



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		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		accr@asm.ac.in
Address		47/17, Erandawane, Near Nal Stop Karve Road, Opposite Maharishi Karve Telephone Exchnage
City/Town		PUNE
State/UT		Maharashtra

Pincode	411004																		
<b>2. Institutional Status</b>																			
Affiliated / Constituent	Affiliated																		
Type of Institution	Co-education																		
Location	Urban																		
Financial Status	state																		
Name of the IQAC co-ordinator/Director	DR. PRASAD NARSINHA JOSHI																		
Phone no/Alternate Phone no.	02024321456																		
Mobile no.	7276017117																		
Registered Email	pnj1968@hotmail.co.in																		
Alternate Email	1968jpn@gmail.com																		
<b>3. Website Address</b>																			
Web-link of the AQAR: (Previous Academic Year)	<a href="https://asm.ac.in/wp-content/uploads/2021/02/AQAR-2016-17-ACCER.pdf">https://asm.ac.in/wp-content/uploads/2021/02/AQAR-2016-17-ACCER.pdf</a>																		
<b>4. Whether Academic Calendar prepared during the year</b>	Yes																		
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://asm.ac.in/wp-content/uploads/2021/02/A4-Academic-Calendar-2017-18-ACCER.pdf">https://asm.ac.in/wp-content/uploads/2021/02/A4-Academic-Calendar-2017-18-ACCER.pdf</a>																		
<b>5. Accrediation Details</b>																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>B</td> <td>2.70</td> <td>2013</td> <td>05-Jan-2013</td> <td>04-Jan-2018</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	2	B	2.70	2013	05-Jan-2013	04-Jan-2018
Cycle	Grade	CGPA	Year of Accrediation	Validity															
				Period From	Period To														
2	B	2.70	2013	05-Jan-2013	04-Jan-2018														
<b>6. Date of Establishment of IQAC</b>	15-Jun-2004																		
<b>7. Internal Quality Assurance System</b>																			
<table border="1"> <tr> <td>Quality initiatives by IQAC during the year for promoting quality culture</td> </tr> </table>		Quality initiatives by IQAC during the year for promoting quality culture																	
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
Introduction of Add on Course on Cooperative Learning	03-Oct-2017 15	42
Organization of workshops in collaboration with Adult and Continuing Edu / Lifelong Learning and extension, SPPU	24-Nov-2017 3	50
Handwriting and Orthography Project	05-Feb-2018 12	11
In service training programme for school teachers	19-Apr-2018 3	58
National Conference in collaboration with CTE & DEE SPPU	03-Jan-2018 2	100
<a href="#">View File</a>		

**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	57500
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 731	75000
Adarsha Comprehensive College of Education and Research Pune	Dr. Jaykar Lecture Series	Board of Extra mural Studies, SPPU	2018 3	3000
Adarsha Comprehensive College of Education and Research Pune	Dnyan Vistar Karyakram	Dept of Lifelong Learning and Extension	2017 3	15000
<a href="#">View File</a>				

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	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	<a href="#">View File</a>
<b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	No

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

Institutional contribution in Organizing National Conference on the theme Excellence in Teacher Education. Organized In service training programme for the teachers of the school run by Adarsha Shikshan Mandali. Implementation of Handwriting and Orthograhya Project for Marathi Medium Students of the school run by Adarsha Shikshan Mandali. Introduction of Add on Course on Cooperative Learning. Organization of workshop in collaboration with Dept of Life long learning SPPU

[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
Introduction of Add on Course	Introduced an Add on course on Cooperative Learning for Second Year students
To organize workshop in collaboration with University department	Organized a workshop in collaboration with Department of Adult and Continuing Education / Lifelong Learning and Extension
To implement a project for benefit of students in Marathi Medium Schools	Handwriting and Orthography Project implemented in Marathi Medium schools run by ASM
To organize in service training programme for school teachers	Organized In service training programme for school teachers of ASM schools in the month of April 2018
To organize National / State Level Conference	Organized a National Conference on the theme Excellence in teacher education on 3rd and 4th January 2018 in joint collaboration with DEE SPPU

[View File](#)

14. Whether AQAR was placed before statutory body ?	Yes				
<table border="1"> <thead> <tr> <th>Name of Statutory Body</th> <th>Meeting Date</th> </tr> </thead> <tbody> <tr> <td>IQAC</td> <td>20-Jul-2018</td> </tr> </tbody> </table>		Name of Statutory Body	Meeting Date	IQAC	20-Jul-2018
Name of Statutory Body	Meeting Date				
IQAC	20-Jul-2018				
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	2018				
Date of Submission	14-Feb-2018				
17. Does the Institution have Management Information System ?	Yes				
If yes, give a brief description 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 Sevarth 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.				

