YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	**AEF's Ashoka College of Education**
• Name of the Head of the institution	**Dr. Asha Bhimarao Thoke**
• Designation	**I/C Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02536689561**
• Mobile No:	**9850841030**
• Registered e-mail ID (Principal)	**principal.ace@aef.edu.in**
• Alternate Email ID	**ace@aef.edu.in**
• Address	**Plot No. 4, Survey No. 8,1B,2, Ashoka Marg, Wadala, Nasik. Maharashtra, India**
• City/Town	**Nashik**
• State/UT	**Maharashtra**
• Pin Code	**422006**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**

• Location	**Urban**	
• Financial Status	**Self-financing**	
• Name of the Affiliating University	**Savitribai Phule Pune University, Pune**	
• Name of the IQAC Co-ordinator/Director	**Asst. Prof. Priya Bhushan Kapadne**	
• Phone No.	**2536689561**	
• Alternate phone No.(IQAC)	**9881733043**	
• Mobile (IQAC)	**9881733043**	
• IQAC e-mail address	**iqac.ace@aef.edu.in**	
• Alternate e-mail address (IQAC)	**priyak.ace@aef.edu.in**	
3.Website address	https://www.aef.edu.in/ace/	
• Web-link of the AQAR: (Previous Academic Year)	No	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.aef.edu.in/ace/pages/academic-calender	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.12**	**2023**	**22/09/2023**	**21/09/2028**

6.Date of Establishment of IQAC	**04/09/2020**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Student Development Cell	Earn And Learn	Savitribai Phule Pune University, Pune	31/03/2024	6370
Institutional	Nirbhay Kanya	Savitribai Phule Pune University, Pune	31/03/2024	5000
Institutional	National Service Scheme	Savitribai Phule Pune University, Pune	31/03/2024	35500

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
• Completed NAAC Cycle 1 process. Now Ashoka College of Education is NAAC Accredited with B grade on 15th September, 2023		

- Completed AAA Audit on 21st June, 2023. • Prepared 5 years Institute Development Plan (IDP).

- CAS Process Initiated, 3 faculty faced it out of that 1 faculty completed it.

- Organized One Week National Webinar on "New Horizons in Education" from 29th April to 06th May, 2024

- All 16 faculty members of ACE completed the NEP 2020 Orientation & Sensitization Programme under Malaviya Mission Teacher Training Programme (MM-TTP) of University Grants Commission (UGC) organized by MMTTC of various universities. • Organized One-Week Faculty Induction Program from 12th to 19th August 2023

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Completion of NAAC Accreditation Process	Successfully uploaded SSR on NAAC Portal & faced Peer Team Visit on 14th & 15th Sep. 2023. Finally completed NAAC accreditation of ACE
Conduction of Academic And Administrative Audit (AAA)	ACE completed AAA on 21st June, 2023 to understand the existing system and assessed the strength and weaknesses of the academic and administrative units for improvements
Career Advancement Scheme (CAS)	In 2023-24, three approved faculty members appeared for CAS process for level 10 to 11 & 11 to 12. From them one faculty member's Screening Committee selection done for both the levels. (Dr. Asha Thoke, I/C Principal)
Inculcation of Research through Avishkar Competition & Student Research Project Scheme (SRPS)	In Avishkar Competition 3 students presented their research projects at college level & 2 students presented their research projects at zonal level too. 12 students prepared & presented their Research Projects for SRPS & 8 awarded as a best research projects
Faculty and Student Development Programme	In 2023-24, IQAC planned one week faculty & student induction program at the beginning of the academic year & various sessions, FDP were planed throughout the year
13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee (CDC)	28/10/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	14/02/2024

15. Multidisciplinary / interdisciplinary

The National Education Policy (NEP) 2020 emphasizes on the holistic development of students, aiming to cultivate intellectual, aesthetic, social, physical, emotional, and moral capacities. In line with this vision, the institute, as part of its commitment to offering need-based practical education, has taken significant steps to integrate multidisciplinary and interdisciplinary approaches. A discussion among the faculty members has been initiated on the core principles of NEP as a result, various activities and value-added courses were suggested to the students and faculty members to enrich their learning experiences. Based on a SWOT analysis of the student teachers, the institute introduced short-term courses such as speaking skills to address language specific needs and areas for improvement. Additionally, orientation sessions on online learning platforms like MOOCs and SWAYAM were organized to promote lifelong learning and interdisciplinary engagement. These initiatives reflect the institution's ongoing efforts to provide students with a broad-based, holistic education that prepares them for future challenges in an interconnected world.

16. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a key initiative in teacher training institutes that aligns with the National Education Policy (NEP) 2020. It allows students to accumulate and transfer credits earned from different courses or institutions, promoting flexible and personalized learning pathways. By storing and recognizing academic achievements over time, ABC empowers students to design their own learning journeys. Our institution preparedness in implementation of ABC conforms to the guidelines of the affiliated university, SPPU. ACE student teachers are registered in the ABC portal for this purpose, orientation session has planned and the whole procedure was demonstrated by CEO and Admin officer of the institute. Student teachers were encouraged to register to the ABC portal. Data was collected through google forms and report was

submitted to SPPU. This system enables future educators to gain diverse skills and knowledge from various disciplines, enhancing their professional development and adaptability in a rapidly evolving educational landscape. ABC fosters lifelong learning and continuous professional growth.

17.Skill development:

Skill development in teacher training institutes is essential for preparing future educators to meet the evolving demands of modern classrooms. The institute focus on equipping Teacher trainees with a wide range of skills, including pedagogical expertise, communication, classroom management, and digital literacy. In addition to theoretical knowledge, hands-on training through workshops, internships, and practice teaching sessions ensures that Teacher trainees can apply their skills effectively. Institutes also emphasize soft skills such as micro skills of teaching, communication skills, creativity, problem-solving, time management and adaptability, enabling teachers to foster a supportive and dynamic learning environment. Continuous skill development is key to enhancing teaching quality and student outcomes. Apart from this the Institute is continuously taking initiative to develop various skills. The institute has various clubs to develop various skills among the students like subject wise clubs to enhance the teaching skills. We have Literary club & holistic club for enhancing personal & interpersonal skills, Training and placement cell for the development of professional skills whereas NSS cell for boosting student's social skills etc. Activities are planned through these clubs to develop various skills among the student teachers.

