga, meditation, personality development and guest lecture which is related to issues of community and environment like women's health, financial planning, organ donation, road safety etc.
- 6.College has organized visits at Artillery Center, Rani bhavan, an NGO for women empowerment,

Vikas mandir special children school, Sayadhri farm etc.

7. We have conducted courses like Resilience, Value Education to strengthen students to become strong and responsible citizens. Resilience training was given to different schools of Nashik and outside Nashik to build ability to face adversity especially in the phase of Covid.
8. We have conducted activities in pandemic for society like yoga with family, making digital posters for awareness of coronavirus-19, Rangoli, Corona awareness videos, grains distribution, meditation.
9. Institute has organized National and International webinar on Lockdown skill for teachers, Webinar on Value Education, International Webinar on Future and prospects of higher education after lockdown, National Webinar Education in New Normal to develop knowledge and skill for stakeholders.

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

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

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

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

7.2 Best Practices

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

Response:

• Introduction

AEF's A.I.C.E.S.R was established in 2008. The college has various cells. One of the most important cell is Employability Enhancement Cell.

Goals :

To identify required skills for Employability Enhancement.

To develop need based SDP Programme and implement SDP

The Context:

Through years of experience, it is realized that sometimes even scholastically decent students are not able to fetch good jobs in campus placements, due to practical knowledge. This gap between curriculum and skills for employability has been identified through interaction and feedback received from employer. Cell is working on following points-

Cell focuses on the enhancement of the employability skills of the students apart from regular academic development. It aims at increasing levels of understanding of the concepts and practical implementation of knowledge along with their research aptitude. It would help in holistic development of the students making them thinkers.

The Practice: Flow of Operation

SWOT Analysis, Identification of weak area, Preparation of SDP Calendar, Implementation of SDP, Conduction of Placement Drive as per schedule, Preparation of Placement Brochure.

Evidence of Success-

Employability Enhancement Cell works to enhance percentage of placement to 100%

Problems Encountered and Resources Required:

Good resource person for training.

Support from English Medium School.

Time availability for effective implementation of SDP.

Resources –

Technological Support Seminar Hall

Conference Room

Best Practices I

Title of the Practice: Financial Assessment Scheme for Meritorious Economically Weaker Students

Each year college awards scholarship may be in the form of fee remission to outstanding and meritorious and economically weaker students. This scholarship is given as fixed amount as Rs.10K, 7.5K.and 5K. The students are selected on the basis of academic, all round performance and financial weaker.

Goals

- To attract meritorious students who are financially weak to take admission in AICESR.
- To provide financial assistance to the needy students who are financially weak
- To motivate the students by providing financial assistance in form of cash prizes to the scholar students, students belong to poor class and other needy students.
- To inculcate the values of 'generosity' and a 'sense of social responsibility' among the students.

The Context:

Providing financial assistance to needy, and scholar students either by giving them prizes or assisting them to get the various types of scholarship is an initiative. College aims to provide scholarships and financial support to needy and meritorious students. The objective is to ensure that no meritorious student is deprived of entry into B.Ed. course due to lack of finance. At every level college not only provides the financial assistance to the students but also makes sure that students should get the maximum benefits and learning outcome during their course.

The Practice

- 1.Provision for Ashoka Scholarship is done in the Budget
- 2.Students are oriented about the scholarship. and notice is circulated and student fill the form
- 3.The students are interviewed by Authorities and names of eligible candidates are finalized and students are benefited.

Evidence of Success:

Scholarship is disbursed successfully and students are benefitted

Problems Encountered and Resources Required:

- Identification of the needy students

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness**7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:****Introduction-**

The Institution was established in 2008, with the following 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 Vision statement, the QAG Cell is established to ensure quality maintenance of the system. Its aim is to introduce a consistent plan of action to lead the organization towards progress.

Need of QAG Cell-

The QAG is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the colleges. The QAG leads institution towards academic excellence.

