



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	ASHOKA INTERNATIONAL CENTRE FOR EDUCATIONAL STUDIES AND RESEARCH
• Name of the Head of the institution	Dr. Sarita Verma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02532236603
• Mobile No:	8850857426
• Registered e-mail ID (Principal)	principal.aicesr@aef.edu.in
• Alternate Email ID	aicesr@aef.edu.in
• Address	Ashoka Marg, Ashoka Nagar, Wadala Shivar, Nashik.
• City/Town	Nashik
• State/UT	Maharashtra
• Pin Code	422006
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Smt. Nathibai Damodar Thackersey Women's University, Mumbai.				
• Name of the IQAC Co-ordinator/Director	Dr. Priti Sonar				
• Phone No.	02536648617				
• Alternate phone No.(IQAC)	02532236603				
• Mobile (IQAC)	9370909644				
• IQAC e-mail address	pritis.aicser@aef.edu.in				
• Alternate e-mail address (IQAC)	aicesr@aef.edu.in				
3.Website address	https://www.aef.edu.in/aicesr/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.aef.edu.in/aicesr/pages/aqar				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.aef.edu.in/aicesr/pages/courses-b-ed-course				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B+	2.66	July 2023	19/07/2023	18/07/2028
6.Date of Establishment of IQAC			25/05/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
1. Ms. Almas Shaikh student of B.Ed. batch 2020-2022 stood first at B.Ed. examination and declared topper at S.N.D.T. Women's University. She was awarded with Shri. Keshav Prasad Desai Prize.	
2. Received 1 Gold Medal, 2 Bronze Medal and a consolation prize at University Level Yuvamahotsav competition.	
3. Certificate course in New Educator Training Program in collaboration with Mahindra Pride Classroom and Naandi Foundation was conducted from 9th November 2022 to 16th November 2022.	
4. IQAC and Holistic Development Cell organized Free English Enhancement Certificate Course in collaboration with Wisdom Academy from 5th September 2022 to 30th November 2022.	
5. 100 percent placement for 2021-2023 batch.	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes
<p>To identify Elite students and train through different programs planned under Elite Club.</p>	<p>Ms. Almas Shaikh student of B.Ed. batch 2020-2022 stood first at B.Ed. examination and declared topper at S.N.D.T. Women's University. She was awarded with Shri. Keshav Prasad Desai Prize.</p>
<p>To motivate and train students to participate in University Level Yuva Mahotsav.</p>	<p>Received 1 Gold Medal, 2 Bronze Medal and a consolation prize at University Level Yuvamahotsav competition.</p>
<p>To collaborate with Mahindra Pride Classroom and Naandi Foundation for providing students New Educator Training Program.</p>	<p>Certificate course in New Educator Training Program in collaboration with Mahindra Pride Classroom and Naandi Foundation was conducted from 9th November 2022 to 16th November 2022.</p>
<p>To enhance student's English communication, Course has to be planned and carried out under IQAC and Holistic Development Cell.</p>	<p>QAC and Holistic Development Cell organized Free English Enhancement Certificate Course in collaboration with Wisdom Academy from 5th September 2022 to 30th November 2022.</p>
<p>Students will be provided with intense training to enhance Employability Skills in collaboration with Mahindra Pride Classroom and Naandi Foundation. Various schools across Nashik were invited for placement drive.</p>	<p>100 percent placement for 2021-2023 batch.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
CDC	30/05/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	27/03/2022

15. Multidisciplinary / interdisciplinary

One of our objectives is to empower students with all required skills for overall development. College uses multidisciplinary approach and to practice the same, we orient students for the different courses that college offers as the electives courses as prescribed in Syllabus. Subjects such as (EC)- Sustainable Development, Guidance and Counselling, Human Right Education, Peace Education. Skill Enhancement Courses (SEC) - English Enhancement Course, Value Addition Courses (VAC)- Certificate Course in Value Education, Personality Development Course, Wellness through Sahajayoga Meditation Resilience and Self-esteem. College conducts the orientation program for these courses and executes the same with proper certification. Multidisciplinary approach is carried out through the teaching-learning process and its curricular and co-curricular activities. The institution conducts expert lectures on various topic like Financial Management, Yoga and Meditation, Competitive Examination, Health awareness, Universal Human Values, Action Research, Team Building, Stress management etc. to enhance student's skills with the existing curriculum. Community engagement and outreach activities are an important element of the course. Environmental Education is imparted through practical programmes like Expert Talks on waste management, observance of Environment Day, Water Day etc. The institution focus on research for this institution organized National and International Conference, Webinar, National conference on Recent Trends in Higher Education, Paradigm shift in Education. The college organized FDP on NEP 2020. Faculty has presented and publish paper on the NEP 2020 in various conferences. We invite experts from various fields like Art, Science, Management, Computer Science etc. for FDP and guest sessions.

16. Academic bank of credits (ABC):

S.N.D.T Women's University had organized a session regarding Academic Bank of Credit. Online campaign for the creation of ABC ID organized by Director of Higher and Technical Education government

of Maharashtra to promote ABC. We had our college registered on Digi Locker. We have orientated students regarding creation of ABC account on Digi Locker. For the B.Ed. Batch 2020-22 students' ABC ID are uploaded on S.N.D.T Digital portal

17.Skill development:

Being a teacher education college, it falls under professional course, thus our objective is skill development of students to make them work ready. With the aim to make future teachers as a skilled teacher, we always work hard and have various platforms through which we develop their skills that they require for future generation. Several skill development programs are offered for improving the soft skills of students which are aligned with National Skills Qualifications Framework. College also has a cell named Employability Enhancement Cell which has its objectives to identify required skills for Employability Enhancement. Students SWOT analysis is done with a purpose to identify their weaknesses. Once the weaknesses are identified, students are provided with S.D.P (Student Development Program) expert sessions that help them to overcome their weaknesses. Thus they are made more employable. In the same cell, courses like Personality Development Course are also provided. College also provides courses like Wellness through Sahajayoga Meditation, Resilience and Self-esteem. Expert sessions/ talks on Financial Literacy, Team Building, Leaderships, Communication skills. Session on confidence building, presentation skill, C.V. Writing, how to Face an Interview, Decision Making, Classroom Management, Creative Thinking, Research Aptitude, Problem Solving, Life Skill etc. are also provided to students for their skill development.