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

The integration of the Indian Knowledge System (IKS) in teacher training institutes is crucial for preserving and promoting India's rich cultural heritage. This approach incorporates traditional Indian philosophies, sciences, arts, and values into the modern educational framework. Teacher trainees are introduced to indigenous teaching methods, and holistic practices like yoga and meditation, fostering a deeper understanding of India's intellectual legacy. By blending IKS with contemporary pedagogy, future educators can cultivate respect for diversity and ethical values among students. This integration helps create a balanced, inclusive education system that reflects India's unique cultural identity. Institution offers opportunities to the Teacher trainees in order to promote the local language, art and culture. All NSS club activities which conducted in adopted village are compulsory executed in local Marathi language

only. Cultural days and Annual Gathering always based on Indian culture and its roots; even language flexibility was offered to the teacher trainees. Institute organised sessions on 'Vedic Maths', 'Indian knowledge system', Indian philosophy of education' etc. Activities like Heritage walk & competition like Heritage click was organised to inculcate Indian cultural roots. Especially our college magazine, 'Sankalp' offers a platform to the Teacher trainees to expose their thoughts, ideas in Marathi, Hindi or English language. Institute staff members attended National conference based on IKS and presented research papers along with student teachers

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

Outcome-based education (OBE) in teacher training institutes focuses on achieving specific learning outcomes that align with real-world teaching requirements. This approach shifts from traditional content-based education to one where the desired competencies, skills, and knowledge are clearly defined. The Institute has implemented outcome-based education with POs and COs from academic year 2021-22 onwards. Before beginning of academic year every faculty prepares their subject's micro plan including POs and COs along with it teaching Learning strategies. POs & COs of every subject are well defined in the curriculum itself by SPPU. Teacher trainees are guided to meet these outcomes through structured learning activities, assessments, and practical experiences. For emphasizing measurable results, after every assessment test, CO/PO attainment level is calculated by the subject teacher. This OBE ensures that future educators not only grasp theoretical concepts but can also apply them effectively in classrooms. This model promotes continuous improvement, and prepares teachers to deliver high-quality, student-centric education that leads to better learning outcomes.

20.Distance education/online education:

The teacher training institute has been utilizing online education even before the pandemic, embracing digital platforms for teaching and learning. During the pandemic, not only academic lessons conducted online, but various co-curricular activities were also carried out through online modes. Currently, each subject teacher creates Google Classrooms to facilitate learning. Through virtual platforms, trainees can engage in interactive lessons, webinars, and online assessments, gaining the same knowledge and skills as in traditional settings. We have alumni who are in foreign countries for job or further studies. We planned their sessions by using online mode which allows them to guide our student teachers without geographical constraints. Additionally, online education promotes digital literacy and familiarity with educational technology,

essential for modern teaching environments. While trainees and faculty members are encouraged to complete various courses on MOOC, Swayam and other online modes. These initiatives demonstrate the institute's proactive approach towards the National Education Policy (NEP) 2020, reflecting its commitment to flexibility, digital readiness, and continuous learning. The institute's efforts align closely with NEP guidelines, preparing educators for a future-ready education system.

Extended Profile

1.Student

2.1 Number of students on roll during the year	136

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	50

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	50

File Description	Documents
Data Template	View File

2.6	**136**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**110.31 LAKHS**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**63**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**16**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**15**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

For curriculum planning, inputs are taken from all stakeholders, including faculty, committee members, student representatives,

employers, and practice teaching school representatives. The institution has adopted the syllabus from Savitribai Phule Pune University, Pune, with the aim of developing competencies, enhancing employability, and promoting research among student teachers.

Based on the commencement date provided by the university, the academic calendar for the institution is prepared with the involvement of student teachers, faculty, alumni, and employers. This calendar is circulated to all staff and students for effective implementation. Activity proposals, agendas, and plans of action are created with comprehensive details. After conducting activities, feedback is collected from student teachers for improvement, and for each activity report is prepared.

Subject allocation is done according to teachers' expertise and interests, and a time table for the upcoming term is prepared and shared with staff and student teachers. Approval for the academic calendar is obtained from management, and the approved calendar is then circulated to staff and student teachers.

Based on subject allocation, teachers prepare micro plans for their assigned subjects, taking into account Course Learning Outcomes and Program Learning Outcomes. These plans are followed accordingly. Feedback from student teachers, alumni, employers, and practice teaching & internship schools are collected for curriculum review. The Principal conducts a mid-course correction meeting to revise the curriculum, adapting it to meet local needs. our curriculum emphasizes the development of skill that equip future teachers to handle unique challenges of local school and diverse student populations

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://www.aef.edu.in/ace/pages/B.Sc.-B.Ed.-course & https://www.aef.edu.in/ace/pages/B.A.-B.Ed-Course &
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

1.2 - Academic Flexibility

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

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

30

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.aef.edu.in/ace/up-images/downloads/upFile_0-course-structure-of-babed-5f842dd391074.pdf

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

2

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

2

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

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

71

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

71

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

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

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

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

60

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

60

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

1.3 - Curriculum Enrichment

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

The practicum in teacher education begins with micro-teaching skills, where students learn essential skills in detail. Teachers provide orientation and demonstrations of skill. After mastering these micro skills, student teachers learn to execute integrated skills that bridge micro-teaching and simulated lessons, with lessons designed according to their chosen pedagogy subjects. This approach enhances their overall teaching effectiveness.

Throughout the teacher education program, student teachers learn various teaching methods, models of teaching, and techniques. They implement these during their practice teaching and internship program.

At the beginning of the course, an induction program is organized to familiarize students with the curriculum, syllabus, and code of conduct. The Student Research Project Scheme (SRPS) fosters a research-oriented mindset. Additionally, the Ashoka Mentorship Program offers practical exposure, allowing student teachers to apply their knowledge.

The institution fosters interpersonal skills and competencies through a range of activities categorized into Knowledge Skills, Values, and Attitude Development. Knowledge Skills are enhanced via content enrichment sessions, research paper presentations, workshops

on phonetics, and teaching aid preparation. Values are cultivated through emotional intelligence sessions and confidence-building activities that promote empathy and self-esteem. Attitude Development is encouraged through creative set induction competitions and expert sessions on communication skills, fostering innovation and effective collaboration. This holistic approach ensures students gain essential knowledge while also developing important values and positive attitudes for their professional growth.

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

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

To familiarize students with the diversities in the school systems in India as well as in an international and comparative perspective, the institution selects SSC, CBSE, and ICSE board schools for practice teaching and internships. A theoretical foundation is established to support practical demonstrations, including micro, integrated, and simulated lessons. Model lessons are demonstrated using different methods, and guidance is provided for lesson plan preparation. After lesson execution, students receive constructive feedback on their performance.

Student teachers learn about the functions of various school boards, including administrative and academic work, maintaining records, library and laboratory management, conducting co-curricular activities, sports, assembly supervision, and examination-related tasks. The institution also organized a panel discussion on "Different Board Curriculum," which helps student teachers understand the functioning of various school boards, their academic planning, the roles of teachers, coordinators, and principals, as

well as the various committees involved, assessment systems, norms and standards, and state-wise variations in operations. This knowledge prepares students for the diverse requirements of different school boards.

Additionally, the institution has established a Memorandum of Understanding (MOU) with AIESEC for a foreign culture exchange program, enabling students to gain overseas teaching experience for 45 days under the Global Classroom project. Upon completion of their internships, students gain valuable international perspectives.

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

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

The Integrated B.A.B.Ed and B.Sc.B.Ed curriculum is designed to provide student teachers with a comprehensive understanding of teaching through a blend of theory, assignments, and practicum. Key components include microteaching, integrated lessons, practice teaching, and internships, which allow student teachers to engage in administrative and academic work within schools.

To enhance teaching abilities, each student teacher is assigned a topic for class presentation, followed by assessment from teachers, promoting peer learning. The institution prioritizes holistic development through co-curricular and extracurricular activities, such as workshops on employability and emotional intelligence, as well as celebrations like Ozone Day and English fairs.