Objectives of the QAG-

The QAG of the college is constituted to achieve the following 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.
- To facilitate the integration of the various activities of the institution.
- To provide a sound basis for decision making imbibing all the dimensions of service quality to improve institutional functioning.
- To act as a change agent in the Institution through implementation of best teaching- learning environment.
- To coordinate and improve internal communication.
- To ensure efficient & timely work completion.
- To develop academic research culture.
- To help students to crack different competitive exams.
- To provide opportunity of placement.

QAG Cell has following Cells-

QMS/ISO- The cell that has established Quality Management System in the Institution. The Institution is ISO 9001:2015 Certified.

Employability Skills- The cell focuses on the enhancement of employability skills.

Holistic Development- The Cell develops the students in Emotional and Spiritual aspects.

Monthly Report - Management Information System that generates monthly reports. It maintains progress of faculty.

Great Teachers Characteristics- A cell that orients students with Great Teacher characteristics.

ERP- Managing daily activities like attendance, data storage, fees management, Library management etc.

Staff Academy Cell- It takes initiative for professional development and Research Aptitude of Staff.

Elite Club- Cell working for the development of Students academic achievement.

Ready to Fly Club- Cell is working for the students who are lagging behind in academics.

Readers' Club- Cell that has been established to develop reading habit of the students.

Mentorship- A well-defined system that distributes, guides, counsels' mentees for achieving personal and professional goals.

Competitive Exam Cell- Cell is to guide students for various competitive exams.

Literary Activities Cell- Cell make student teacher well aware about need and importance of society culture.

E-Bulletin- It is a mirror of monthly college happenings.

5S- An initiative taken for Quality Management and Resource Management of the Institution.

English Enhancement Program- Cell has purpose to enhance the Communication Skills of the Students.

Benefits of QAG-

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

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

5. CONCLUSION

Additional Information :

AICESR being a Linguistic Minority Institute caters to students of diverse background. It is one of the renowned English Medium B.Ed. colleges in Nashik. The college is having State of the art infrastructure in place. All the classrooms are technically equipped and provide great learning experience.

The academic scores of students are recorded along with SWOT Analysis in the beginning. This helps teachers to distribute students in Elite and Remedial Club. Student's SWOT Analysis helps in identifying training needs of the students. The College provides need-based, practical education to its students. To make students, professionals for the competitive world, the college provides a series of guest lectures, courses, expert talks, curricular, co-curricular and extra-curricular activities.

The college is having as glorious history of excellent academic result and outstanding placements. The College has a good connect with its alumni and the alumni are not only working in India, but are placed abroad also. The highly proficient faculty of AICESR is invited for conducting expert sessions. Students Satisfaction Index and feedback from stakeholders always motivates the college to achieve greater heights. The students are guided for Competitive exams such as CTET, TET, NET, SLET, B.Ed. CET and ELCT. Apart from effective delivery of curriculum, we at Ashoka [provide other courses as well, Such as- Personality Development Course, English Enhancement Course, Self Esteem Course, Resilience Course, etc. The mentors monitor students closely and a tremendous transformation is visible in entry and exit personality. Our students are placed in reputed schools, across North Maharashtra and Western Maharashtra region.

Concluding Remarks :

AICESR aims to give the students a stimulating and secure atmosphere for deep learning. Educating children by involving them in learning experiences that are authentic, experiential, and most importantly pertinent to their individual interests.

We work hard to provide an educational programme that is cutting edge, reflects best practises, and accommodates a wide academic variety. By living a fulfilling life and actively contributing to society, we hope to instil in our students a sense of community involvement and value-based behaviour. We concentrate on developing student abilities in areas like Technology base learning, put more emphasis on learning skills than on imparting them This mainly changes the role. Renowned school in Nashik visited the college annually and a large number of our students find placements with them. Under Student Research Project Scheme students take small research project.

To bring holistic development among students i.e. cognitive, affective and psychomotor the college lays emphasis on many activities. To mention few, for cognitive development use of innovative pedagogies is used,

practical exposure is also given to students through language clubs, guest lectures are also provided to the students for their intellectual development. For affective development, college has NSS cell, where many outreach activities are conducted for different stakeholders. Visits to old age home, orphanage and other needy institutions also helps to develop students' affective domain. And for psychomotor development, sports, yoga and educational visits are given special emphasis.