## 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. Year end 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/entrepreneurship	Skill Development
<b>No Data Entered/Not Applicable !!!</b>					

### 1.2 – Academic Flexibility

#### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Course 205 - Physics	01/07/2017
<a href="#">View File</a>		

#### 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	Nil	Nil

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

No Data Entered/Not Applicable !!!

### 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
Add on Course on Co operative Learning	03/10/2017	42
No file uploaded.		

#### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEEd	Nil	108
<a href="#">View File</a>		

### 1.4 – Feedback System

#### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nil
Alumni	Nil
Parents	Nil

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

Feedback Obtained
<p>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 2017-18, the concerned department in charge collected students' and Teachers feedback in offline mode. The Feedback form for the students contains 12 items consisting of both close-ended and open-ended items. The Entire exercise of collecting the feedback from the students was done on a specific day. 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 course 208 collected course feedback from the students. The feedback obtained from the students and teachers was taken into consideration while planning for the next academic year.</p>

## 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
BEEd	Nil	100	64	62

[View File](#)

## 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
2017	108	Nil	12	Nil	Nil

## 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	Number of smart classrooms	E-resources and techniques used
12	12	Nil	3	Nil	Nil

[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)

Yes, Students Mentoring System is available in the institution. Micro group is the basis of Mentoring. Institution forms Micro teaching groups. Each Micro teaching group has an Incharge. In charge of Micro teaching group is a faculty in the institute. When admission of a student happens for the first year, Students allotted to each Micro teaching group. This group continues in the Second Year. So for two years Micro Teaching Group in charge is same. Micro teaching Group In charge acts as a Mentor for the students allotted in his / her group. Students in the group approaches Mentor regarding academic difficulties, sometimes for individual problems also related with education process.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
108	12	1:9

## 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
13	12	1	Nil	10

### 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
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

## 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 Year	03/05/2018	14/06/2018
BEd	Nill	Second Year	28/04/2018	14/06/2018
<a href="#">View File</a>				

#### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Revised B.Ed. syllabus introduced from the academic year 2015-16. According to revised syllabus, college has asked the concerned teaching staff members to prepare scoring key for the evaluation of internal work of each course. So every teacher teaching Second Year of the B.Ed. course prepared score keys for the practical work. For the courses 208,209 and 212 concerned course in charge decided own strategy for evaluation of students. For Course 106 'Understanding Disciplines and School subjects' of the first year, one of the tool for internal evaluation of the said course was Online Examination. For this purpose college collaborates with Adarsha Institute of Information Technology (sister institute) for technical support. For the course 205 - 15 Additional Pedagogy Course - Physics, the concerned staff members prepared scoring key for internal evaluation of students.

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

The institution has adopted participatory approach while preparing academic calendar. Initially academic calendar is discussed in the staff meeting at the commencement of academic year. Principal and all staff members are involved in the discussion. Staff members express their views and time table department prepares a draft of the academic calendar. The circulars issued by state government, affiliating university regarding Commencement of Academic Year, its duration, vacations are considered while preparing academic calendar. After staff meeting at the commencement of academic year, academic calendar is prepared for entire academic year in which monthly activities are decided. The detailed academic calendar is prepared for two months i.e. July and August. In subsequent staff meetings principal reviews the progress in last two months and according to teaching staff feedback a detailed academic calendar prepares for next two months. So it becomes a continuous process of preparing academic calendar. All teaching staff members adhere to the academic calendar. As Adarsh College is affiliated to Savitriabai Phule Pune University (SPPU), college adheres to the examination timetable published by SPPU.