Guest lectures and expert sessions on communication and presentation skills prepare students for future careers, while the placement cell organizes sessions on interview skills, CV preparation, and

entrepreneurship development.

Through these diverse learning engagements, student teachers are encouraged to reflect on their experiences and connect theory to practice. This integrated approach not only builds their professional acumen but also equips them with the skills and confidence necessary to thrive in the dynamic field of education.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

136

2.1.1.1 - Number of students enrolled during the year

136

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

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

36

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

36

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

- **We do diagnostic assessments to gauge students' academic skills, and learning styles.**
- **Spoken English communication classes are conducted for the students to get to know about their language fluency and to improvise it. At first a diagnostic test is conducted and according to the scores the sessions are conducted for the students who are diagnosed with language difficulty.**
- **Learning Needs Analysis: Identifying specific areas where students may need additional support or study habits. Students SWOT analysis is done at the entry level of the student so that students will come to know about their own strength, weakness, opportunities and threats. During mentoring sessions teacher will guide the students accordingly. With the help of need analysis various activities are planned in Academic calendar.**
- **: Based on the assessment outcomes, tailored academic support can be offered, such as tutoring, mentoring, workshops, or access to learning resources. We are planning Orientation (Induction) Program for the student, it is a fitting period to make aware of collective responsibilities to know the syllabus and curriculum.**

- • **Continuous Monitoring: Implementing ongoing assessments to track student progress and adjust support as needed throughout the program. We use mentoring program for monitoring students' progress.**

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized	**Four of the above**

activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

Our institution is teacher training college, multiple approaches in teaching learning process are reflected in micro plan and effectively executed in classroom. Institution emphasis on using and illustrating avarietyofteachingandlearningstrategies,suchas experiential learning, brain storming, problem solving.

Experiential learning is best method inordertoimproveunderstandingofthesubjects like chemistry, physics,

zoology. Mathematics, Geography and botany. Ourinstitutionarranges internship, practicum, field visit and research programs for student-teacher, so as to take initiative, make decisions and be accountable for results.

Inmathematicsandphysics,problem-solvingtechniquesareimplementedinstudent teachers to develop their intellectual abilities and enhance their mathematical understanding and development.

Brainstorming method is used in education related subjects where student teachers come in group and discuss on topic given. This helps to stimulate and provide varied instructional approach, involves participants in ownership of ideas, and encourages creativity.

In online teaching learning, student teachers uses different online platforms like zoom, Google meet to attend different seminars and conferences. During lesson execution, student teachers use power point presentation to teach the topic. On Google classroom the content is uploaded by subject teacher. Students are accessing the material

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

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

15

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://drive.google.com/file/d/1TSRmFgGuqiY 9GlzUnjSXAJqBCLHleozJ/view?usp=sharing
Any other relevant information	[View File](#)

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

132

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://drive.google.com/file/d/1TSRmFqGuqiY 9GlzUnjSXAJqBCLHleozJ/view?usp=sharing
Any other relevant information	View File

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

Continual Mentoring helps student teacher in their goal of professional and personal development. It helps and supports student teacher to manage their own learning in order to maximize their professional potential and develop their skills.

Mentor shares details about the courses available on Swayam and MOOC with their mentees and urge them to enroll for same. Mentor guides their mentees or other students for SRPS project which are then examined and send for Avishkar competition. Mentor also participate and present paper with their mentees in national or international conference.

There are two formal meetings between mentor and mentee in a month to discuss about their professional growth and Attributes. Special achievement of mentees and alumni is specified and acknowledged.

Mentors provide ongoing feedback to students, helping them refine key professional skills such as communication, leadership, time management, and teamwork. Mentors guide students in understanding and adhering to professional ethics and standards. Mentors inform mentees about different conferences, workshops, further educational courses, helping them stay connected to the broader professional community and stays updated on new trends and practices.

This guidance is essential for helping students transition successfully into their future professional roles.

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

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

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

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

1. Creativity and Innovativeness, Intellectual and Critical Thinking Skills:

Encouraging students to explore new ideas and take intellectual risks promotes creativity. In Institute, SRPS gives opportunities to student teacher to design open-ended research projects. The SRPS program nurtures students' ability to think outside the box and develop innovative solutions.

It encourages students to ask questions, investigate problems, and

seeks solutions independently, fostering deep intellectual engagement. It promotes higher-order thinking, helping students develop analytical and evaluative skills. abilities.

2. Empathy and Social-Emotional Development:

Exposure to different activities centered on understanding others' feelings and experiences foster emotional intelligence and compassion. Institute organizes visit to special school for nurturing the value.

3. Life Skills:

Through group activities, presentations, and discussions, the teaching-learning process enhances students' ability to communicate effectively, listen to others, and work collaboratively. For same English Communication Classes are conducted for needy students.

4. Ethical Thinking and Moral Development:

In practicum, orientation on value lessons and Environmental lessons are given to student so they execute the lessons in school. Morning assembly in institution is commonly used to teach students morals and values. Through stories, speeches, or reflections in assembly, students cultivate positive attitudes and ethical values. Assemblies usually focus on a specific theme that highlights positive values.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

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

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	**All of the above**

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

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

Three of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

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

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

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

2. Orientation to school principle/teacher: Respective internship in-charge orient the respective school principal about internship program through permission letter and one to one interaction.

3. Orientation to students going for Internship Student-teacher are oriented for internship programme. In orientation student-teacher get information regarding creative lesson plans, guide teacher, group leader, internship duration, assessment test, evaluation sheet, rules and responsibilities etc.

4. Defining role of teacher of the institution: The institution assigns the task to guide-teacher to guide for lesson note preparation, supervise lesson execution and their performances in various curricular and extra-curricular activities, and interact to provides continuous prescriptive feedback to the student-teacher for improvement.

5. Assessment of student performance: Rubric and observation sheet is provided. Different classroom assessment strategies, tools, are implemented.

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

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of

internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

```
1.Orientation:

Principal, Teachers meets students to orient them.

Teacher Educators Role: They guide a set of skills to Student-
Teachers in planning Lesson plans and assessment tools.

Role of Peers: sit together to conceptualize ideas contextually and
sustain one another during the course to work together to form a
team.

2.School Teaching Phase:

Role of School Principals: They monitor discipline, conduct,
completion of class schedule, substitution classes allotted and
observe the participation of Student-teacher in all school
programmes.

Role of School Teachers: assigns the class, making division of
lessons into periods, allotment of classes for specific activities.

Teacher Educators Role: observe execution of lessons and gives
quantitative as well as qualitative remarks on lesson plan.

Role of Self: observe the peer lessons (Two lesson of each method)
and lesson of experienced subject teachers (One lesson of each
method), writes observation remarks in lesson observation diary.

3.Reflective and Improvement Phase:

Role of Teacher Educators: The feedback from the school-teachers and
Guide-Teacher are interpreted to review the gaps and to adopt new
strategies for improvements.

Role of Self: Every Student-Teacher assesses their own growth
through a reflective analysis.

Role of Principal: Regularly reviewing student-teacher progress
through feedback from faculty and school's authorities.
```

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	**All of the above**

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

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

2.5 - Teacher Profile and Quality

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

15

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

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

02

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

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

97

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

112

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

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

The experts and academicians are invited for formal/informal talks

with the teaching staff of the Institute. Management keeps a close look at the emerging trends and needs of teacher education and organizes FDP, Group discussions, debates amongst the faculty are arranged to locate research themes, finding answers to emerging questions and solutions for resolving issues in the field of general education and Teacher education.

