Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH**
Name of the head of the Institution	**DR.MRS.LALITA RAJENDRA VARTAK**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02025433084**
Mobile no.	**9326415772**
Registered Email	**adarshacollegepune@gmail.com**
Alternate Email	**accer@asm.ac.in**
Address	**47/17, Erandawane, Near Nal Stop, Karve Road, Opposite Maharishi Karve Telephone Exchange**
City/Town	**PUNE**
State/UT	**Maharashtra**

Pincode	411004

2. Institutional Status

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	state
Name of the IQAC co-ordinator/Director	DR. PARASAD NARSINHA JOSHI
Phone no/Alternate Phone no.	02024321456
Mobile no.	7276017117
Registered Email	pnj1968@hotmail.co.in
Alternate Email	1968jpn@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://asm.ac.in/wp-content/uploads/2021/03/AQAR-2018-19-Submitted-17032021.pdf

4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://asm.ac.in/wp-content/uploads/2021/03/A4-Acadmic-calender-2019-20-ACCER.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	B	2.70	2013	05-Jan-2013	04-Jan-2018

6. Date of Establishment of IQAC	15-Jun-2004

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Organization of workshop in Collaboration with university department	20-Jan-2020 2	65
e Resources - College magazine in Audio form	30-Oct-2020 1	241
Publication of Theme based magazine	24-Oct-2020 1	175
E content Development for Student Teachers	11-Jun-2020 3	41
Inculcation of Democratic Values among students	26-Jan-2020 14	50
Workshop for school teachers	09-Nov-2019 1	50
Remedial Teaching for School Students	28-Jul-2019 20	15
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 731	19756
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 731	29460
Adarsha Comprehensive College of Education and Research Pune	Life Long Learning and Extension Programme	Dept of Life Long Learning and Extension, SPPU	2019 210	10000
Adarsha Comprehensive College of Education and Research Pune	Dr. B.R.Jaykar Lecture Seires	Board of Extra Mural Studies, SPPU	2020 3	3000
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes

Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Implemented Remedial Teaching Programme for School Students Organization of Workshop for school teachers Formative Assessment Tools Inculcation of Democratic Values among school students Observence of Democracy Fortnight Organization of e content development workshop for B.Ed. students Created college magazine in Audio form

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
E content	Organized workshop for B.Ed. student teachers
To organize workshop in collaboration with university department	Organized a workshop on the themes Leraning Disabilties and Differentiated instructions
To publish theme based magazine	Published Theme based magazine on the theme Travel and Tourism
To organize activities to inculcate democratic values among students	Organized various activities for inculcation of democratic values among school students - observance of Democracy fortnight
To organize workshop for school teachers	Organized workshop for AVEMPS teachers on formative assessment tools and differentiated instructions
To implement a programme for school students	Organized Remedial Teaching Programme for AVEMPS school students
[View File](#)	

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
IQAC	**10-Jul-2020**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2020**
Date of Submission	**13-Jan-2020**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**Our college has partial Management Information System. College maintains processing of daily financial transactions using Tally Software. Tally is also used for bank reconciliation statement and financial report generation. As institution is receiving grant in aid from Government,we use HTE Sevaarth software for processing salary online. Salary sheet for Teaching and Non teaching staff is prepared using HTE Sevarth software. We maintain student data using MS Access. It is used for retrieval of student related data. Scholarship is processed using MAHA DBT facility. Calculation of tax based on salary is done using online tools. Library transactions are done using software. Bio metric attendance system is installed in the office for recording attendance of teaching, non teaching staff and for students also.**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