### 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)

**No Data Entered/Not Applicable !!!**

#### 2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BEd	Nill	48	44	91.67

[View File](#)

## 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)

<https://asm.ac.in/wp-content/uploads/2021/02/2.7.1-StuSatisSurveyRep-2017-18.pdf>

## 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	0.95	0.57
Minor Projects	731	UGC	1	0.75
Minor Projects	731	UGC	0.85	0

[View File](#)

### 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
<b>No Data Entered/Not Applicable !!!</b>		

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
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
<b>No Data Entered/Not Applicable !!!</b>		

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

Name of the Department	Number of PhD's Awarded
Adarsha Comprehensive College of Education and Research Pune	6

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)
National	Adarsha Comprehensive College of Education and Research Pune	10	Nil
International	Adarsha Comprehensive College of Education and Research Pune	1	Nil
<a href="#">View File</a>			

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	1
<a href="#">View File</a>	

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

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

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

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	Nil	2	1	Nil
Resource persons	Nil	Nil	1	Nil
<a href="#">View File</a>				

### 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	Number of students participated in such
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		activities	activities
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

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
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

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 activities	Number of students participated in such activities
<b>No Data Entered/Not Applicable !!!</b>				
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
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

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
<b>No Data Entered/Not Applicable !!!</b>					
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
<b>No Data Entered/Not Applicable !!!</b>			
No file uploaded.			

## 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
<b>No Data Entered/Not Applicable !!!</b>	

#### 4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
No file uploaded.	

#### 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 partially)	Version	Year of automation
LibWorld	Partially	1	2016

##### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	7677	391030	524	45987	8201	437017
Journals	7	3500	Null	Null	7	3500
<a href="#">View File</a>						

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

#### 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	0	0	0	0	0	0	0	0	0
Total	8	20	1	1	1	1	0	50	0

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

50 MBPS/ GBPS
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##### 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
<b>No Data Entered/Not Applicable !!!</b>	

#### 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 incurred on maintenance of physical facilities
75000	71705	125000	127250

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)

Principal and college office oversees the maintenance of building, classroom and laboratories. Teaching staff members representing on College committee informs principal about important maintenance needs and principal acts on it accordingly. College has appointed a security guard, Fire fighting equipment are installed in the college and its yearly maintenance contract is in force. Every year pest control is done for library. Garbage disposal is a regular feature with the help of Pune Municipal Corporation. Water purifier is installed and it is maintained every six months.

<https://asm.ac.in/wp-content/uploads/2021/02/4.4.2-MaintainancePolicy-AQAR-2017-18-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, STC/ PTC	8	105312
b) International	Nill	Nill	Nill

[View File](#)

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 implementation	Number of students enrolled	Agencies involved
Yoga and Meditation	23/12/2017	62	Internal and External Resource persons
Mentoring	01/07/2017	108	College Faculty
Personality Development Workshop	07/09/2017	80	Board of students Development SPPU

[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 passed in the comp. exam	Number of students placed
<b>No Data Entered/Not Applicable !!!</b>					
<b>No file uploaded.</b>					

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
<b>No Data Entered/Not Applicable !!!</b>		

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Abhinav Vidyalay and i Teach	40	3	S P College, Maharashtra Mandal MM Eng Med School,	Nil	10
<a href="#">View File</a>					

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	46	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	Nil	Nil
<a href="#">View File</a>					

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
<b>No Data Entered/Not Applicable !!!</b>	
<b>No file uploaded.</b>	

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

Activity	Level	Number of Participants
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Fancy Dress Competition	Institutional	9
Singing Competition	Institutional	9
Poetry Recitation Competition	Institutional	23
Rangoli Competition	Institutional	18
Mehendi Competition	Institutional	17
Spelling Competition	Institutional	13
Handwriting and Orthography Competition	Institutional	21
Indoor and Outdoor Sports Competitions	Institutional	40
<a href="#">View File</a>		

### 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
<b>No Data Entered/Not Applicable !!!</b>						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council in Adarsha College is known as Gymkhana Managing Committee ( G.M.C.) . Formation of the Student Council :-The student association is called as the Gymkhana Managing Committee (G.M.C.). The representatives of the students are either elected or nominated by the students. Each group gets representation in the G.M.C. It consists of an in-charge staff member and 10 representatives of the students. One of the teaching staff member acts as the in-charge of the Student’s council. The Students council is as follows.- G.M.C. Chairman , General Secretary, Ladies Representative, Class Representative -First Year and Class Representative -Second Year, Cultural Department Secretary, Sports Department Secretary, Library Secretary, Social Service Secretary, Magazine Department Secretary, Laboratory Secretary. Working of the Student Council - The G.M.C. works together under the guidance of the Principal, Vice- Principal and G.M.C.Chairman for the entire year. Activities of the Student Council :- 1. To participate in the planning and organization of the various co-curricular activities to be carried out under the various departments of the college during the year. 2. To participate in the execution of these activities. 3. To give information to the students regarding the various activities to be organized. 4. To make the rules and regulations known to the students regarding the different activities. 5. To encourage maximum participation of the students in the different activities. 6. To help the conducting of the activities as per planning and in the appropriate duration. 7. To enable smooth functioning of the institution by adopting democratic principles in the execution of the different activities of the institution. 8. To help maintain a healthy atmosphere and discipline in the institution. 9. To assist in maintaining discipline and harmony in the institution.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?