Institute Organizing Great Teacher Characteristics session, Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organizing of community outreach activity, participation in the seminar – cum – workshop on micro -teaching skills, lesson planning etc. envisioned in the B.A./B.Sc./B.Ed. curriculum.

Institute ensures the access to the information on organizational performance (Academic and Administrative) to teachers Through the e-bulletin and Notice Board of the institution, Personal meeting with the Principal and Management, Teacher access books, e-resources, magazines & journals in the Institute library.

Teacher works on Professional development updating knowledge through enrolling to courses on MOOC, SWAYAM, orientation and refresher courses conducted by UGC recognized Institutes. IQAC put forth opportunities to study new domains of knowledge.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

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

Induction Programme is conducted for the first year students. As per SPPU guidelines of examination & evaluation system. Academic Examination calendar consists of the schedule of Exam with dates which are displayed on Exam notice board.

The instructions issued by the University are promptly communicated to the Students by Institute Exam Officer(CEO). Internal evaluation

is shown below.

Sr.No

Name of Exam

Marks

- Description

1

Internal I/Tutorial I

20

- For All Subjects

2

Term End Exam

40/60

- 40 Marks for all subject
- 60 Marks only for content paper of BABED

3

Internal II/Tutorial II

20

- For All Subjects

4

Prelim Exam

40/80

- 40 Marks for all BScBEd subjects
- 80 Marks for Education as well asBABED papers.

Evaluation consist of written test, Assignment, Subject Wise seminar/Presentation, Practicum, subject wise project etc. student's achievement scores are categorised into different classes as mentioned below.

Sr.No.

Percentage

Class

1

Above 70%

First Class with Dist.

2

Above 60 to 69 %

First Class

3

55 % to 59 %

Higher Second Class

4

50 % to 54 %

Second Class

5

Below 50%

Fail

Remedial sessions are planned for the students who have backlog subjects or ATKT up to 3 subjects.

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

Grievance redressal mechanism to deal with examination related grievances resolve transparent manner, time bound and efficient. The students can approach the principal, Teachers and Examination Department to redress their examination related grievances. The grievances regarding evaluation are redressed through the following process:

Internal Exam at Institute level:

The internal marks are displayed on Institute notice boards. The Model answer with Marking Scheme of each subject is displayed by

Exam Dept. on Notice Board of each class. So students can verify their marks. If any discrepancy is noticed, then Student can approach to concerned Teacher, so they may rectify and necessary corrections maybe made. also student can approach to Teacher/concerned HOD/Exam Dept. or Principal. So that grievances are redressed as per SPPU guidelines.

External Exam at Institute level:

The student is entitled to apply for rechecking/ re-evaluation in theory subjects after declaration of results by filling Rechecking/Re-evaluation form and paying the prescribed fees to the Institute. The Exam Department initiates the process of Annual Exam as per SPPU guidelines. grievances are redressed as per SPPU guidelines. Modified result is submitted to SP Pune University. The University declares the result of such cases again.

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

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

2.6.4: The institution adheres to academic calendar for the conduct of internal evaluation (05 Marks)391

Response:

At the beginning of the academic year the University provides its academic calendar which displays Commencement of Semester, Tentative University exam dates and End date of the semester. The institution prepares the academic calendar taking into the consideration of university issued academic calendar. The dates for internal exam (Internal-I, II, Term End and Prelim Exam) are mentioned in the academic calendar.

Academic calendar is circulated to students and staff before the semester starts. The college functions and adheres to the minimum number of working days and teaching days. The continuous internal

assessment and evaluation pattern for the undergraduate students is discussed by subject teacher. Internal Exam preparation is done in sequence such as preparation of Exam Action Plan, Student & Faculty notice, Time table preparation & display on notice board, seating arrangement, supervision chart displaying and finally result is declared on notice board. Time table is prepared by Exam Dept. According to the dates mentioned in the academic calendar.Internal exams are conducted.

The feedback is given to individual student by subject teacher and remedial classes are conducted for failed students.

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

2.7 - Student Performance and Learning Outcomes

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

The teaching and learning processes at our institution are aligned with the stated Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as prescribed by the SPP university. This alignment serves as a foundation for fostering holistic student development, focusing on academic excellence, skill enhancement and value inculcation though teaching.

Micro plan reflects the overall planning of a teacher for his/her subject. It includes main topic, session number, sub- topic, methodology, activity, CO-PO and quality policy. Suitable pedagogical approaches are utilized for effective realization of learning outcomes. The micro plan has been circulated to students by different means like on the google classroom.

The Institute is committed to providing quality education, as evidenced by its quality policy that is included in micro plan, that aligns with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). All activities are thoughtfully designed to ensure this alignment throughout the semester, facilitated by course teachers through a mechanism that includes continuous internal

assessments, term-end exams, and final exams. This structured approach ensures that educational objectives are met, both academic success and personal growth for all students.

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

2.7.2 - Pass percentage of Students during the year

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

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

The Micro Plan is prepared by each teacher for his teaching subjects. Following this, CO-PO mapping is conducted to ensure alignment with the Programme Outcomes (PO) and Course Outcomes (CO) established by the university. The progressive performance of students and their attainment of professional and personal attributes in line with the PLOs and CLOs is closely monitored by each subject teacher. After internal assessments, teachers calculate the attainment for every student and share this information with mentors.

Mentors then guide students on areas for improvement, providing individualized feedback for those who do not perform well, along with remedial teaching sessions designed to enhance their understanding. To further support professional and personal growth, subject teachers and mentors also inform students about available courses on platforms like SWAYAM and MOOCs, encouraging enrolment to bolster their learning journey. This comprehensive approach ensures continuous improvement in student performance and alignment with the institution's educational objectives.

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

2.7.4 - Performance of outgoing students in internal assessment

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

135

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

Elite Club: it includes high-achieving students, for them various motivational talks, expert sessions, Interaction with Gold Medallist, session on Preparation for exam which is delivered by Topper Students as well as Interaction with Management is organized. The objective of this group is to motivate students to achieve University Gold Medal and rank at the university Annual Exam. So as various activities are designed to encourage students for academic excellence.

Remedial Club: respective subject teachers conduct targeted remedial classes to enhance their performance. students participate in additional assessment tasks, including focused seminars and practice exams, to help them improve. Subject-Teacher ensures that all students will receive the guidance and necessary support to excel in particular subject.

Personalized Learning Plans: Developing individualized education plans that outline specific goals, resources, and support tailored to each student's needs.

Diverse Teaching Methods: Employing a variety of instructional strategies, such as collaborative learning, project-based learning, and technology-enhanced learning, to engage different learning styles.

Access to various Resources: Providing access to books, eBooks, IT labs, and libraries, to support learnings.

Mentorship Programs: Connecting students with mentors or advisors who can guide them through their educational journey and provide personalized support.