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

In AICESR students is from various States and having different mother tongue. Every effort is made to put up linguistic differences and promote linguistic diversity in the college. Reflective assembly on various topics were arranged. The celebration of Hindi Diwas, Marathi Diwas as well as Mother Language Day are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. Celebration of Eid, Diwali, Onam, Chhath Puja, Christmas, Makarsakranti, Lohri, Navratari is done in our college. These are key co-curricular activities that serve to enhance students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode. Exhibition under

EPC-5 is organised every year on topic states in India, Country and Union Territory. Cultural Day, Guru Purnima celebrated in college. Value Added Course on Wellness through Sahajayoga Meditation Course run by the college for the past few years in online and offline mode that aids in the holistic development of students by drawing on traditional Indian Knowledge Systems. Subject like Contemporary India and Education, Language across Curriculum, Hindi Language Education is part of syllabus. We inculcate values through programs and events organized for integration of Indian Ethos.

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

AICESR has aligned the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings. Various stakeholders including teachers, students, employer school principals, practice teaching school principals as well as alumni are communicated the Course Outcomes (COs). These are incorporated in the Teaching-Learning Process with clearly stated Programme Outcomes, and Course Outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so those students contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the Program Outcomes (PO). The course curriculum is implemented as per the regulations of Regulatory Bodies, University and SOP of the Organization itself with due consideration to economic and social needs at large so as to apply the spirit of NEP.

20.Distance education/online education:

Our college is regular, but we promote online mode by using zoom platform for e-meet, Google classroom for teaching learning. Due to Covid -19 pandemic, we have involved in using the digital platforms for engaging classes, conducting, seminars, International & National webinars, conferences, guest sessions, activities, online exams and meetings. We have conducted Teaching-Learning in Blended Mode. Online education has broken the geographical barriers creating interaction of experts and students from far off places. We at AICESR, encourage students to do MOOC courses. AICESR has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom and Google Meet, Google Suite etc. A wide range of technological tools have been used for teaching learning activities. Apart from this we have conducted all EPCs, practice teaching, assembly, farewell, national

days' celebration, cultural activities, competitions, COVID awareness campaign, Yoga and Meditation etc. For Teaching Learning, we have incorporated Google classrooms, PPTs, webs tools for quizzes, online video conferencing platforms, and online libraries among others. The institute has adopted blended learning seamlessly into its functioning by making available relevant educational resources online for students' reference. The college conducts routine sessions to induct students to NEP 2020. Several sessions like Digital Skills in the Classroom, Expert talk on IPR, Life Skills, etc. are being conducted. We run Certificate Course in Value Education and M. A. Education, M. A. Economics, M. A. History through distance mode.

Extended Profile

1.Student

2.1	193
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	8
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	94
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	Number of graduating students during the year	94						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2.6	Number of students enrolled during the year	193						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2. Institution								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	123.94						
4.2	Total number of computers on campus for academic purposes	64						
3. Teacher								
5.1	Number of full-time teachers during the year:	12						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File	Data Template	View File
File Description	Documents							
Data Template	View File							
Data Template	View File							
5.2	Number of sanctioned posts for the year:	14						
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								

Our college being a Teacher Education Institute affiliated to S.N.D.T Women's University follows the curriculum prescribed by the S.N.D.T. Women's University, Mumbai. On the basis of commencement date of University.

Academic Calendar is prepared with complete planning. It is approved by management and shared with educators, admin, librarian also to students. Planning and distribution of various committees are revised as per need like Admission, Promotion, Examination, Training and placements. Induction program is planned in the beginning of every academic year. Various activities are planned in academic calendar like curricular, co-curricular and extracurricular and for each activity proposal, plan of action, agenda is created for smooth functioning of activities. College mainly focuses on the execution of curriculum. As per course seminars, exhibitions, assignments and educational visits are planned at nearby local area. The institute also provide the environment to students for develop the social skills, co-operative skills, leadership quality and professional competency through various activities. Students, Alumni, employers and stakeholders' feedback are taken for reviewing curriculum execution and activities. As per that feedback English Enhancement, Personality development, Value Education Courses and Employability, Holistic Development, NSS, Elite and Ready to fly Cells are formed.

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

A. All of the above

schools Employers Experts Students Alumni

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

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

A. All of the Above

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

1.2 - Academic Flexibility

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

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

10

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

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

5

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

5

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

191

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

191

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

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

43

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

43

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

1.3 - Curriculum Enrichment

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

Teacher Education is a programme related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements and to face the challenges. It provides training and practice in the different skills, technique, approaches and strategies that help teacher to plan, impart education. It provides opportunities to student to learn micro skills of teacher education. It includes effective classroom management skill, preparation and use of instructional material and communication skills.

Other than regular curricular teaching various other activities are planned through different cells formed like Competitive Exam Cell conducts workshops & guidance session on CTET, TET sessions, Employability Cell conducts skill building sessions, Elite Club focuses on academic excellence of bright students.

To cater to the needs of the student's college have a very strong mentoring program. During B.Ed college offer value added courses, self-study courses, skill based and value education & meditation course for holistic development of students. Students participation in various co-curricular activities, sports, talks by expert, personality development course, outreach activities, extension programmes and field visits develop students' skills such as: Emotional Intelligence, Critical Thinking, Negotiation and

Communication Skills, Collaboration with others, etc.

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

College gives a broad perspective of various boards such as, Indian Certificate of Secondary Education (ICSE), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE) through Internship. College also gives opportunities to student teachers to know about different school system, their curriculum, various curricular, co-curricular, extracurricular activities, assessment system through practice teaching and internship of 20 weeks. During Internship student teacher first observes lessons of school teachers and understand way of teaching, assessing and evaluating. Student teachers are familiarized changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test etc. through Internship Program.

College organised principal's talks of different boards of school it also helps students to understand functioning about different boards of schools, their academic planning, teacher's, coordinator's, Principal's role, different committees of school and their functioning. College organised alumni interaction those are teaching in Indian as well as abroad school to know the culture, functioning of various boards, their teaching strategies, assessment system, and norms standards. It helps students to develop professional skills.

As per norms and standards admission is given to students of different states of India. International & National webinars participate to know about the education system about different countries for international and comparative perspectives.

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

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

B.Ed. curriculum has different aspects like theory, assignments and Internship. Most of assignments are related to field work which gives actual experience to student like interview of school teacher, case study of student, school management and visit to historical, geographical etc. places and writing report on it where student involve actively. Total 7 Enhancing professional capabilities (EPC) and Engagement with field (EWF) i.e. internship gives real experiences about professional skills. Students' interaction with management, Parent Teacher Meet, Research, participation in State, National, International seminar, webinar organised for development of students.