At the commencement of every year a staff meeting is organized. Here the staff

members share their experiences and observations regarding curriculum delivery during the previous year. Further they also give their suggestions for the current year. Accordingly following is done for a well-planned curriculum delivery and its documentation: - Planning by staff: - 1. Staff members are assigned various theory courses – both core courses and specialized courses for both the years. 2. They prepare a course outline mentioning the teaching hours, learning hours and the assessment procedure. 3. They plan the details regarding practical work related to the course and design new scoring keys if necessary. 4. In-charge staff members are decided for the practical courses namely practicing for constructivist teaching and enhancing professional capacities for both the years. The staff members plan the outline for the courses, the requirements for the courses and the tentative schedule for the courses. 5. A tentative time plan to be followed during the year is proposed after deliberation and discussion by all the staff members. Orientation to students: - 1. At the beginning of the year the students are given General orientation of the entire B.Ed. programme by a senior staff member. The students are given a detailed explanation of the syllabus, the nature of the various activities to be conducted and the assessment procedures to be followed. 2. This orientation is followed by a detailed orientation by every in-charge staff member about each of the courses. Commencement/Implementation of the sessions: - 1. After these orientation sessions the actual commencement of the session begins when weekly timetables are displayed to the students. 2. Precaution is taken to follow the decided time line. Review meetings: - 1. During the entire year review meetings are conducted as and when required to take a feedback on the actual conduct of the sessions, issues faced in implementing and modifications to be made if necessary. 2. These meetings also focus on designing and sharing the detailed timetable regarding the practical courses. 3. It also helps to analyze if the planned time line is being followed or not. Yearend meetings: - 1. The year-end meetings are the time when all the staff reflects on the year that passed by, the 'Aha' moments in it, the 'Dull' moments in it and also the time when there were lot of difficulties faced by them. 2. This is the time to thank all the staff members for their co-operation in successful implementation of the courses. 3. The staff members give a detailed written report regarding the course, department and activities they have planned and conducted during the year. This is useful in planning for the next academic year. Benjamin Franklin says "By failing to prepare, you are preparing to fail." Planning and implementation and re-planning is an important cycle in the learning and progression of any work. This is what we try to do at our institution.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
MCom	Nill	23/09/2019
BCom	Nill	23/09/2019
MA	Nill	23/09/2019
BA	Nill	23/09/2019
BEd	Course 205- Additional Pedagogy Course - Political Science	01/07/2019

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Nill	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nill	Nill
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Practice Teaching	175
BEd	Internship	175
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nill
Alumni	Nill
Parents	Nill

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The college does have a formal system to collect feedback from stakeholders regarding the curriculum. The Responsibility to collect the feedback is assigned to a teaching staff member, who is in charge of the 'Feedback Department'. A Proforma for feedback was prepared and modified after receiving suggestions from teaching staff. The Principal of the college reviewed the draft and it was finalized. In the academic year 2019-20, the concerned department in charge collected students' and Teachers feedback in offline mode. The Feedback form for the students consisting of both close ended and open-ended items. The Entire exercise of collecting the feedback from the students was done using Google forms in online mode. The collected responses were analysed by the concerned department. Then the analysis of the responses was discussed in the staff meetings and IQAC also. Apart from programme feedback, course in charge for the courses 208, 209 and 212 collected course feedback from the students. The feedback obtained from the students and teachers was

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MCom	Nill	Nill	51	51
BCom	Nill	Nill	11	11
MA	Nill	Nill	27	27
BA	Nill	Nill	9	9
PhD or DPhil	Education	23	37	13
MPhil	Education	11	14	2
BEd	Nill	100	80	77

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	175	Nill	10	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
10	10	3	4	Nill	Nill

View File of ICT Tools and resources
No file uploaded.

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

"Mentoring is a brain to pick, an ear to listen and a push in the right direction" – John Crosby Mentoring is a process which involves motivation, support, advising, goal setting, coaching, training and giving direction. It involves three steps: - Identify, Support and Act. In the first stage it is getting to know the student, his/her background, experience, strength and weaknesses, likes and dislikes, etc. The second step involves supporting the student whenever and wherever necessary. The third step is to make the student actually take decisions. This is necessary to build confidence to tackle the problems and to see that he/she proceeds on the right track. Mentoring can be personal as well as academic, formal as well as informal. In teacher education programmes mentoring is done by the Principal, the teacher educator as well as the school teacher. Student Introduction: - A unique feature of the college is that each and every student is made to introduce himself/herself during the induction programme. This helps to understand his background, experiences, strengths, likes, dislikes, etc. It also is the first step in building confidence in the student. (Identify step) Role of teaching staff, Principal and school teachers: - The teaching staff has an important role to play in the mentoring process. Each staff member is assigned around 10-12 students for the year. These are called as micro teaching groups. Since they are

working together and in daily contact it helps to develop a feeling of mutual trust and respect between them. The in-charge staff member guides the students in personal as well as academic aspects formally as well as informally. This mentoring can be right from grooming them in their attire, poise, language, diction, teaching performance, writing of assignments etc. essential in their academic performance as well as in balancing the demands of the course and their personal commitments. The Principal has informal talks with the students which acts as a great support in motivating them. Sometimes the Principal also conducts formal sessions and advises them to set their goals, and proceed in the appropriate direction. (Support step) Student performance: - The academic mentoring given by the staff member helps the students to improve his/her teaching performance. This becomes evident as the classroom lessons progress and student gradually move towards internship. The students participate in various activities in the college which helps them to realize themselves. (Act step) The process as explained above which is followed in the college is useful to the students and is evident from their achievements as well as through their feedback.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
175	10	1:18