No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

5.4.4 – Meetings/activities organized by Alumni Association :

Involving Alumni in National Conference - Mrs. Medha Kulkarni, M.L.A. was chief guest of the inaugural session. Two past students of the Adarsha College shared their experiences in the form of an article 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, co ordination 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
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 first year of B.Ed. programme to prepare a Research Proposal as a part of Course 110 Basics of Research.
Examination and Evaluation	College faculty members has developed scoring key for newly introduced course C 205-15 Additional Pedagogy course Physics. Online examination arranged for Course 106 of the first year B.Ed. programme.
Teaching and Learning	College organizes course related workshop on a area in syllabus where students face difficulties. A statistics workshop was organized for the course 104. A teaching staff member followed cooperative learning strategy for students.
Curriculum Development	In the academic Year 2017-18 college has offered an Add on course on Co operative Learning. As it was add on course, the syllabus developed by college faculty Dr. Sunanda Roy. 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.
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.

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

E-governance area	Details
Planning and Development	College maintains student database on MS Access. it is useful to retrieve
Administration	Salary of the Teaching and Non teaching staff is processed through Government Portal HET Sevarth.
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 HTE Sevarath Pranali Payroll Software.
Student Admission and Support	Entire admission process 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 affiliating university examination portal. Attendance report updation 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
<b>No Data Entered/Not Applicable !!!</b>				
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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)
<b>No Data Entered/Not Applicable !!!</b>						
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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
Refresher course in Education and Teacher Education	2	08/09/2017	27/09/2017	21
Refresher Course in Human Rights	1	15/01/2018	06/02/2018	21
<a href="#">View File</a>				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nil	Nil	Nil	Nil

#### 6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
No Data Entered/Not Applicable !!!		

### 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 institute affiliated to Savitribai Phule Pune University and receiving Grant in aid from Govt of 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 and 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/ Grants received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
No file uploaded.		

#### 6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!
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### 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	Yes	Internal Marks and Moderation Committee of SPPU	Yes	College Principal
Administrative	Yes	Govt of Maharashtra	Yes	Auditor appointed by Parent institution

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

No Data Entered/Not Applicable !!!
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#### 6.5.3 – Development programmes for support staff (at least three)

**No Data Entered/Not Applicable !!!**

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

Institutional Contribution in quality enhancement of sister institutes,  
Organization of National Conference, Introduction of Add on Course

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
2018	National Confernece on Excellence in Teacher Education	19/12/2017	03/01/2018	04/01/2018	100
2018	In service training program for school teachers	11/04/2018	19/04/2018	21/04/2018	50
2018	Handwriting and Orthography Project	19/12/2017	05/02/2018	20/02/2018	11
2017	Organization of workshop in collabora tion with Dept of Adult and Continuing Edu / Depf of Lifelong learning and Extension SPPU	29/09/2017	24/11/2017	26/11/2017	60
2017	Add on course on Cooperative Learning	29/09/2017	03/10/2017	20/10/2017	42

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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
Personality Development workshop	07/09/2017	07/09/2017	80	5

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	Null
Ramp/Rails	Yes	Null

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
No Data Entered/Not Applicable !!!							
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)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Vachan Prerana Diwas	16/10/2017	16/10/2017	45
Marathi Bhasha Gaurav Din	27/02/2018	27/02/2018	40
Sadbhavana Diwas	21/08/2017	21/08/2017	25
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

No Data Entered/Not Applicable !!!

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 - Title of the Practice: Add on course on Co-operative Learning for Pre-Service Teachers Objectives of the Practice: The Add on course or the

training programme was developed to help the pre-service teachers: 1. to understand the concept of co-operative learning. 2. to get a direct experience of learning through co-operative learning techniques. 3. to make them aware of the different techniques used in co-operative learning. 4. to realise the advantages of using co-operative learning techniques in classrooms. 5. to become inclined towards using co-operative learning techniques in their classrooms as future teachers. 6. to comprehend the possible barriers faced by the teacher while using cooperative learning techniques. The Context: The National Curriculum Framework of 2005 emphasises that there should be a major shift in teacher education programme where learning should be appreciated as a participatory process that takes place in shared social context of learner's immediate peers as well as the wider social community or the nation as a whole.