Ashoka believing holistic development of Child the institute provides more focus on co-curricular, extracurricular activities Free CTET, TETsessions, Elite&Ready to fly club, Readers club, Mentorship, etc. NSS activities like Special Camp, Avhan, Prerna, Leadership camp. Extension activities like visit to old age home, donation activities, cleanliness, tree plantation activities increaseinterconnectedness with society.

Participation in group discussion, in given EPC's, various competitions organised by college and intercollegiate are conducted to develop emotional intelligence, logical thinking, effective teaching and cooperative attitude among the student teachers. Online guest lectures, expert's session, Principal's talk, competitive exam sessions, Gold medallist student's session and various value added courses make them ready for the professional field.

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

1.4 - Feedback System

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

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

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

193

2.1.1.1 - Number of students enrolled during the year

193

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

8

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

8

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

We believe that each student is unique and has a different abilities and skills but not necessarily required to become a teacher. So we first try to know what their current status at entry level is and thus we first identify where they stand. SWOT is carried out to understand their needs. Before filling up of in SWOT form, an expert session on SWOT is kept for students to understand the concept and importance of it. SWOT form includes information of every students' strengths, weakness, opportunities and threats.

S (Strength) at the entry level helps to identify what she is good at. This is further used to achieve students' individual goals.

W (Weaknesses in SWOT) at the entry level helps to identify where she needs to be groomed. Weaknesses can be major obstacles to achieve objectives.

O (Opportunities in SWOT) at the entry level helps to identify where she aspires to be. Her Short Term Goals and Long Term Goals are aligned likewise.

T (Threats in SWOT) at the entry level helps to identify what the student fear of. Students can be further given courage to face the fear.

On the basis of SWOT Analysis, Students Development Program is prepared.

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

Four of the above

students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

Nil

2.2.4.1 - Number of mentors in the Institution

7

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.

In Teaching- Learning process we believe in using multiple approach. It is reflected in micro plans.

Experiential Learning- Our B.Ed. curriculum includes Practice Teaching and Internship. Student teacher has to be present in the school allotted time for whole period from morning prayer to last

period. It provides experience of real world to students.

Student teachers are also taken out for field visits. For example, a visit to a museum provide students with an opportunity to explore exhibits.

Participative Learning- Games, Role Play, Team teaching, Think-pair-share and collaborative teaching are used by teachers for promoting participative learning. It helps to develop joint decision making, unity etc.

Problem Solving Methodologies- Case Studies are provided to student teachers to develop in them problem solving attitude. Student teachers also undertake Research Projects to develop problem solving attitude.

Brain Storming- In daily teaching learning process teacher poses problem in front of students with specific time. Within the given time, the student must create ideas. It helps to develop creative thinking skill.

Focused Group Discussion- These are conducted to understand concepts in depth.

Online Mode- Subjects like critical understanding of ICT and Learning to use computer provides knowledge about using online mode effectively.

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

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

10

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

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

12

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

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://www.aef.edu.in/aicesr/pages/about-infrastructure
Any other relevant information	View File

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

Mentoring is the heart of our educational institution. Teachers who work for students' development are called as mentors and students who seek guidance are called mentees.

Mentoring process starts from the admission process. A detailed analysis of students' academic score is done then students are grouped in categories like O, A, B, C, D.

O means 90+ and above,

A means 80+ and above,

B means 70+ and above,

C means 60+ and above and

D means 50+ and above.

Then equal number of mentees from each category by mentoring in charge.

Following are the mentoring efforts in the institution with respect to-

- working in teams- Different task like conduction of micro lessons, skit presentation etc are done in mentoring groups.
- dealing with student diversity- All the groups are formed in a heterogeneous way to promote diversity.
- conduct of self with colleagues and authorities- Personal and Professional tips wrt behaviour, etiquettes, code of conduct related discussion is done.
- balancing home and work stress- Even personal life problems are discussed to give them solution on it.
- keeping oneself abreast with recent developments in education and life- Mentors motivate mentees to participate in seminars, conference to abreast themselves with recent development.

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

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

Five/Six of the above

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

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

At AICESR, teaching- learning process is student centric. We nurture students' creativity, innovations, intellectual and thinking skills, empathy, life skills. Out of all the programs that we do for students under different clubs, here are two major -

Class Room Teaching-Learning Process- Being Teacher-Education College, Teaching-Learning is important. To empower the students for self-exploration, Google Classroom is created and the study content is uploaded. Seminars, Flipped Classroom, Constructivism, Story Telling, illustrating with Examples, Cooperative Learning are different strategies that are implemented in the classroom to nurture students' creativity. Revision Sessions, Remedial Sessions, University Paper Solving Sessions are conducted to make learner develop intellectual skills.

Student Development Program- It is part of Employability Enhancement Cell. The Cell conducts SWOT orientation and then shares a google form for students to fill SWOT. On the basis of SWOT analysis, students are provided with trainings where different experts are invited to interact with students which helps students to strengthen their strengths and overcome their weaknesses. The Cell has also collaborated with Naandi Foundation and Mahindra Pride Classroom to provide to nurture students' creativity, innovation and intellect. The outcome of both the programs is visible in the form of good placement of our students.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of

Seven/Eight of the above

Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several

All of the above

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

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

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

Four 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/

All of the above

developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

Internship program is systematically planned with necessary preparation. To make students ready for internship program a detailed orientation is planned. A schedule of the same is prepared by internship in charge and is communicated to students and to faculty. This orientation includes code of conduct of internship, demo lessons of different methods, orientation of lesson plans, orientation of Objective & Specification. College also provides detailed orientation on block teaching, revision lessons, unit tests, attendance analysis, conducting assembly, how to conduct interviews of different heads at school. College also orients students about how to organise co- curricular like educational visits, cultural program, day celebration, competitions and writing a report, learning about various registers in office, various documents, admission procedure, how to identify learning difficulties and implementation of remedial program, preparation of unit test and blue print.

Before internship, respective teacher educator makes a visit with an official letter to orient school principal/ teacher about the internship program. Every school is appointed with a leader and a co- leader. Also a detailed plan is prepared with the student representative with respect to different tasks. A review of all the tasks is also undertaken. Due care is taken for effective internship.

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

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

2.4.9.1 - Number of final year students during the academic year

98

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.