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
16	10	6	Nill	9

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr. Mrs.Lalita Vartak	Principal	National Award for Innovative Practices and Experiments in Education
2020	Dr. Mrs. Rajeshree Jaybhaye	Associate Professor	Award for Excellence in Social Work
2019	Dr. Mrs. Sunanda Roy	Assistant Professor	Teacher par excellence Award
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	First	19/10/2020	24/11/2020
BEd	Nill	Second	24/10/2020	24/11/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

All of us will agree that evaluation plays a very important role in the progress of the students. The institution follows the guidelines given by the University regarding internal assessment. Hence for the theory courses three activities are conducted for internal assessment. As per the university guidelines we have to conduct one internal examination and one practical work given under each theory course as compulsory assessment. For the third assessment each staff member selects from the options given in the syllabus like tutorials, seminars, group discussion, etc. For the practical courses we are free to design our scoring keys. It is said that "assessments should compare the performance of a student to a set of expectations, not with the performance of other students." At our institution we try to follow this principle. We design scoring keys for the assessment of our students. These consist of the criteria to be assessed and the weightage given to each criteria. For some courses we have also designed the rubrics for facilitating objective assessment. We also give qualitative remarks so that students are able to work on them and improve themselves. For the first year students our college conducts the Online Examination using web based software with the assistance provided by the Computer Department of our parent institution for the course 106. This is the unique feature of the college. Ours is the only B.Ed. college under the University of Pune which conducts online examination as a part of the compulsory internal assessment. In the academic Year 2019-20 college has introduced a new method for assessment. Introduced oral method of assessment through performance in a activity of Group Discussion under the course 209 Understanding Self.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Unity is strength. When there is team work and collaboration, wonderful things can be achieved. –Mattie Stepanek. The academic calendar is prepared by the entire team of the institution through co-operation and collaboration. The terms for the academic year and the list of holidays for the affiliated colleges are decided by the University. The list of holidays is also given by the State govt. A lot of activities especially practice lessons and internship are to be planned considering the terms given for the schools. Considering all these aspects, experiences of the staff members, feedback received from the students of the previous years all are taken into consideration while preparing the academic calendar. All the regular curricular and co-curricular activities of the institution, the activities to be organized in collaboration with other institutions, the programmes as prescribed by the govt. from time to time, the lectures for the theory courses, the internal assessment and the internal examination, all are planned together by the staff members in consultation with each other. Care is taken to ensure that the assessments are distributed throughout the year. Generally, a schedule is planned for the entire term and a detailed planning for each month is done during the review meetings. The internal examination is planned taking into account the dates and the nature of the question paper of the final examination as given by University.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://asm.ac.in/wp-content/uploads/2021/04/2.6.1-PLO-CLO-2019-20-ACCER.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year	Number of students passed in final year examination	Pass Percentage

Nill	BEd	Nill	examination	91	97.85
			93		

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

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https://asm.ac.in/wp-content/uploads/2021/03/2.7.1-Student-Satisfaction-Survey-2019-2020.pdf

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CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	731	UGC	1	0.19
Minor Projects	731	UGC	0.85	0.29

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Innovative Practices and Experiments in Education	Dr. Mrs. Lalita Vartak	National Council of Educational Research and Training	02/08/2019	National Award

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded

Research Center, Adarsha Comprehensive College of Education and Research Pune	2

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
Nill	NIL	Nill	Nill

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Adarsha Comprehensive College of Education and Research Pune	Nill

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	Nill	Nill	NIL	Nill

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nill	Nill	Nill	Nill

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	1	1	2
Presented papers	2	1	2	Nill
Resource persons	Nill	Nill	1	Nill

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities

NIL	NIL	Nill	Nill

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nill

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NIL	NIL	NIL	Nill	Nill

No file uploaded.

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	0	NIL	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nill	Nill	Nill

No file uploaded.