File Description	Documents
Documentary evidence in respect to claim	<u>View File</u>
Any other relevant information	<u>View File</u>

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.aef.edu.in/ace/pages/IQAC

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

9

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

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

14

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

3.3 - Outreach Activities

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

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

11

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

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

115

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

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

50

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

50

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

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

Ashoka college of Education , a teacher education institute, is committed to serving the community through academic, research, and outreach activities. The Extension Cell plays a key role in bridging the gap between learners and society, promoting social and civic responsibility. Through various programs, we sensitize students to community needs and engage them in problem-solving initiatives, fostering experiential learning. These activities help students develop their understanding the community and contribute to national integration and social harmony.

Our outreach efforts include partnerships with organizations like

the Sahara Care Centre in Chandsi, where we organize recreational activities, group discussions, street plays, and skits raise awareness about rights, education, employment, and environmental issues. Additionally, we conduct visits to institutions such as the National Association for the Blind and distribute Diwali Faral to tribal children at Aadharashram.

The NSS Unit plays vital role in community service, participating in initiatives like village cleanliness drives, tree plantation, medical camps, and promoting environmental sustainability. Activities such as yoga sessions, rallies, and plastic collection drives raise awareness on hygiene and environmental issues. These outreach programs help foster good citizenship and a spirit of service, contributing to the holistic development of students and the well-being of the community.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the

year

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	`Five/Six of the above`

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution ensures adequate availability and optimal utilization of physical infrastructure as per the norms of statutory bodies and curriculum requirements. Institute shares few facilities with sister institute in the same premises.

Teaching Learning Facilities:

Class Room Facilities:

The institute has 12 ventilated & spacious classrooms with White Boards and LCD Projector. All the rooms are equipped with movable furniture for group activities. The institute has air conditioned and spacious multipurpose conference & seminar hall with a dais and it is equipped with all the adequate facilities.

Labs Facilities:

The institution well-equipped and upgraded computer for collaborative and practical work. Institute has also equipped laboratories for the students to do practical and demonstrations which enhance the learning process.

Library Facilities:

Institute provides huge collections of books in its library.Also there is provision of having remote access to get e-books, e-journals and e-Learning. A library with adequate educational books, encyclopedia, newspapers and other learning resources along with reading space with sitting arrangements.

Sport Facilities:

The institute has a playground for students. It has multipurpose sports complex for basketball, volleyball, and badminton.

Other Facilities:

Institute has infirmary for the treatment of sick or injured staff & students along with Ramp facility for disabled students. It also has lift facility, parking space for two wheelers and four wheelers.

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

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

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

13

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

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

87.70

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The library has a systematic arrangement of books, journals, and bound volumes. It features a reference section, a rich collection of books, journals, an e-library, an OPAC facility, a newspaper section, a reading room, current content services, reprography, new arrivals display, and question papers for exam preparation.

The library provides latest information to the students and teachers for their teaching, learning, and research. It uses partially automated KOHA open source ILMS software, version 20.11.02.000, to provide learning and research resources.

The circulation module of the software covers all the operations of circulation right from creating member records to printing of reminders for outstanding books. OPAC has customizable web based circulation system and online reservation. Also, it has full catalogue, circulation, acquisitions and library stock management system. Book Issue and return process is fully automated and manual cards are kept as supporting documents for students and faculty.

Bar-coding used: Yes

Book issue and return is carried out with the help of barcode system. Each book and every book is bar coded

Varies types of reports can be generated with the use of above mentioned software which is useful for various committees and inspections from time to time.

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

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

The institution provides seamless remote access to its comprehensive library resources, ensuring students and faculty can access knowledge anywhere, anytime.

The library of the institution provides student teachers and faculty members with up-to-date information on various topics. It gives remote access to student teachers and faculty members for supporting teaching, research and outreach activities.

The library subscribes to DELNET services for need-based services, allowing remote access to various online resources. Student teachers and Faculty members have access to a variety of collection of books and journals of different publications online. The information and link required to access the library resources are provided to the students and staff. Student teachers get orientation on how to link to the remote library resources during the library induction programme.

DELNET provides access to millions of Networked Library Resources, enabling college libraries to make over 4,00,00,000+ books available on loan. It also offers 1,12,000+ journals, 5,000+ full-text e-journals, 1,45,000+ Thesis/Dissertations, and informational support services. It also offers technical guidance, collection development coordination, and inter-library loan and delivery services. It has developed Discovery Portal, Knowledge Gainer Portal, and Vision Portal for advanced knowledge discovery. DELNET also compiles various Union Catalogues of member-libraries' resources, which are constantly updated and growing. It helps student teachers and faculty members for their teaching, research and learning activities.

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

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

All of the above

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

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

1.00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

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

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

930

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.aef.edu.in/ace/pages/library
Any other relevant information	[View File](#)

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

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

4.3 - ICT Infrastructure

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

The institution is equipped with 50 mbps high speed internet with Wi-Fi facility. The institute has a WiFi facility in the college campus for the student and faculty members to avail internet connection at any place in the college. The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides

helping them in preparing projects & seminars.

The institution has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and student teachers. The library offers student-teachers access to free e-resources and facilities, while the computer lab provides independent learning through LAN and internet connections.

The institution offers LAN and broadband internet connections to various offices, encourages multimedia usage, and provides ICT facilities to student teachers and faculty members for presentations, seminars and assignments to enhance teaching competencies and research work.

The institution IT lab has 63 computers that are upgraded as per the requirement of the institution from time to time. The institution uses Windows 7, 8, and 10 for IT skills training with Quick Heal antivirus protecting desktops. The institution transitioned from normal to high-speed internet and leased lines, transforming classes into Smart Classrooms.

CCTV cameras are installed in classrooms and floors for security. The institution's website, www.aef.edu.in/ace, connects institutions and stakeholders for information sharing and regular updates.

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

4.3.2 - Student – Computer ratio during the academic year

1:2

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet	D. 50 MBPS - 250MBPS

connection in the Institution (Leased line) Opt any one:

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

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

`Two of the above`

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.aef.edu.in/ace/pages/library
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.aef.edu.in/ace/pages/library
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

`23.55`

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

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

The institution has appropriate systems and procedures for maintaining and utilizing physical, academic and support facilities.

Maintenance of Computers, Laboratory:

Maintenance of computing facilities, other IT support, LCD projectors and CCTV cameras maintenance etc is also carried out by team of technical staff under system admin.

General record keeping & audits of all the equipment's in the laboratory is done at department level. The equipment with major repair, are repaired by outside agency.

Every department maintains a stock register for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year.

Maintenance of Buildings and Infrastructure:

Classrooms, Staffrooms, Seminar halls and Laboratories, etc. are cleaned and maintained regularly by Non - teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor.

Library Maintenance:

The librarian is the in charge for handling all the maintenance works required in the library through maintenance staff. He takes care of utilization of books, computers and other learning materials in the library.