Practicum is heart of B.Ed. program. In practicum, internship program plays important role. Before the beginning of the internship program, orientation is done for effective execution at the time of internship programme. It includes code of conduct, Do's and Don'ts

and activities they have to execute.

Teacher educators meets with the school authorities with the permission letter and discusses the entire internship program. During internship programme, all students are divided in different schools with a guide teacher. Before the internship, a meeting is conducted of the guide teacher and the students of that particular school for internship coordination. During this interaction, school principal guides the students about school functioning, schools mission and vision.

For effective monitoring during internship programme, teacher educator deputes leader and co- leader. Guide teacher guide students about lesson plan. Lessons of the students are observed by teacher educators. Sometimes even school authorities observe internship lessons. School authorities provides a detailed feedback orally and in writing to the students for their better improvement. Schools also provides a written feedback about students' overall performance in form of Practice Teaching Feedback.

Tasks like conducting lessons, observing school records, conducting interviews of authorities etc. are done by students.

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	No File Uploaded
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

11

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

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

3

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

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

14

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

11

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

At Ashoka, we have highly qualified and proficient faculties fully dedicated to empower themselves by in-house activities as well as activities outside the organization. For development of faculties we have Faculty Development Cell and Research Cell. Coordinator and Principal along with management motivates staff to keep themselves updated professionally. There are monthly reviews which are part of monthly reports where faculty get score for their professional upgradation. These monthly reviews in monthly reports further becomes part of performance appraisal.

Faculty Development Program is one such in-house initiative where F.D. P's are conducted monthly. All the topics are on current developments and issues in education. Faculties are also motivated to participate and present at National and International Seminar/ workshop and Conferences. Faculties are given financial support for the same. They are also motivated to publish books or chapters in

edited books, Faculties are also motivated to attend Refresher Course/Faculty Development /Short Term courses. All the faculties have participated in Refresher Course/Faculty Development /Short Term courses.

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

2.6 - Evaluation Process

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

Internal Examination committee is formulated to control and measure the efficiency of Concurrent Evaluation Process. Academic calendar consists of all kind of internal exam and it is shared with students and displayed on notice board. The continuous internal evaluation includes seminars, class test, mid-term exam, prelim examination, assignment, enhancing professional capabilities and other practicum also form part of concurrent internal evaluation.

Seminars- Students in seminar are divided in different subject groups. They are provided with topic. Student prepares for their topic by referring different sites and books. Students prepare and present it to class. Teacher provides feedback after the seminar.

Class Test- Questions are shared with students before examination, students are assigned to write the question. Assessment is done for creative writing and concept understanding.

Mid-term Exam and Prelim Exam- To prepare the students to face University Exam confidently, the Mid Term and Prelim Exams are conducted. These exams are replica of University examinations.

Assignment- In the Theory papers, each paper is having 2-3 assignments. Faculty orients and guide about the assignment.

Enhancing Professional Capabilities and other Practicum- Orientation, supplemented with demo are provided with detailed guidance before actual execution. After the execution, students are provided with feedback for improvement.

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	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

At A.I.C.E.S.R. we have some independent committees to look after examination related work. One committee is appointed to look after concurrent internal evaluation and the other look after University examination related work. For quality enhancement also we have one committee which is named as Grievance Cell. The role of the committee members is formation of grievance committee as per the university / UGC norms and setting up the mechanism for grievance redressed.

We have exam superintendent who is head of Exam Cell and in case

there are any exam related grievances, they are looked after by exam superintendent. If the grievances are major, then the grievances are forwarded to Coordinator and Principal. The frequency of the meeting is monthly. After the end of every month a meeting is conducted to solve the grievances if any.

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

The important part of the formation of Examination Grievance Cell is that it includes Principal, Course Coordinator, Senior teacher and Student Council Representatives. Exam Cell is running smoothly in good coordination with students and university authorities.

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

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

Academic Calendar is the important tool for college functioning. Academic calendar is prepared by Course coordinator taking into consideration opinion from students, teachers, employers, principal and management. It is then sent for management approval. Academic calendar is given to students and staff before the session starts. It is displayed on the notice boards and on college website. As per the academic calendar, time table is prepared. Academic calendar includes details of all major activities that college has planned for the students' development. It includes examination details both internal and university examination. It also includes year beginning date, exam dates, syllabus completion date. It mentions total number of days for tutorials, Mid-term, Prelim Exam. It mentions total number of lectures for teaching as per university guidelines. The first date that the academic calendar mentions is syllabus orientation date, where orientation of internal examination is given to the students. Even practicum orientation dates are mentioned in the academic calendar, here also a detailed orientation is provided

as it is the base of B.Ed. program. The college has an excellent work culture and therefore seldom faces difficulties in adhering to the academic calendar in terms of internal examination and all other activities.

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.

Being teacher education college, teaching- learning is one of the most important component. The first step is preparation of Micro Plan. Micro plan reflects the overall planning of a teacher for subject. It includes topics, session number, methodology, COPO and quality policy. Micro plans are shared with students' right in the beginning of the academic year.

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

Evaluation of CLO and PO achievement status for assignment is done for their respective subjects. External Exam marks are also assessed and analysed on the basis of achievement of COPO. Effectiveness of Teaching Learning is being measured through the status of COPO.

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

Teaching-Learning process starts with preparation of Micro plan. The micro plan consists of main topic, sub- topic, methodology, COPO and quality policy. After that COPO mapping is done. PO and CO are stated by university but they need to be mapped effectively by the teacher. That process is done by teacher under the guidance of coordinator and principal. Once that is done, COPO attainment of each subject, each student is done to check objective attainment level. Assignment is one major area on which mapping is done. If there is a student who has not performed well, she is provided feedback.

The level of attainment of all CLOs and PLOs student- wise is shared with mentors too for her improvement. Mentoring is one of the core areas where students are guided not only for their Professional Attributes, but also Personal Attributes. Mentor- mentee interaction motivates mentee to overcome personal challenges so that they perform well in academics.

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

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

193

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.

Immediately after admission, students' academic scores of previous examinations are recorded then analyzed. Students with highest academic scores are clubbed together and become part of Elite Group. The objective of elite group is to motivate students through activities to come in university ranks and receive gold medal. In 2020-2022 batch Ms. Mayuri Shirthsath has grabbed University Gold Medal. Activities planned for them includes expert talks, interaction with university toppers, interaction with management. There is a Standard Operating Procedurefor Elite Club.