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Libworld	Partially	1	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	8063	465831	234	78405	8297	544236
Journals	7	3500	Nill	Nill	7	3500

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr.Mrs.Lalita Vartak	Development of Higher Education	ARPIT-SWAYAM	01/09/2019

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	8	20	1	1	1	1	0	50	0
Added	1	0	0	0	0	0	0	0	0
Total	9	20	1	1	1	1	0	50	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
50000	19883	150000	456383

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

As a policy budgetary provision is made in the annual budget for purchase and maintenance of the various facilities like computers, books, sports equipment, lab equipment, etc. But a decentralized procedure is followed to facilitate better working and convenience of the students and the staff who are going to use it. Laboratory: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the requirements for the year. Accordingly, the order is placed. The staff member also maintains the detailed register of these details. At the end of every year entries are made of any material broken or expired, etc. in the register. Procedure: - Along with the in-charge staff member one peon is assigned the duty of for issuing of the material specific during the stipulated time every day. One representative of student is also selected who assists the in-charge staff member in the work. Library: - Policy: - There is a full time qualified and dedicated librarian in the college. He is in-charge of looking after the day to day working of the library. There is a library committee which decides regarding the purchase of books, activities to be conducted by the library, extension programs to be organized by the library, etc. The soft copy of the dead stock register is maintained in the library. The annual report of the department is taken at the end of the year. Procedure: - The committee meets at least twice a year to make a detailed plan and sanction for the various activities, purchase of books, etc. Review of the various programs and activities is taken and based on this feedback the further plan of action is proposed. Sports equipment: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the equipment. Procedure: - once the dates of sports day are finalized during the staff meeting the detailed planning is made by the in charge Computers: - Policy: - The maintenance of the computer lab is done by the Computer Division of the Adarsha Shikshan Mandali, centrally. There is also a staff member of the college who is the in-charge and a non-teaching staff member who assists him. Procedure: - The annual maintenance contract is made by the parent body. In case of any big purchase requirements the matter is placed by the in-charge staff member before the Principal. It is then placed before the College Committee for their sanction. In case of any minor equipment purchase the in-charge staff member and the Principal take the decision. Dead stock register is maintained by the office. Classrooms: - Policy: - The Head Clerk and the Office Assistant of the college look after the department. They are in-charge for the cleanliness of the premises. There is also separate arrangement for cleaning of toilets and bathroom. Procedure: - All the peons in the college are responsible for maintaining the cleanliness in the college premises.

https://asm.ac.in/wp-content/uploads/2021/03/4.4.2-MaintainancePolicy-AQAR-2019-20-ACCER.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	GOI Scholarship Freeship and EBC Scholarship	60	573246
b)International	Nill	Nill	Nill

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Mentoring	01/07/2019	175	Teaching Staff of the college. Micro Group Incharge
Yoga and Meditation (Under Course 112))	24/02/2020	77	College Faculty and Invited Resource Person

View File

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	NIL	Nill	Nill	Nill	Nill

No file uploaded.

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed

AVEMPS	20	2	Jnana Prabodhini, Akanksha Foundation Schools Pune	12	4
			View File		

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	4	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	M.C.E. Societys Azam College of Education	Master of Education
2020	2	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	S.P.Mandali's Tilak College of Education Pune	Master of Education
2020	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	Department of Education and Extension, SPPU	Master of Education
2020	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	B.B.Mahato Koyalanchal University, Dhanbad	Master of Science
			View File		

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	4
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Fancy Dress Competition	Institutional	14
Singing Competition	Institutional	15
Rangoli Competition	Institutional	23
Cultural Festival - Versitilia	Institutional	10