Hence, the course co-ordinator, Dr. Sunanda Roy in consultation with the Principal of ACCER, Dr. Lalita R. Vartak framed an Add on Course based on Co-operative Learning. It was conducted to help the pre-service teachers learn the teaching strategy based on co-operative learning as students to give them a hands-on experience of the techniques as learners. Furthermore, they would also learn how to use these teaching strategies as teachers, while conducting their practice school lessons and as future teachers. The Practice: The steps of the practice are shown in the above figure. The details are as follows: ?

Development of the Add on course/ training programme: The add on course consisted of 14 sessions with a duration of 2 hours each. ? Implementation of the Programme: The pre-service teachers were trained in four co-operative learning teaching techniques i.e. Think-Pair-Share, Three Step Interview, Numbered Heads Together and Round Table. The programme was implemented on the English Medium pre-service teachers. ? Observation: The course co-ordinator used a rubric and a rating scale to assess the interaction between the pre-service teachers while they engaged in the cooperative learning activities and demonstrated using the cooperative learning techniques as a teacher. ?

Feedback: At the end of the training programme the pre-service teachers were given a feedback sheet. This feedback sheet also contained items regarding how much the needs of the pre-service teachers were satisfied by the training programme based on cooperative learning teaching strategies. ? Analysis: The feedback obtained from the pre-service teachers were analysed. ? Conclusion: Conclusions regarding the effectiveness of the add on course were drawn based on the analysis of the observations and feedback. Highlights of the Best Practice: ?

The pre-service teachers were able to name many co-operative learning teaching techniques especially the ones used during the training programme. ? The pre-service teachers found that teachers benefited professionally, intellectually, helped in improving rapport with students and reduced their load during teaching. ? The pre-service teachers not only identified cognitive, affective and psychomotor benefits but also included social benefits of using co-operative learning teaching strategies for students. ? Not many pre-service teachers stated the possible hurdles of using co-operative learning in classroom teaching. ? The pre-service teachers felt that the programme based on co-operative learning teaching strategies was useful as it helped them make their teaching effective as they learnt new teaching techniques and dealing better with students. ? The training programme was found interesting and comprehensive, however the pre-service teachers suggested that the duration may be increased with the addition of more co-operative learning teaching techniques ? After attending the training programme the pre-service teachers showed readiness to use co-operative learning teaching strategies during their lessons. Evidence of success: The observations of the course co-ordinator and the feedback from the pre-service teachers indicated that the pre-service teachers: ? performed the roles of both students and teachers very well during the implementation of the training programme. ? showed awareness regarding the theoretical and practical aspects of co-operative learning after the implementation of the training programme. ?

developed a very favourable opinion regarding the usefulness of the training programme based on co-operative learning teaching strategies. ? further exhibited willingness to use co-operative learning teaching techniques during their lessons. Best Practice - 2 Title of the Practice: In-service training programme on teaching skills (Models of Teaching) for the teachers of sister concern. The objectives of the training programmes for helping teachers implement the selected Models of teaching in their classrooms were: 1. To introduce the concept of constructivism in classroom teaching learning process. 2. To orient the teachers about the selected Models of Teaching. 3. To train the teachers in developing the teaching materials used for implementing the selected Models of Teaching. 4. To help the teachers in preparing lesson plans for conducting the Models of teaching lessons in their classrooms. 5. To give practice to the teachers in conducting the lessons in simulation. 6. To assist teachers to sharpen their teaching skills for using the selected Models of teaching through observation and discussion. The objectives of the training programmes for helping teachers implement the selected Models of teaching in their classrooms were: 1. To introduce the concept of constructivism in classroom teaching learning process. 2. To orient the teachers about the selected Models of Teaching. 3. To train the teachers in developing the teaching materials used for implementing the selected Models of Teaching. 4. To help the teachers in preparing lesson plans for conducting the Models of teaching lessons in their classrooms. 5. To give practice to the teachers in conducting the lessons in simulation. 6. To assist teachers to sharpen their teaching skills for using the selected Models of teaching through observation and discussion. The objectives of the training programmes for helping teachers implement the selected Models of teaching in their classrooms were: 1. To introduce the concept of constructivism in classroom teaching learning process. 2. To orient the teachers about the selected Models of Teaching. 3. To train the teachers in developing the teaching materials used for implementing the selected Models of Teaching. 4. To help the teachers in preparing lesson plans for conducting the Models of teaching lessons in their classrooms. 5. To give practice to the teachers in conducting the lessons in simulation. 6. To assist teachers to sharpen their teaching skills for using the selected Models of teaching through observation and discussion. The training programme was conducted from Thursday April 19, to Saturday April 21, 2018. The participants in the training programme were the school teachers from both English and Marathi medium sister concern schools. It was conducted in the Adarsha Comprehensive College of Education and Research premises. Highlights of the Best Practice: ? Activity based: The training programme included various activities that kept the participants active during the whole programme. ? Practical: Emphasis was given in actual planning of the lessons and demonstration, hence went beyond just providing theoretical inputs to the participants. ? Flexible: The models of teaching selected were flexible and can be used for different school subjects, especially Concept Attainment Model of teaching. ? Versatile: These models of teaching can be used to cater to the needs of primary and secondary school students. The Juris Prudential Inquiry Training model is very useful for secondary school students. The Concept Attainment Model helps students across various levels of education. ? Rational: The teachers were trained regarding the selected Models of Teaching