Students withacademic less scores are clubbed in Ready to fly Group. The objective of this group is to motivate them to improve in academic score and to target 100 percent academic result. We have achieved 100 percent pass percentage.

Mentoring Group also analysis students initial learning needs with the help of Mentoring Diaries. Mentors maintain in mentoring diaries personal details of students, record of students' academic progress, academic target with plan of action and interactions.

SWOT analysis is one more tool that helps the teachers to identify the weaknesses of students. These weaknesses may hamper their performance in the assessment and that is why a detailed schedule is prepared where expert sessions are planned to overcome their weaknesses.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.aef.edu.in/aicesr/pages/sss>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

Nil

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

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

Nil

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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

3.2 - Research Publications

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

5

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

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

5

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

3.3 - Outreach Activities

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

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

15

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

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

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

193

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

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

195

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

195

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.

1. In the academic year 2022-23 NSS Special Camp was held at Jalapur village. i.e. Free health check-up, eye check up camp and various awareness programs conducted by students for villagers which had a positive impact on students it developed leadership skills, self-confidence and strengthen community relationship.

2. Problem of Global warming can be controlled only through tree plantation and to imbibe this value among student tree plantation at Devargaon, Nashik in collaboration with Samsonite India Ltd. where we have planted more than 100 saplings. This activity sensitized students towards need of environment & nature conservation.

3. We have MOU with Rachna Trust an NGO working for Tribal Girls where we had gifted books to the girls of Rachna Trust. This activity to connect with trust has helped students to understand problem faced by tribal girls, sensitization towards their social issues & how they are struggling to come to it.

4. Under Extension and Outreach students, staff had donated clothes, shoes to Tribal people through Samatva Foundation which was distributed to Aadhartirth, orphanage of Trambakeshwar. It created a feeling of social system to help underprivileged people and made them responsible citizen.

5. On occasion of International Women's Day students actively participated in Nashik Women's Walkathon for a social cause. It helped students learning of real situations of society at a glance with sensitizing towards people and environment. Thus overall activities carried out developed personality of all the students.

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

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

3

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

5

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

year

5

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	No File Uploaded
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

21

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

Class Rooms

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

Library

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

Science Lab & Curriculum Lab

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

Sports Facility

College has playground and equipment's to play various games and sports. Equipment available such as carom board, basketball, holey ball, cricket kit, badminton, shooting range etc.

Computer Lab

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

The Multipurpose Hall and Conference Room

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

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

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

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

13

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

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

3.95

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

4.2 - Library as a Learning Resource

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

The college has a well-established library and Reading Room with software KOHA which provides an Open Access Catalogue for students and staff. Software is deployed for all library related work such as storing the accession number of books, individual book IDs, etc. KOHA provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items. Koha is an Integrated Library System with a range of features. This union catalog is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. The request for an inter-library loan can be placed through the online system. The institution's library has a computer to record books, journals, magazines, and newspapers. The college functions through ERP software. Even in the library ERP is used effectively. ERP is used for accession, circulation, storing data, retrieval of data, and also used for providing references. The Institution has subscribed to DELNET to provide users with a digital library with a huge database. DELNET maintains an online union catalog of books available in its member libraries.

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

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

more than 100 - 200 words

The library management system is functioning through KOHA software to manage the functions of a library. KOHA the library management system (LMS) that allows for the efficient organization, tracking, and retrieval of information related to library resources, usage, and activities. College has signed MOU with Yashwantrao Chavan Maharashtra Open University, Nashik (YCMOU) and started the interlibrary facility which provides online access for student & teachers. College has incorporated DELNET (Developing Library Network) facilities into the library that are taking a significant step towards enhancing their academic resources and services. DELNET is a major resource-sharing network that connects libraries across India and beyond, facilitating access to a vast array of scholarly materials. Librarian is providing an increasing number of resources that users can access from remote sites. Students are likely to be highly motivated, possess significant experience with library research and familiarity with electronic resources Overall, the maintenance of online library usage reports, footfall reports, and book circulation records reflects our commitment to leveraging data-driven insights to continuously enhance the services and resources we provide to our students and faculty.

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)

0.77

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

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

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

516

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1MoCSehDWND05c9KoXYNWjBJOI-TUgshQ/view
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

All of the above

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

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

4.3 - ICT Infrastructure

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

The Institution has developed ICT facilities to meet the learning requirements of students and faculty. The college owns 64 Desktops and 4 Laptops. Among these, 40 computers are used by the students and the rest are used by the office. All the computers in laboratories are connected to LAN and an internet. College has also provided wi-fi facility. This helps students to access internet on their laptop as well as mobile devices. All teachers are provided a P.C./ laptop for curriculum transactions and research purposes. Students can also use a computer/ ICT lab for their project work and explore knowledge beyond the curriculum. The college has well equipped ICT & Curriculum lab which serves as a safe place for a sufficient LCD projector, smart board, laptop, maps, globes, instructional materials, scanner, display board, speakers, printers, stopwatch, etc. as part of latest teaching aids for students. CCTV cameras are installed in all the rooms and all spaces in and around the campus facility. We are using 50 Mbps Internet speed on our campus. In meeting and being at par with the latest digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities.

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

3:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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	Five or more of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@aicesr1019/videos
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtube.com/channel/UCNehSHecui3UysWLD_RJflg
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

19.83

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	View File

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 college has an established system for the maintenance and utilization of physical, academic, and support facilities. In every academic year, an adequate budget is sanctioned by the management of the institution to ensure the maintenance and upgradation of various facilities in the classrooms, laboratories, library, etc.

Maintenance process: Physical infrastructure is well maintained and upgraded with the requirements to ensure a comfortable atmosphere. Regular cleaning of classrooms & other facilities is ensured by support staff every day. A daily cleaning checklist is prepared & it is monitored by the admin

Utilisation Process: The available infrastructure is utilized to its optimum by the institute. The institute is having computer lab, curriculum lab, library, NSS Room, sports room, etc. as per the guidelines of NCTE. The science lab, Maths lab, Geography lab, Infirmary, Canteen, Arts & Music room, Fine arts room utilized on sharing basis. The classrooms are having movable chairs & benches so that the setup of the classroom can be changed as per various events. The computer lab is equipped with 36 computers and a bandwidth of 100 Mbps is provided for fast internet access. Students are utilizing in batches for EPC's, assignments, projects, research, references, etc.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-sopforsports-facilities-601d335519496.pdf
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 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

Nine or more of the above

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

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

<p>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</p>	<p>Five or more of the above</p>
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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
47	96

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).