Poster Competition	Institutional	10
Poetry Recitation	Institutional	36
Essay Competition - Democracy Fortnight	Institutional	8
Quiz Competition - Sardar Patel Birth Anniversary	Institutional	25
Essay Competition - National Voters Day	Institutional	6
Voters Awareness Quiz	Institutional	50
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	NIL	Nill	Nill	Nill	Nill	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The role of student council in a teacher education institution is very different. It is not merely to involve them in assisting in planning, organizing and implementing the activities in the college but to train and educate them in planning, organizing and implementing activities in a systematic way so that they are able to perform effectively and work efficiently when they join the teaching profession. It is simply helping them to 'Learn by doing'. It helps them to realize their own strengths and foster creativity in doing different tasks. 'The essence of education is to discover one's uniqueness, and teach how to use it.' Formation of the Student Council: - The college has a unique way of involving the students in the different activities of the college. The students work in their micro groups. One student from each group is selected by the group in-charge and the other students to represent their group. These students are then interviewed by the Principal and the staff members and after discussion each student is assigned one department of the college. The student is responsible for assisting the in-charge staff member for the smooth functioning and conduct of the activities to be organized by the college during the year. For the Academic Year 2019-20 following were the members of the Student Council: - Mahesh Yede (General Secretary), Madhvi Daptardar and Tanaya Gokhale (Class Representatives for Second Year B.Ed.), Anjukumari Sharma (Class Representative for First Year B.Ed.), Poonam Binnar (Ladies Representative), Sandhya Mane (Cultural Representative), Nabin Kumar Roy (Sports Representative), Samadhan Mete (Laboratory Representative), Archana Sinha (Magazine Representative), Jayshri Kumari Gajre (Social Service Representative), Kadambari Karpe (Library Representative) Functioning of the Student Council: - The in-charge staff member and the student representative work together while planning and conducting the different activities of the college. It is useful to communicate with the students through these representatives and establish a bond with them. Member of IQAC: - One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni was involved for Teaching Hindi Method as Visiting Faculty. Alumni contributed in writing articles in college magazine.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Our institution follows process of Decentralization and participative management. Decentralization of Course curricular transaction: At the beginning of the academic year Course and department responsibilities are decided and distributed among staff members. According to decentralization each staff member plans own strategy for course delivery and begins course of action by preparing Course Outlines. In view of the decentralization, coordination among staff members happens through regular staff meetings. Apart from various courses, responsibilities of various departments is also assigned to staff members. Participative Management – Stakeholders have representation on various committees viz Internal Quality Assurance Cell (IQAC), College Committee, Local Managing Committee (LMC). Teaching, Non Teaching staff members have representation on College Committee and Local Managing Committee. Students have representation on IQAC, Students Council and other committees. Apart from statutory committees, for programmes and events also, we follow participative management practices. For organising events like Annual Social, Convocation, Seminars and Workshops, committees and sub committees are formed where Teaching, Non teaching staff and Students have representation. During these events these committees and sub committees work independently but having coordination with each other. Gymkhana Managing Committee plays important role in organisation of various events during the academic year. For example – While organizing Sports Day for outdoor sports activity, all GMC members, teaching and non teaching staff assist Sports Department head for Ground Demarcation, maintaining records of sub events.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Admissions in the college are only through the CET prescribed by

	Government of Maharashtra. College strictly follows the Rules and Regulations set by Government of Maharashtra.
Research and Development	Teachers are encouraged to undertake research. Minor Research Projects were initiated through Research Centre. The students enrolled for M.Phil. and Ph.D. courses were encouraged to publish research papers. Our teachers participated in various conferences and seminars at Local / University / State / National / International level. In addition to participation seminars and workshops our teachers publish research papers in peer reviewed journals. It is mandatory for students pursuing Second year of B.Ed. programme to prepare a Research Proposal as a part of Course 210 Basics of Research.
Examination and Evaluation	College faculty members has developed scoring key for newly introduced course 'BED 205- 23' Additional Pedagogy course Political Science . Online examination arranged for Course 106 of the first year B.Ed. programme. Introducing an oral method of assessment for an activity in a course BED 209.
Teaching and Learning	Introduction of Participative learning methods in course 209 viz. Group Discussion, Presentation. A lecture on Life Skills as a part of orientation sessions in Course 209. In this academic year college has continued with teaching of additional models of teaching (ESA model) which is beyond syllabus. Mandatory participation in Internship and conduct of practice teaching lessons for experiential learning.
Curriculum Development	In the academic Year 2019-20 college has offered one more choice to the students for Course 205 Additional Pedagogy course. The subjects included is Political Science (BED 205- 23). Institution follows the curriculum framework prescribed by NCTE and syllabus prepared by Savitribai Phule Pune University (SPPU). Some of the Faculty members of Adarsha College have representation on Board of Studies and Faculty of education of SPPU.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details

Planning and Development	College maintains student database on MS Access. it is useful to retrieve data for various purposes viz Scholarship, eligibility, examination etc
Administration	Salary of the Teaching and Non teaching staff is processed through Government Portal 'HTE Sevaarth.' Bio metric attendance of teaching and non teaching staff and students also.
Finance and Accounts	College maintains its accounts using Tally software. Right from recording cash transactions till finalization of balance sheet college utilizes tally software package.Income tax calculations are done using online softwares. All transactions related to salary of employees in Grant-in-Aid section are recorded through THE Sevarath Pranali Payroll Software.
Student Admission and Support	Entire admission process for first year students is online. Govt of maharashtra has developed a dedicated portal for B.Ed.admissions
Examination	Internal marks submission of the first and second year students on examination portal of affiliating university. Individual teachers enters marks obtained in Internal evaluation of students on affiliating university exam portal (BCUD online)from individual log in. Attendance report updation for university exam also happens on university examination portal.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	NIL	NIL	NIL	Nill
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)

No Data Entered/Not Applicable !!!
No file uploaded.