Sports and Games:

The Sports officer takes responsibility for all repairs pertaining to sports equipment and courts. He has to maintain courts properly on daily basis with the help of the maintenance staff. He maintains sports facilities through regular monitoring of the equipment for indoor games and outdoor sports.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

5.1.2 - Available student support facilities in	**Seven/Eight of the above**

institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Four of the above

Concession in tuition fees/hostel fees Group insurance (Health/Accident)	

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
23	50

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

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

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

10

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

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

4

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

5.3 - Student Participation and Activities

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

Role of Student Council-

The Student Council in our institution plays a vital role in academic and non-academic activities, working closely with faculty and the principal to ensure effective communication between students and administration. They assist in organizing and managing events throughout the academic year, such as workshops, seminars, sports meets, and cultural celebrations.

Council members actively participate in key committees, including Assembly, Internship, and Academic Calendar Planning, ensuring smooth coordination of academic schedules and internships. They also lead important initiatives like anti-ragging campaigns and serve as representatives in the grievance cell, addressing student concerns.

Additionally, they play a crucial role in the College Development Committee, contributing to strategic decisions on infrastructure and academic processes. The council organizes diverse activities, including Talent's Day, cultural festivals, excursions, and placement drives, while also engaging in planning under the Internal Quality Assurance Cell (IQAC). They celebrate national days and lead NSS activities, encouraging student participation in social service.

Moreover, they contribute to the sports committee and college magazine, supporting both sports events and creative expression. The council is integral to the overall development of students and the institution

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

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

18

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

5.4 - Alumni Engagement

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

in any functional aspects

Alumni Association Registered No. Is F-0020234(NSK)

The role of alumni association in the development of institution highlighting significant contribution in the institution through non financial.

Employment and Job Opportunities:

1Alumni are successfully employed across various organizations in a range of positions, showcasing the versatility of their education and experiences.

They actively inform the placement officer and faculty members about available job openings, facilitating better placement opportunities for current teacher students. Alumni who have previously excelled in competitions can offer coaching to current students, providing valuable insights and guidance.

Inspiration and Guidance:

1. By sharing their experiences, alumni inspire student teachers to explore a diverse range of career paths. Institution arranges alumni sessions of CTET, TET, other competitive exams and motivates

2.The Alumni as experts from various fields. Through the guest lecturers cover essential topics, such as content methodology, providing students with valuable insights and guidance.

Alumni as Institutional Ambassadors:

   1. Alumni keep their whatsapp group and face book page active with updates on campus events, including the Alumni Meet. The college website also features notable alumni and their achievements.
   2. Through strong relationships with the institution, alumni organize the Alumni Meet to showcase their contributions and express gratitude to the college.

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

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

All of the above

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

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

3

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni cell of the institution significantly enhanced student support and development. Acting as a vital resource, the association organized a session on "Higher Educational Opportunities Abroad," where alumni shared insights and experiences about studying internationally, inspiring students to explore global educational paths.

Additionally, the alumni cell conducted a competitive exam guidance session focused on TET/CTET examinations. Experienced alumni provided valuable tips, study strategies, and firsthand accounts of their preparation journeys, boosting students' confidence and understanding of the exam format. Alumni also served as resource persons, conducting sessions on content enrichment and question bank preparation, which further equipped students with essential skills for their exams.

To enrich the academic environment, the alumni initiated a book donation drive, encouraging students to donate books they no longer needed. This fostered a culture of sharing and ensured that all students had access to essential learning materials.

To maintain ongoing engagement, four annual meetings were planned, facilitating networking between current students and alumni. These meetings allowed for the exchange of ideas, experiences, and opportunities, strengthening the bond. Through these activities, the Alumni Association effectively motivated students and nurtured their talents, reinforcing a culture of learning and support within the institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

In the Institution the governance structure embodies effective leadership and participatory mechanisms that are deeply aligned with the institution's vision and mission. The Institution leadership is committed to fostering transparent and collaborative environment that enables us to achieve academic excellence and community engagement while preparing future educators.

The leadership consistently ensures that the institution's vision and mission are at the heart of all decision-making processes. Our vision is to shape individuals who are well-equipped to contribute to society as competent and compassionate educators. This is reflected in the strategic planning and goal-setting initiatives undertaken by the leadership.

The institute's governance is centred on addressing the needs of learners from a global perspective while aligning with the requirements of NEP 2020. The holistic approach focuses on nurturing the intellectual, emotional, social, physical, and spiritual development of learners. Active participation in sports is encouraged to promote physical strength through sports activities. The institute prioritizes modernization in the education system, fostering an ethical and value-based culture that builds students' self-esteem and enables them to embrace core Indian values in harmony with the internationalization of education. The mission statement aims to develop students as critical thinkers by motivating them, through mentorship programs, to engage.

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

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

The Institution fosters a culture of decentralization and participative management, ensuring that decision-making is shared

across various levels of the institution. Our governance structure encourages the active involvement of faculty, staff, and students, creating an environment where ideas and responsibilities are distributed for efficient and transparent management.

The decentralized approach is evident through the delegation of responsibilities to various committees, departments, and coordinators. Each department is empowered to make decisions related to academic planning, resource allocation, and student support, while adhering to the institution's broader goals. Administrative functions, such as finance, examinations, and infrastructure development, are also handled by dedicated teams, ensuring smooth operations.

Periodically unit meeting is conducted chaired by Administrator with the objective of identifying developmental needs. Following points are discussed in it: Attendance record of students, activities planned and conducted for the period, achievements of unit, staff, students ,alumni, grievances. Principal, Coordinators & committee heads brief the details in .

The Institution promotes participative management by involving stakeholders in key decision-making processes. Regular meetings with academic councils, faculty forums, student representatives ensure that all voices are heard . This collaborative model helps in fostering innovation, enhancing accountability, and ensuring that institution's goals are achieved collective efforts.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

The institution is committed to maintaining transparency in all aspects of its operations, including financial, academic, administrative functions.

In financial matters, the institution follows a clear and structured

process for budgeting, resource allocation, and expenditure tracking. Annual financial statements are audited and made available for review, ensuring openness and accountability in managing funds.

In the academic domain, the institution provides transparency through open communication regarding assessment and evaluation, attendance requirements, academic progression rules by activity such as student induction program at the start of the academic year.

By maintaining transparency in the academic domain, the institution promotes a culture of openness, fairness, and accountability, contributing to the overall quality of education.

On the administrative side, The institution ensures that decision-making processes are participatory and documented. Regular meetings are held with various stakeholders, and minutes of these meetings are shared to keep everyone informed about institutional policies and developments.

Additionally, the institution promotes transparency in other functions, such as recruitment, infrastructure development, and student services, through publicly available policies and guidelines.

By upholding transparency in all areas, the institution strengthens its governance and fosters a culture of integrity, accountability, and trust.

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

6.2 - Strategy Development and Deployment

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

The effective deployment of our institutional strategic plan is crucial to fulfilling our mission of cultivating competent and socially responsible educators. The strategic plan outlines clear objectives aligned with our vision, guiding all academic and operational initiatives.

The deployment process involves active engagement from faculty, staff, and students, ensuring that all stakeholders contribute to the realization of our goals. Regular consultations and feedback sessions help tailor initiatives to meet the diverse needs of our community.

We have established well-defined action plans for key areas such as faculty development, Cultural activities , community outreach, with specific responsibilities are assigned. This clarity fosters accountability and ensures focused implementation.