9

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)

41

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

5.3 - Student Participation and Activities

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

Objectives of Student Council:

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

Working of Student Council-

1. Work in close association with the faculty in charge and principal.

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

Student Council helps in smooth functioning of the College.

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

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

52

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

5.4 - Alumni Engagement

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

The Alumni Association 'Kshitij' at AICESR is registered at the Charity Commissioners' Office.

Two significant contributions -

1. Assist in Training- Alumni working on various prestigious designations help in the training of our students. They are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited as external supervisors, judges, audit, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. AICESR Alumni serve as resource person at various sessions like exam preparation, Time Management, Tips for Exam Preparation, etc. Alumni help our students for Practice teaching and internship. CTET/ NET/SET Sessions are also conducted by alumni. Alumni counsels on the journey of B.Ed. course, lesson guidance, classroom management, community outreach activities, extension activities.
2. Assist in Placement- Alumni inform us whether there is vacancy in the schools where they are serving. Our esteemed alumni are working at good schools and holds good position. They are at authoritative levels too thus they are in a position to help us in placing our current students. They also many times participate in online and offline placement drives. Alumni provide feedback to bridge the gap between Curriculum and

Practice.

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

5.4.3 - Number of meetings of Alumni Association held during the year
2

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

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

1. Role of Alumni in Motivating Students- Alumni Association, Kshitij, plays a vital role through student mentoring, student support, and works with faculty for providing lesson guidance, paper presentation, quiz, inter-intra collegiate events, grooming sessions, publications, personality development, pursuing higher education, clearing CTET/ NET/SET/TET. Alumni are invited as Judge/ Chief Guest for different events of college.
2. Role of Alumni in Recognizing talent of Students: Alumni help in organizing talent shows, orientation sessions, ice-breaking sessions. Students from different background such as age, socio-economic status, gender, cultural diversity, level of education, marital status are supported. Alumni counsel's students for B.Ed. course, lesson and internship guidance, classroom management skills, community outreach activities, extension activities, guide for reference of Library and e resources. Alumni inform Placement Cell about vacancy in the schools where they are serving.
3. Role of Alumni in Nurturing and furthering talent of students: Several alumni continue their further education, enroll for M.Ed., clear CTET, TET exams, etc. This motivates the students. Elite Club Students are guided by our Gold Medalist Alumni. Guidance for Yuva Mahotsav, Tejasvini, Avishkar, Competitions, enhancing their practical skills during Practice teaching-internship. Motivation for Participation in Workshops/Seminar and Conference is done.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Vision: Excellence in Education through a need-based, holistic approach for self-exploration and global citizenship without losing the ethos of Indian culture. **Mission:** The mission of AICESR is to help prepare outstanding educators through innovative teaching-learning strategies, skill development, and the effective use of technology in an environment that values diversity, individuality, and mutual respect for the free exchange of ideas with an emphasis on service to the community.

The administration of the institution is decentralized in academic as well as administrative work. The institution has constituted different committees to execute different functions like academic activities, etc. Various committees constituted for smooth educational and administrative work are as follows-

1. IQAC Internal Quality Assurance Cell,
2. Core Academic Committee
3. Library
4. Practice Teaching and Internship
5. Examination
6. Event Management and Co-Curricular Activities
7. Training and Placement
8. Admission Committee
9. Alumni Committee
10. Administration and Accounts Committee
11. Anti-Ragging Cell
12. Vishakha Cell/Internal Complaint Committee
13. Grievance Cell
14. R.T.I. Cell
15. Magazine Committee

- 16. DISHA
- 17. Competitive Exam Cell
- 18. English Enhancement Cell

Committees plan and prepare their activities and get sanctioned by Management. All Committees are free to plan their activities in a creative way for conducting the curricular and co-curricular activities. Thus decentralization allows the active participation of all stakeholders to make administration effective.

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

We believe in equal distribution of the work based on the interest and potential of the human resources.

Administrative Decentralization: Institution follows the administrative decentralization by involving teaching staff actively in administrative work such as different committee work. Major responsibilities such as I.S.O, I.Q.A.C., and N. S. S. are having different coordinators to ensure proper justice to the duties.

Academic Decentralization: Institution follows PDCA Plan, do, check and act for the academic activities. At the beginning of the academic year committee distribution work takes place. The institution has constituted different committees to execute different functions like admissions, academic activities, examination, management of library etc. Various committees and bodies constituted for smooth educational and administration work.

For the academic transparency in teaching - learning process, each faculty member prepares monthly report in which details such as syllabus completion status as per micro plan, mentee's feedback,

class observation marks, and details of committees' work done, research work, academic achievement. This information is shared with management.

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

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

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.

Financial Transparency:Audits are conducted with the objective of fact findings and not fault findings. Transparency is the heart of the audit process. The accounts of the college are maintained and audited regularly by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software.

Academic Transparency:The institution follows the PDCA Plan, do, check and acts for all academic activities. At the beginning of the academic year committee distribution work takes place. For academic transparency in teaching-learning process, each faculty member prepares a monthly report in which details such as syllabus completion status as per micro plan, mentee's feedback, faculty feedback for the subjects taken by each faculty, admin/infrastructure feedback that cover points related to uniform, library, infra, etc. is taken and the feedback is communicated to the management through MRM. Stakeholder feedback is also taken regularly.

Administrative Transparency:The institution follows administrative decentralization like Hon. Chairman Sir, Secretary, Director, Administrator, Principal, Teaching Staff, Non-Teaching Staff, and Support Staff. Periodic meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator, and Principal

of the institute. Thus financial, academic, and administrative transparency is maintained effectively.

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

Enhancing Teaching-Learning: Teachers focus on a constructivist approach wherein Flipped classroom strategy and cooperative strategies are implemented for the teaching-learning process. From the strategic plan, Enhance Teaching Learning has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times. The institution provides professional development opportunities to students of the institution as well as educators. Teachers adopted the use of an effective online classroom management platform to upload notes, assignments, quizzes, and manage other learning logistics and material for the students. Apart from this, teaching-learning includes collaborative methods both online and offline.

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

Critical thinking is encouraged by book and movie review assignments which are also part of Course 11 Gender, School and Society. Developing the broad range of skills required as a teacher is an ongoing process at AICESR. Right in the initial stage immediately after the admission, students' academic scores of previous examinations are recorded.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.aef.edu.in/aicesr/pages/studentactivities
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.