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Programme - Train the Trainers	1	17/02/2020	26/02/2020	10
Faculty Development Programme - Yoga Awareness	1	15/06/2020	19/06/2020	5
Faculty Development Programme - E content Development in teaching	1	04/06/2020	10/06/2020	7
Faculty Development Programme - E content Development for teachers	2	01/06/2020	05/06/2020	5
Faculty Development Programme- Empowerment through Digital Technology	1	18/05/2020	30/05/2020	12
Faculty Development Programme	2	10/02/2020	15/02/2020	6
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	NIL	NIL

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Adarsha Comprehensive College of Education and Research is a recognized Teacher Education instituye affiliated to Savitriabai Phule Pune University and receiving Grant in aid from Govt o f Maharashtra. Our institution follows all rules and regulations laid down by Govt, university and NCTE from time to time. We conduct Internal audit regularly as a mandatory requirement. Every year institution submits its audited report by 31st July to concerned Regional Joint Director of Education(Higher Education), Pune Region Pune. Regarding Internal Audit, parent body Adarsha Shikshan Mandali has appointed a certified auditor. This auditor carries out audit and submits its queries to the college and parent body. The college works on these queries and makes rectifications. External financial audit is done by Govt of Maharashtra Accountant General Mumbai.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Adarsha Shikshan Mandali	25000	Purchase of Laptop

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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Yes	College Principal
Administrative	Yes	Government of Maharashtra	Yes	Internal Auditor appointed by Parent institution

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Contributing in Quality Enhancement of Sister School (Schools run by Adarsha Shikshan Mandali) Organization of workshop in collaboration with University Department Inculcation of Democratic Values among Student teachers through activities

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No

| | d)NBA or any other quality audit | | | No | |

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Remedial Teaching for School Students	20/07/2019	29/07/2019	23/08/2019	5
2019	Workshop for School Teachers - Formative assessment Tools	20/09/2019	09/11/2019	09/11/2019	50
2020	Inculcation of Democratic Values among Student Teachers	12/12/2019	26/01/2020	10/02/2020	50
2020	E content Development workshop for Student Teachers	11/03/2020	11/06/2020	13/06/2020	41
2020	Publication of Theme based Magazine	Nill	24/10/2020	Nill	6
2020	E Resources - Creation of College Magazine in Audio form	Nill	30/10/2020	Nill	241
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
NIL	Nill	Nill	Nill	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
No Data Entered/Not Applicable !!!

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	1
Ramp/Rails	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	Nill	Nill	Nill	Nill	NIL	Nill	Nill

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NIL	Nill	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sadbhavana Day	20/08/2019	20/08/2019	50
Marathi Bhasha Din	27/02/2020	27/02/2020	65

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Maintainence of trees on campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1: Title of the Practice: Research assistance to Dr. Kalmadi Shamarao High School Secondary Section (KHS) Objectives of the Practice: ? To develop a collaborative relationship with schools by assisting them in their research endeavours. ? To provide assessment tools to schools for assessing the projects done by school students. ? To expose the pre-service teachers and make them aware regarding different assessment tools and techniques. ? To give an opportunity to pre-service teachers to work in pairs and use different types of assessment tools. The Context: Collaboration between Teacher training institutions and schools bridge the gap created between theory and practice. The content that pre-service teachers learn in their academics can be made more pragmatic by involving them in school activities that implement theories learnt in classrooms. Such collaborations also benefit the schools as they get assistance in research and teacher education from the teacher training college staff. The Practice: ? Background: The Dr. Kalmadi Shamarao High School Secondary Section had designed a 'Holiday Reading Kit' program designed for grade 5 school students. The Kit consisted of six activities planned for each week. So, the whole programme was to be completed by the school students in six weeks during the summer vacation. Most of the activities had three exercises, two of them having two exercises each and one having four exercises. Hence