as they help in developing short-term and long-term objectives related to cognitive and affective domains. ? Participatory approach: During the entire training programme school teachers were active learners. The school teachers actively participated in the training programme. Evidence of success: ? Feedback obtained from the participants indicated that they found the training programme very useful. ? The school teachers indicated that the atmosphere of the training programme was interactive and friendly, it helped to clear doubts promptly. ? The participating school teachers appreciated the practical sessions conducted during the training programmes. ? Majority of them showed readiness and confidence to use these Models of Teaching in their daily classroom interactions. ? As the resource persons got an opportunity to observe the lessons conducted by the school teachers using the Models of teaching, it indicated that the participating school teachers were able to conduct the lessons well.

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/2021/02/2017-18-BestPractice-ACCER.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

The college has a long enriched tradition of blending the old values with the new ideas and trying to inculcate them in our students. Our college has alumni who are working in different fields of education successfully. Their experiences are definitely a very useful way to prepare our students by getting to know actual field understanding. Though we do not have a registered alumni association we involve our alumni in our teaching, research and extension activities in different ways. Hence in this year, working on the vision and mission of the college to bring about the understanding regarding actual "teaching" in different settings, rather than a mere formal school we decided to involve our alumni in an innovative way. There is a proverb which states 'A child without education is like a bird without wings'. To help our current batch realize the meaning of 'commitment to education' we asked two of our alumni to share their 'different' experiences with our students through the magazine. One of them had worked with the students in Arunachal Pradesh in a camp organized for the school children. The article highlighted the innocence of the young children and how through love and affection we can encourage their creativity. It also helped to understand how our country is full of diversity and yet the uniqueness of each of our states is so appealing. The other shared her experiences regarding the teaching at door step school. Her experiences helped to enrich our students to realize that 'where there is a will there is a way'. Our student helped these underprivileged children to learn English by trying out different ways. In her own words the experience was 'amazing' and helped her to realize that each one of us should come forward to contribute to the society in whatever little way we can. This effort was to make our students realize what we can contribute to the society by giving a few years of our profession to teach the children who don't have easy access to education. To quote Nelson Mandela "It is not beyond our power to create a world in which all children have access to good education." We hope that this distinctive feature of our college will be cherished by our students when they leave the institution and carry the values and ideas we have tried to inculcate in them.

Provide the weblink of the institution

<https://asm.ac.in/wp-content/uploads/2021/02/7.3.1-InstiDistinctive-AOAR-2017-18-ACCER.pdf>

## 8.Future Plans of Actions for Next Academic Year

The mission statement of the college is Teaching Research and Extension through innovation and experimentation for achieving excellence and commitment in teacher education. College has plans for the academic year 2018-19 in the three areas of Teaching Research and Extension. Regarding teaching we plan to introduce participatory teaching learning methods for the courses placed under the title Enhancing Professional Capacities. For core courses / Courses placed under the category, Practicing for Constructivist Teaching Learning, college has plans to introduce some Models of Teaching in addition to mentioned in the B.Ed. syllabus. College recognizes the need of importance of e content. So in the next academic year, college has plans to train B.Ed. students and school teachers for e content development. Regarding Extension, college will implement the project for the benefit of Marathi Medium School Students. College plans to organize the programme / workshop in joint collaboration with affiliating university department / board.