The Institution follows the process given in policy for effective and efficient procedures of administrative set up, appointment, service rules and procedure

Planning and Development: Planning part is completely done with the assistance of the technology. The Micro plans of teaching are prepared in the beginning of the year which is shared with students through common mail id.

Administration: Institution's administration is done mostly through e governance. Institution tries to do paperless work.

Finance and Accounts: Finance and Accounts are maintained in the Tally Software.

Students Admission and Support: Students Admission takes place through CAP Round. Various form filling processes, University mandatory documentation work is done through the technology.

Examination: The concurrent evaluation, university evaluation, university question paper solving, revision, remedial teaching and feedback enable for achieving good results.

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

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

Anti-ragging Cell:The Institution follows all required steps in conducting anti-ragging activities such as selection of Nodal Officer, members of anti-ragging cell.

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

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

All 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.

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

College Development Committee:The CDC meeting takes place twice

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

IQAC:The IQAC of institution in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution.

Anti- Ragging Cell:The committee comprises the Nodal Officer, Principal and faculty members in it. The objectives of the cell are to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution.

Digital Library Facilities:The institution has facility of Koha and DELNET in library for smooth functioning.

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

6.3 - Faculty Empowerment Strategies

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

Teaching staff: Institute follows many welfare measures for teaching staff such as Concession in wards' tuition fees of the employee, studying in Ashoka Group of Schools. Institute provides funds for attending seminars/conferences or workshops to teaching staff who have completed their 5 years teaching job at Ashoka Education Foundation get Rs. 5000/- for attending conference. Provident Fund, leave for Examination, Ph. D. Course Work leaves, special leaves such medical emergency, marriage leave, sad demise of family member, Faculty Development Programs, Duty leaves for attending conferences, workshops, seminars, short term courses, refresher courses etc., Birthday Gifts, Diwali Gifts are given every year.

Non-teaching: Provident Fund to support them financially, Admin

Development and Support Staff Development Program to maintain their physical and mental wellbeing, Admin day celebration, 1stMay International Workers' and Maharashtra Din wherein workers are facilitated.

Students: Ashoka Scholarship, Book Bank Facility, Infirmary, Sponsorship for participating in competitions and other Activities, Student Development Programs. Student: placement assistance to get placed at renowned schools of all over Maharashtra, placement drive is conducted for the students wherein near about all esteemed schools of Nashik participated and conduct interviews of students. SRPS student research project scheme to inculcate research culture in them.

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

8

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.

14

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

8

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

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

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

Student Feedback for teaching and student support about the individual subject and faculty is taken at the level of unit head/academic coordinator and related rating is given to the faculty. Also Peer Rating for supportive and team spirit shown by the respective faculty is considered for appraisal.

The research work done by the faculties is evaluated. Participation in university bodies, committees, participation in conferences, workshops, FDPs etc. is also considered for appraisal.

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

Institution follows the specific procedure in giving increment to teaching and non-teaching staff and it is very good for both the individual and the institution also.

Institution provides opportunity for the non-teaching staff, the evaluation by the Admin Head and Unit Head is considered. The interaction with non-teaching staff focuses on administration related work. The comprehensive report is provided to the Director for remarks.

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 institution is the best in Maharashtra wherein internal and external financial audits are conducted regularly. It conducts internal and external financial audits regularly. Internal audit is conducted half yearly by the internal financial committee of the institution. External audit is conducted once in every year by an external agency. External Chartered Accountant conducts audit once in every year. The mechanisms used to monitor effective use of financial resources are as below:

1. Before the commencement of every financial year, Principal submits proposal on budget allocation, 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 and non - recurring expenses like lab equipment purchases, furniture, 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.

Process of the external audit: The accounts of the college are audited by chartered accountant regularly as per the government rules.

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

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

Rs. 35500/-

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

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

1. **Budget:** As per the plan sanctioned in the budget for the academic year, resources are utilized.
2. **Teacher Salary:** The institution pays monthly salary to all the teaching and non-teaching members as per norms.
3. **Library Development, books:** Every academic year required titles are purchased for the students and faculty members.
4. **Finance for research:** The institution provides Rs. 5000/- to Faculty members for publishing research papers.
5. **Students activities:** The institution pays statutory fees of the students' activities such as university exam fees, convocation fees, NSS Camp expenditure, curricular as well co-curricular activities.
6. **Ashoka Merit Scholarship:** The institution gives Ashoka Merit Scholarship to the meritorious students who have financial

issues at their home.

- 7. Cultural and Social Activities: Every year institution celebrates cultural and social activities.
- 8. Subject club visits: The institution gives financial support to the subject club visits at different places.

Optimal Utilization of resources: The institution runs value education certificate course, remedial teaching and many other co-curricular activities for optimal utilization of resources.

The institution shares playground, security, housekeeping, solar electricity, water facility, classrooms, computer labs, science practical labs etc infrastructure and expert teachers such as sports, art, drama, music with Ashoka Universal School.

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

Budget for IQAC: The IQAC joins the institution's system and works to achieve the objectives of quality enhancement and sustenance because quality improvement is a continual activity. It is crucial to the planning and upkeep of academic systems' quality assurance.

Planning of IQAC: IQAC calendar is set up for efficient planning and execution of events and activities. For boosting students' success in academic, curricular, and co-curricular activities, an effective teaching and learning process as well as an academic calendar that is well planned and carried out are in place. There are two CDC meetings each year.

Execution of IQAC: The institution tries to improve the quality of its services for the development of students and teachers. Institution has set IQAC as a goal to organize seminars, workshops and conferences to develop a research attitude, increase knowledge and exchange ideas among teacher educators.

Follow-up and Feedback: IQAC plays an important role in shaping the future policy after the accreditation process. The main focus of IQAC is to direct all the efforts of the institution towards NAAC accreditation. Some important changes were initiated with the establishment of IQAC. All processes have been initiated to be linked with NAAC guidelines.

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

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

Teaching and Learning Process: Micro Plans are prepared, which consider the lectures for Teaching, revision Session, Assessment Session, Remedial Teaching, University Paper Solving, Extra Topic covered, and Topic Identified for Guest Lecture. The micro plans, Handouts, and PPT are shared with the students, hard copy in the library. Every faculty maintains a course file which includes a micro-plan, Syllabus, question bank, hard copy of the notes, and attendance sheet of the students. Faculty members use Flipped Classrooms, cooperative strategies, and various teaching methods. Periodic class observation, IQAC meetings, CDC meetings, QAG cells meetings IQAC Calendar, Academic Calendar, mentors' reports, beginning and end students' feedback, and mentoring feedback are in place.