To monitor progress, the institution employs robust evaluation mechanisms, including performance metrics and regular reviews. This data-driven approach allows for timely adjustments and continuous improvement.

By fostering a culture of collaboration and open communication, institution effectively deploys its strategic plan, ensuring alignment with our mission. This commitment to excellence not only enhances the educational experience for our students but also positions the college as a leader in teacher education.

For this case study Example: Cultural Activity 2023-24

Date: 8th March to 9th March, 2024

Expected Participants: B.A.B. Ed& B.Sc.B. Ed

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

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

institutional bodies in not more than 100 - 200 words.

In the institution, the functioning of institutional bodies is marked by effectiveness and efficiency, reflecting our commitment to high standards in governance and administration. Our well-defined policies and administrative setup create a framework that guides decision-making processes and operational activities.

The institution adheres to comprehensive appointment and service rules, ensuring transparency and fairness in recruitment and employee management. These policies are designed to attract qualified personnel and promote a diverse and inclusive work environment. The recruitment process is given below:

Additionally, regular reviews and updates of these policies ensure that they remain relevant to the evolving educational landscape.

Efficient procedures are established for various administrative functions, including academic planning, resource allocation. Clear communication channels facilitate collaboration among faculty, staff, and students, enhancing operational effectiveness.

Regular training sessions for staff and faculty reinforce the implementation of policies and procedures, promoting a culture of accountability and continuous improvement. Overall, the effective functioning of institutional bodies at the institution is evident in our commitment to academic excellence and the holistic development of our students

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

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

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

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

In the institution the effectiveness of various bodies, cells, and committees is demonstrated through the consistent implementation of their resolutions and decisions. Each committee, such as the Grievance Redressal Cell, Anti-Ragging Committee, Internal Quality Assurance Cell (IQAC), and Academic Council, operates with a clear mandate to address specific institutional needs. The minutes of their meetings reflect active participation, discussion of pertinent issues, and timely decision-making.

The Grievance Redressal Cell holds regular meetings to address student and staff concerns. Minutes of these meetings document thorough discussions, and the swift implementation of decisions, such as improving canteen facilities, reflects the institution's responsiveness. Similarly, the IQAC plays a vital role in monitoring academic quality, with action plans derived from meeting outcomes being systematically implemented.

IQAC holds regular meetings. For example, NAAC Accreditation Process in which the review of IIQA, SSR status communicated to IQAC members and few discussions were taken place for NAAC Peer team visit. Even after NAAC Accreditation process further plan of action was also discussed in the meetings which reflects in IQAC Mom.

This cycle of deliberation, decision-making, and action fosters a transparent and efficient governance system, contributing to the overall growth and quality enhancement of the institution.

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

6.3 - Faculty Empowerment Strategies

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

The institution is committed to the holistic well-being and empowerment of its teaching and non-teaching staff. The institution has implemented a range of welfare measures aimed at enhancing job satisfaction, professional growth, and personal well-being. Key initiatives include timely disbursement of salaries, provident fund benefits, gratuity, and other statutory compliances,

Diwali Gift , AEF School Fee Wave off, Exam leave, Marriage Leave, TADA provided for official duty & for attending Seminar Conference Workshop etc.

For professional development, faculty members are encouraged and supported to attend workshops, seminars, and conferences, which are often financially sponsored by the institution. Non-teaching staff benefit from skill enhancement programs that enable them to improve their efficiency and career growth. Individual PCs are allotted for staff to remain updated with the latest educational practices and administrative skills, promoting a culture of continuous learning. These welfare measures demonstrate the institution's commitment to creating a nurturing and motivating environment, enhancing both job satisfaction and productivity across the workforce. By offering these welfare measures and career development opportunities, institution fosters a supportive and motivating work environment.

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

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

13

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

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

9

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

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

13

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

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

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

There is also a provision of Self-Appraisal System in the college. Self-appraisal of the staff is carried out every year regularly. The prescribed forms are made available by the Management for appraisal on various parameters such as :

Teaching Performance Appraisal Form includes following parameters:

The HOD's or Coordinators analyse the self-appraisal reports and gives necessary suggestions to the staff for improvement. The Principal reviews his/her performance at a personal meeting. The Principal uses this format to encourage, and to point out the strengths and weaknesses of the faculty for further improvement. The

final report of the self-appraisal is communicated to the Management. Institution has Performance Appraisal System for teaching and non-teaching staff. Performance appraisal is done annually at the end of each Academic Year.

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

6.4 - Financial Management and Resource Mobilization

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

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

Institution conducts internal and external financial audits regularly. 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

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.

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

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

0

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

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

The major sources of institutional funding are Fees received from the students. Deficit has been managed by funding from parent trust.

Suitable Institutional mechanisms are available to monitor then effective and efficient use of financial resources. We have developed our own internal audit structure to process, monitor effective ,efficient use of available financial resources. The annual budget of Revenue Expenditure ,Capital Expenditure are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analysed. Generally, the recurring expenses

the capital expenditures are projected to be within the budgeted resources of the institution. We are working following on time . real time basis under internal control mechanism. Our expenses are monitored, checked ,controlled under vertical hierarchy through internal control system of all the day to day transactions. Expenditure is regularly audited, and cost-effective measures are implemented without compromising the quality of education. Funds are judiciously allocated to improve infrastructuresuch as classroom technology, libraries, laboratory facilities, while ensuring adequate resources for faculty development programs and student support services. By balancing financial mobilization &sensible resource management, institution ensures its long term sustainability while enhancing the overall quality of education & maintaining a student centric focus.

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

6.5 - Internal Quality Assurance System

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

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

The Internal Quality Assurance Cell (IQAC) at institution plays a pivotal role in institutionalizing quality assurance strategies to foster academic excellence and continuous improvement. Since its establishment, the IQAC has been actively involved in devising and implementing comprehensive frameworks aimed at enhancing both academic and administrative functions.

Contribution of IQAC:

IQAC acts as a co-ordinating cell which ensures quality. IQAC plays a crucial role in connecting and coordinating the various bodies in the matters related to the teaching-learning process. It functions as an umbrella engaging in all systems in materializing its goals and objectives through QAG which includes following cells.

The IQAC promotes a culture of innovation by encouraging faculty members to engage in research, attend workshops, and adopt learner-centric approaches. One of the key contributions of IQAC is its role in preparing the Annual Quality Assurance Report (AQAR), which outlines the institution's progress and achievements. The IQAC also coordinates quality audits and ensures the implementation of recommendations made by auditors, thus maintaining a cycle of continuous quality enhancement.

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

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

The institution recognizes the importance of a dynamic and student-centric teaching-learning process to ensure academic excellence.

1. Mechanisms for Periodic Review

The following mechanisms have been established by the IQAC

a. Academic Calendar &Teaching Plans

- **The IQAC ensures the timely preparation and dissemination of the academic calendar,**
- **Faculty members are required to submit detailed Micro plans at the beginning of each semester. These plans are reviewed by the department heads and then shared it to students and**

monitored by the IQAC.

b. Feedback

- Student feedback on teaching effectiveness, course content, and learning resources is collected at the end of each semester through structured online surveys.
- Faculty members provide feedback on curriculum delivery, assessment methods, and academic support services.
- Feedback from alumni and employers is collected to understand the applicability and effectiveness of the curriculum in professional settings.

c. Teaching-Learning Innovations

- The IQAC encourages the adoption of innovative teaching methodologies, including the use of ICT tools, flipped classrooms, project-based learning, and experiential learning.
- Faculty development programs are organized regularly to train faculty in new pedagogical techniques and the use of digital tools for effective teaching.