there were a total of seventeen exercises. ? Collaboration: The school wanted to assess the effectiveness of the program and approached research expert, Dr. Lalita R. Vartak the Principal of Adarsha Comprehensive College of Education and Research (ACCER) for guidance and assistance. Dr. Vartak along with Assistant Professors Gauri Varade and Dr. Sunanda Roy developed a total of seventeen rubrics for assessing the activities given in the 'Holiday Reading Kit' programme. ? Planning: Asst. Prof. Gauri Varade coordinated with the Principal of the secondary school, Ms. Pallavi Naik and a schedule was prepared for the pre-service teachers to help out assessing more than 100 projects done by the school students. ? Assessment of the projects: A total of 20 pre-service teachers visited the school on March 5 and March 9, 2020 to assess the projects. They were accompanied by Dr. Sunanda Roy, Assistant Professor of ACCER. The pre-service teachers got an opportunity to use the rubrics developed by the Teacher Educators and also got exposure to different types of reading assessment tools and techniques developed by the school teachers. ? Highlights of the Best Practice: ? Collaborative work: ? Learning by doing: ? Encouraged Creativity: ? Developed questioning skill: ? Pair work: Evidence of success: ? Email from the School Principal: Ms. Pallavi Naik, Principal of Dr. Kalmadi Shamarao High School Secondary Section expressed her gratitude in an email to Dr. Lalita R. Vartak. In the email she appreciated the 'efforts taken by the faculty…and the hard work of the pre-service teachers in assessing more than 100 projects.' Naik Madam was also thankful for the rubrics prepared by the college Principal and the concerned staff members, which made the assessment systematic. (Ctrl Click the link – the copy of the email) ? Report of the pre-service teachers: The pre-service teachers too benefitted from the activity. (Ctrl Click the link for - A report written by one of the participating pre-service teachers regarding the activity and its benefits have be attached below) Problems encountered: ? No specific problems were encountered as the school cooperated with the college in coordinating the visit of the pre-service teachers to complete the assessment activity. Resources required: ? The 'Holiday Reading Kit' programme (6 activities) developed by the school and implemented on more than hundred, grade 5 school students. ? Seventeen Rubrics developed by the College Principal and the concerned staff members. ? Scoring keys for entering the marks obtained by the students for their projects. Best Practice 2 Title of the Practice: Formative Assessment Tools for School Students – A Teacher Training Workshop Objectives of the Practice: ? To make the secondary school teachers aware regarding the different ways in which formative assessment can be conducted. ? To equip the teachers to select assessment tools that will be suitable for their subjects and also enjoyable for students to use. ? To enable the secondary school teachers to prepare their own assessment tools using everyday objects. The Context: In the past the schools which are the sister concerns of the college have appreciated the different workshops conducted by the college for their school teachers. The schools have also expressed their keen interest in attending future workshops conducted by the college staff. In keeping with their wishes, a workshop was conducted for Abhinava Vidyalya English Medium Primary School on 'Formative Assessment Tools for School Students – A Teacher Training Workshop'. The workshop was organised in collaboration between the Principal of the college and the school's Principal. Assessment often causes a sense of anxiety in students. This workshop was planned to help teachers realise that assessment can be fun for students also. The Practice: ? The workshop was conducted in the premises of Abhinava Vidyalaya English Medium Primary school on November 9, 2019. All the primary teachers of the school including the singing, art and craft teachers participated in the workshop. ? The resource persons used the co-teaching technique to conduct the workshop. It began with the resource persons discussing the concept of assessment, its types and mainly formative assessment. ? Different types of assessment tools were chosen for the workshop, which were made from: wooden clips, paper cups, paper folding, Velcro strips,