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

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

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

4

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.aef.edu.in/aicesr/pages/naac-igac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://drive.google.com/file/d/1dXZYByX8maOg5Qo1hZspSZxLXbDtN0Vv/view
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
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

Institute has very effective competitive cell because of it support and guidance our students qualified CTET exam, TET exam, NET and SET exam

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

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

1. To create awareness of research among the student.
2. To make students well acquainted with importance and opportunities involved in the research work.
3. To inculcate the research culture in institutes and among the students.

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

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

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

In our college 140 KWP solar-power plant was installed on the college rooftop. It has been operational from April 2018. Since the installation of this plant, the college has saving expenditure on electricity. Every Month approx. 15000-17000 units are generated through this plant. The electricity bill of the college has considerably reduced after the successful operation of the rooftop solar power plant. College has installed LED tube light in campus for saving energy purpose. The awareness among the consumers of electric power in the campus is ensured through proper informative sign boards affixed near all the strategic points of electric power supply units. College has emphasized every person to adopt energy conservation measures while using electric power in their day to day activities by taking small steps by eliminating unnecessary use of light, fan, The classrooms are ventilated and have high roofs that keep the rooms cool and airy. This reduces the need for air conditioning. The classrooms are well lit with large windows to allow natural light to come in, thereby minimizing the use of electricity. All Electrical equipment maintenance has been done time to time proper schedule and checklist were created for that. Special maintenance department is in college to take care of all this thing.

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

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

1. Waste is segregated in the form of dry and wet waste.
2. The waste which is segregated is then collected by housekeeping department and given to municipal corporation vehicles for proper disposal.
3. Even the furniture which is broken is also converted into reusable.
 1. Waste is segregated in the form of dry and wet waste.
 2. The waste which is segregated is then collected by housekeeping department and given to municipal corporation vehicles for proper disposal.
 3. Even the furniture which is broken is also converted into reusable.
 4. We have newspaper kept in library and after collection of all paper year wise and sell those paper to old newspaper collector and we get cash which is kept for institutional use.
 5. Organic waste from kitchen is given to biogas plant.
 6. All the canteen organic waste and gardening waste is Recycled to generate good quality manure which is used for in-house gardening. This is done in a composting. The campus has a small pilot scale composting plant that generates compost culture from the food-waste.
 7. The NSS unit has conducted pledge programme on 'Swatch Bharat Abhiyan" and also conduct programme on swatchta abhiyan.
 8. The college is to take care of the environment through solid waste management, in order to maintain the beauty of nature in and around the campus the college sensitizes its students and staff about the environment through various activities.
 - 9.

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above
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File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

1 The college 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 in the college. Also green India camping run by college. Green lawns are also maintained by college. Events like tree plantation, swacha bhara abhiyan are organized regularly under NSS activity.

2 Use of renewable energy in our college 140 KWp solar-power plant was installed on the college rooftop. It has been operational since April 2018. Since the installation of this plant, the college has saving expenditure on electricity. Every Month 16182 Unit is generated through this plant.

3 Separate housekeeping department work for the cleanliness of campus and policy is designed for housekeeping department.

4 Steel crockery is used in the canteen.

5 College has installed LED tube light in campus for saving energy purpose.

6 College celebrated the Environment related days in college.

7 Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank.

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

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

94.40

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

Locational Knowledge and Resources-. Resource persons, faculty, principals and staff from cooperating schools are invited for seminar, workshops and conferences. Every year principal talk activity conducted where principal of different school talk with our students. The playground in the schools are utilized for purposes of sport and games. At times the spacious halls are used for large scale events. Students have several options for seeking participations in their research projects, as well to complete the internship modules of the teacher education programs. During internship student teacher trainees have access to all scientific equipment's from the laboratories for conducting practical activities related to the content in subject methodologies. Health

check-up camp is organised in college with the help of Ashoka Medic over Hospital. Sahajyoga meditation centre conducted course 'Efforts less Teaching skills through mediation -A base of inner balance' for our students. The art of leaving expert organised session for our students. Naandi Foundation organised course for our students.

Leveraging Community Practices and Challenges -The college creates a synergy between its community work and outreach platforms such as the NSS, extension cell and the holistic development committee.

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 Practice I - Ashoka Mentorship Programme (AMP)

Ashoka Mentorship Program is a flagship program under Ashoka Education Foundation where student-teachers get the opportunity to develop their teaching skills to become an effective teacher. Student-teachers get the platform to get groomed under the Heads of Schools as their mentees. Ashoka Group of Schools at the same time get teachers as per the skillset expected. The goal is to prepare effective educators. The duration is 180 Hrs. The course includes orientation of school, class observation and class conduction module, exam related tasks like preparing blue print, attending different trainings to upgrade their knowledge.

Best Practice II -Student Research Project Scheme (SRPS)

As a part of the quality mandate, Student Research Project Scheme is started. It focuses on solution-driven research by addressing the needs of local communities.

It starts with Formation of core committee, to Orientation, to

identify the list of projects with the names of concerned guide teachers and the students working in the project, to provide necessary guidance to the student's participants. All the students are motivated by giving them participatory certificate and the best one gets trophies.

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

Competitive Exam Cell

- Introduction

Ashoka Education foundation is committed to impart need based and practical education and we are committed for holistic development of students. Competitive Exam Cell is catering the need of students to prepare for competitive examinations. This cell is including the tasks like - analyse the need and interest of student teacher, motivation, awareness about procedure of different exams and steps of examination, methodology of studies, guidance for examination, continuous mentoring and feedback about competitive examination.

- Goals -
- To analyze the need and interest of students about various competitive examination.
- To classify students according to area of interest with reference to competitiveexaminations(UPSC,MPSC,SSC,RRB,IBPS,NET/SET,CAT/XAT/CMAT/CET/CTET, KVS etc.)
- To create awareness among students about various competitive exams.
- To explain procedure and steps to apply to various examinations.
- To make student competent with set of abilities and skills require through various guidance sessions for achieving

success in competitive examinations.

- To provide resources and facilities (like library, e- library, reading room, Magazine, bulletin to students) for preparations and studies.

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