- The IQAC promotes the use of e-resources, and online courses (MOOCs) to supplement traditional teaching methods.

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

34

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

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

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

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

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The institution follows a systematic approach of continuous evaluation and improvement, ensuring that progress is consistently monitored and reflected in various academic and administrative domains. Institution conducts activities for students and teachers such as innovative practices, developing leadership skills, organising events, conducting research, paper presentations and publications.

Research cell

Research enhances the conceptual knowledge of both faculty and students by providing a practical connection that directly contributes to societal growth. Integrating research into teaching-learning methods has become essential. While earlier sessions and competitions related to research were organized, defining its scope could set boundaries or limit the potential of research work. At Ashoka Education Foundation, this competition.

1. Mentorship Program

The institution has implemented structured mentorship programs to provide students with guidance, support, and a nurturing environment to thrive. Each student is assigned a faculty mentor at the beginning of the academic year. The mentor-to-mentee ratio is kept manageable to ensure personalized attention. Mentor also Provide academic guidance, including study techniques and exam preparation.

Administrative Initiatives

On the administrative front, the college has implemented improved record-keeping, efficient resource allocation, and transparent governance mechanisms. The IQAC ensures that audits and reviews are regularly conducted, and actionable insights are derived from the data.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Energy Conservation Plan and alternate Sources

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

In the institute 140 kwp solar-power plant is installed on the institues rooftop. We have installed 438 solar panels; it has been operational since April 2018. Since the installation of this plant, the institute is saving expenditure on electricity.

Premise has installed LED Lights and LED tube lights in campus for saving energy purpose.

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

File Description	Documents
Institution's energy policy document	[View File]()
Any other relevant information	[View File]()

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

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. Housekeeping Department, IT Department and Store department take proper care of waste management.

- The waste segregated is then collected by the housekeeping department and handed over to municipal corporation vehicles for proper disposal.
- E-wastes such as computers, laptops, scanner, printer etc. are collected in store department and after management permission it is given to scrap vendor.
- Old monitors and CPUs are repaired and reused.
- The institute sensitizes its students and staff about the environment through various activities like Environment Day, Tree Plantation drive, Ozone Day & NSS activities. College has planned lectures, workshops like Session on Plastic awareness,

Planning of 3R's: Reduce, Reuse and Recycle

Solid waste Management-The non-biodegradable solid waste includes, paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc. Solid waste disposed through the municipal corporation

E-waste Management - E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed of through vendors.

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

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

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

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

The institution has about varieties of trees and plants in campus that balances the ecosystem of the surrounding area. Events like tree plantation, Cleanliness Drive are organized regularly under various cells.

1. The students are given strict instructions to maintain the campus clean several quotes related to the importance of clean and green environment are displayed on the campus.
2. Support staff is appointed for the maintenance of green campus.
3. Separate housekeeping department work for the cleanliness of campus and policy is designed for housekeeping department. The housekeeping department maintains the campus as per check list

`daily cleaning.`

4. `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. Institute celebrates 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.`

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

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

`All of the above`

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

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

`2.23 lakhs`

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

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

- **Institution puts forth efforts leveraging local environment**

The Institute has about varieties of trees on campus that balances the ecosystem of the surrounding area. A garden in the premises with different plants, provides a healthful ambience

- **Leveraging Community Practices and Challenges –**

The Institute creates a Synergy between its community work and outreach platforms through various committees.

NSS has organized activities like Tree Plantation and Cleanliness drive in surrounding areas for healthy environment. The NSS volunteers regularly visits adopted village. The cell planned visit to Sahara Care centre which create a sense of belongingness & respect for elders among the volunteers. Plastic and solid waste collection also initiated. NSS activities such as Meri Mati Mera Desh', 'Vasudha Vandan' , cleanliness drive etc. add values among the students.

Holistic development Cell has celebrated various National & international days. IQAC initiated 'Ashokotsav- Inter collegiate competition has planned for Junior colleges in which competitions loke, Poster making, Elocution, Debate, Quiz and Street play planned in Ashokon various social issues.

Community Outreach: NSS cell adopted Jalalpur village for the special camp wherein various sessions were conducted for the students and villagers such as Health Check Up camp, Medical awareness, Hygiene Habits, Benefits of cleanliness, voter awareness,

girl child education etc.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**A. All of the above**

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

7.2 - Best Practices

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

Best Practices-1

Ashoka Scholarship for Economically Weaker Meritorious students

The Meritorious Scholarship Program is designed to recognize and support needy and meritorious students. The scholarship aims to motivate students to achieve higher academic standards without the burden of financial constraints.

Objectives of the Practice

- To help meritorious students who are economically weak by offering financial assistance, this in longer run can help in making Brand of Ashoka.
- The objective of the Scheme is to provide financial assistance to the needy and meritorious students and enable them to pursue education

Best Practices-2-

Student Research Project Scheme SRPS

As part of commitment towards quality, Institute has launched the Student Research Project Scheme. The process begins with the formation of a core committee, followed by an orientation session, identifying the list of projects with the names of respective guide teachers and the students working in the project. To motivate the students, they are given certificate and best one get the trophy

Objectives of the Practice

- To create awareness of research among the students.
- To make students well acquainted with importance & opportunities involved in the research work.
- To inculcate the research culture in institutes and among the students.
- To identify young talent, build capacity, promote innovation and support inter-disciplinary research in collaboration with faculties

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

priority and thrust in not more than 100 -200 words

Ashoka Mentorship Program

Ashoka Mentorship Program is a flagship program under Ashoka Education Foundation where student-teachers will get the opportunity to develop their teaching skills to become an effective teacher. Student teacher will get the platform to get groomed under Heads of Schools as their mentees.

Objectives of Programme:

- A program to evolve B.Ed. students into a competent educator

Programme Outcome:

- A participating student-teacher will be able to learn and develop following

PO 1

- Planning, Preparation and Organization's functioning Skills

PO 2

- Effective Communication Skills

PO 3

- Effective Observational Skills

PO 4

- Effective Teaching Skills

PO 5

- Ashoka Work Culture

Practice/ Procedure:

- Meeting with school heads
- Notice to the students about orientation
- Orientation of Ashoka Mentorship Program to the students
- Notice to the students for giving their names for Ashoka Mentorship Selection Process.

- **List of Interested candidates to be finalized**
- **Selection Process- College level- Registration, Brief Interview, Content Knowledge, English language competency testing, Aptitude testing**
- **Final interaction and allotment at different units.**
- **Launching of Ashoka Mentorship Program.**

Outputs:

- **Development of teaching skills to be an effective teacher.**
- **Experience Certificate for successful completion of Ashoka Mentorship Program.**
- **Stipends.**
- **Special Appreciation Letter for Exemplary Performance.**
- **Possibility of opportunity of Placement in AGS.**

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