ice-cream sticks, Pocket chart and lap books. Hence the tools were made from everyday objects. ? The resource persons explained each of the assessment tools. Actual samples made by the resource persons of each assessment tool. These were also shown to the teachers. ? Details regarding how the tools could be made were demonstrated and explained. Further examples from the school text books of lessons, from different school subjects, where each of these tools could be used were shown on PowerPoint Presentation. ? Videos of the variety of ways a single assessment tool could be used for different school subjects were also shown to the school teachers. They were later shared with the school teachers via WhatsApp. ? Teachers were asked to give examples of how they could use these assessment tools to assess their students according to their subjects and content. Teachers explained how they could collaborate with each other especially with the art and craft teachers to prepare the tools. They suggested that students could also prepare these tools for self-assessment or peer assessment. ? The workshop was appreciated and ended with Principal of the school proposing a vote of thanks with words of encouragement for the teachers to use the assessment tools demonstrated during the teacher training workshop Highlights of the Best Practice: ? Activity based: The workshop was activity based as the resource persons kept the participants active using various games and demonstrations. ? Flexible tools: The formative assessment tools were also useful to cater to different types of learners, different school subjects and content. ? Simple to prepare: The preparation of the selected tools was demonstrated. Hence, the participants found them simple to prepare. ? Easily available: Everyday objects that are easily available were used to prepare the assessment tools. ? Encouraged creativity: Some teachers also came up with variations of the tools that were shown during the workshop. Thus, it encouraged creativity among the participants. ? Encouraged collaboration: The subject teachers came up with examples where they could collaborate with other subject teachers. For example, a common pocket chart could be used by different subject teachers. All they needed to do was make flash cards of their subjects that could fit into the same pocket chart. They also could collaborate with the art and craft teachers to prepare the assessment tools. Evidence of success: ? Interviews taken from the participants revealed that they enjoyed the workshop. It gave them impetus to start thinking of creating assessment tools using everyday objects. They also showed interest in attending future teacher training workshops conducted by the college. ? Email from one of the participants of the workshop, Ms. Shilpa Purohit highlights that the objectives of the workshop were met. The copy of the email has been attached at the end of this report. Problems encountered: ? Initially the teachers of higher standards were not very open to using games and puzzles as assessment tools. However, as the workshop progressed, they too realised the utility of the tools and actively shared their ideas regarding using the formative tools of assessment. Resources required: ? Stationary to prepare the formative assessment tools: Chart paper, paper cups, wooden clips, Velcro strips, glue, scissors, sketch pens, cardboard, transparent plastic sheets. ? PowerPoint Presentation ? Laptop ? LCD Projector ? Hall for conducting the workshop.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://asm.ac.in/wp-content/uploads/2021/03/7.2.1-Best-Practices-2019-20.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

This year the college decided to focus on two of the dimensions in its vision – Research and Extension by involving the students. The purpose of extension is to change attitudes and practices of the people with whom the work is done.

Extension education as an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the theory. It is a science of developing capability of the people for sustainable improvement in their quality of life. The main aim of extension is to bring about desirable changes in human behaviour by means of education. Changes may be brought about in their knowledge, skill, attitude, understanding, goals, action and confidence. Keeping this as our focus we decided on implementing a program for our students focusing on the two principles research and extension during internship. It was to help them appreciate the application of the theory they had been taught in actual practice. The main aim of this program was to help our students realize that besides teaching they had other roles to play in the school- a researcher and a service giver. It was also an effort to make the internship programme more meaningful and purposeful so that students themselves would be equipped to identify their own problems and make efforts to resolve them through action research. Thus, a 'Remedial Teaching programme' was planned in collaboration between the college and one of the schools in which the students went for internship. The programme was planned in the following manner:- ? Identification of the students who needed the remedial program by administering the pre test. ? Finalizing the subjects on which our students would design the remedial program. ? Orientation and guidance to our students from experts, teacher educators and school teachers in designing the activities for the remedial program. ? Implementing the program. ? Administration of the post test. Taking feedback from the school. Feedback from head of the institution shows that it program helped to improve the performance of the students. The observations made by the teacher educators in charge of the programme mentions that the school children were active, involved and enthusiastic in attending the program. Another important outcome of this programme is that one of the B.Ed students who participated in the remedial teaching programme has now been recruited by the school for conducting remedial teaching.

Provide the weblink of the institution
https://asm.ac.in/wp-content/uploads/2021/03/7.3.1-InstiDistinctive-AQAR-2019-20-ACCER.pdf

8.Future Plans of Actions for Next Academic Year

Academic Year 2019-20 ended with growing concern over Covid 19 Pandemic. Uncertainty over teaching in face to face mode in the academic year 2020-21 was a major driver in charting out plan of action for the academic year 2020-21. To deal effectively with the pandemic situation and considering uncertainty regarding on campus attendance of students, college decides to implement programme delivery through online mode at least upto Diwali vacations. Since the college proposes to go in online mode, a needs analysis will be done before commencing the teaching learning. Needs analysis will be done for both staff and students. For empowering students for online teaching, college has plan to train student teachers for e content development and training to teach using different meeting platforms. As Internship is the important component in syllabus which is useful for experiential learning, college will attempt to plan internship through online or blended mode for second year students. College also plans to implement some of the Quality Mandate initiatives notified by UGC.