



## Yearly Status Report - 2016-2017

### 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 Tel. 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="http://www.asm.ac.in/wp-content/uploads/2020/10/ACCER--AOAR-Report-2015-16.pdf">http://www.asm.ac.in/wp-content/uploads/2020/10/ACCER--AOAR-Report-2015-16.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/accr">https://asm.ac.in/accr</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>																			
Quality initiatives by IQAC during the year for promoting quality culture																			
Item /Title of the quality initiative by	Date & Duration		Number of participants/ beneficiaries																

IQAC		
Competency Building Initiatives	20-Jul-2016 1	50
Supporting Quality Enhancement of practising schoolsf - sister institutes	18-Apr-2017 3	40
Orientation regarding Innovative Methods and Experiments in Evaluationin and	06-Jan-2017 1	40
Promoting Research - Organization of State Level Seminar on Educational Research	14-Oct-2016 1	40
Revised B.Ed. syllabus - University level workshop for orientation to teacher educators	12-Jul-2016 1	45
Encouraging Students to participate in Inter College Competitions	10-Dec-2016 1	4
<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	Dr. Jaykar Lecture Series	Board of Extra Mural Studies, SPPU	2016 3	5000
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 730	52500
Adarsha Comprehensive College of Education and Research Pune	QIP	SPPU	2016 360	100000
<a href="#">View File</a>				

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

Yes

Upload latest notification of formation of IQAC

[View File](#)

<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>	Yes
If yes, mention the amount	32000
Year	2016

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

Student Participation and success in Inter college competitions Institutional contribution in B.Ed. Revised syllabus Organization of Workshop Promotion of Research culture beyond institute Organization of State Level Seminar on research theme Creating awareness regarding Innovation in Evaluation Organization of State Level Seminar Supported for Quality enhancement of sister institutes schools Competency Building Initiatives for students

[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
To organize training programme for Teacher Eligibility Test	Organized a workshop for student teachers of B.Ed. colleges regarding Teacher Eligibility Test
Competency Building Initiatives	Organized a Career Guidance workshop on 20th July 2016 and awareness programme on Learning Disorders on 22nd July 2016
Supporting Quality enhancement of practising schools - sister institutes	Teacher Training Workshop organized for ASM School Teachers on 18th and 20th April 2017
Orientation regarding Innovative Methods and Experiments in Evaluation	Organized State Level Seminar on Innovation and Experiments in Evaluation Methods and Techniques on 6th January 2017
Promoting Research - Organization of State Level Seminar on Educational Research	Organized State Level Seminar on Educational Research on 14th October 2016

Revised B.Ed. syllabus - University level workshop for orientation to teacher educators	Organization of University Level workshop for orientation regarding Courses 201,202 & 203 in revised Two year B.Ed. Syllabus on 12th July 2016
Encouraging Students to participate in Inter College Competitions	Students participated in Three inter college competitions and out of three in one competition Students won prizes
<a href="#">View File</a>	

<b>14. Whether AQAR was placed before statutory body ?</b>	Yes
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Name of Statutory Body	Meeting Date
IQAC	05-Jul-2017

<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>	No
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<b>16. Whether institutional data submitted to AISHE:</b>	Yes
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Year of Submission	2016
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Date of Submission	29-Dec-2016
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<b>17. Does the Institution have Management Information System ?</b>	Yes
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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.
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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

Adarsha Comprehensive College of Education and Research is a reputed Teacher Education Institute since 1970. It is recognized by NCTE and affiliated to Savitribai Phule Pune University (SPPU). Our college adopts and implements the syllabus introduced by SPPU. As per University syllabus, institution has offered electives for the course 204 & 205. Our college has mechanism of well planned curriculum delivery. On the basis of last year feedback from students and requirement of curriculum, at the beginning of the academic year, Principal conducts staff meeting. In the meeting course distribution decides. Responsibility of the each course is assigned to a particular teacher. So every teacher prepared course outline and evaluation scheme for his / own course. After preparing course outline, concerned teachers prepare scoring key for evaluation of practical work of the concerned course. Actual teaching programme starts with Orientation Session. Every teacher informs students about syllabus, evaluation scheme of the course. So at the beginning of the academic year, students are well aware about all courses. In subsequent staff meetings principal reviews the progress in curriculum delivery, and accordingly changes were made in the timetable. Principal takes follow up with staff regarding curriculum delivery. Concerned staff members prepares and issues notices to the students regarding practical and submission work of their courses. For the courses 208 to 212 college has limited freedom to decide activities. So the teacher in charge of Courses 208 to 212 decides the course activities at the beginning of the academic year. In the academic Year college has introduced Information Literacy as a Open Course. The responsibility of the open course is given to Librarian. Librarian of the Adarsha College has proper knowledge of the Information Literacy which is theme of his Doctoral Research. So responsibility of the Open course Information Literacy is given to Librarian. For effective curriculum delivery, weekly timetable is discussed in the staff meeting and then the principal finalizes timetable.

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	Second Year	01/07/2016
<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	Second Year	01/07/2016

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

	Certificate	Diploma Course
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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
No Data Entered/Not Applicable !!!		
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
BEd	Nill	133
No file uploaded.		

### 1.4 – Feedback System

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

Students	Yes
Teachers	Yes
Employers	No
Alumni	No
Parents	No

#### 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 system to collect feedback form stakeholders regarding curriculum. Responsibility to collect feedback assigned to a teaching staff member. Proforma for feedback is prepared and modified after receiving suggestions from teaching staff. Principal of the college reviewed the draft and it was finalized. In order to facilitate online feedback collection, final draft of the feedback questionnaire converted into Google form. Once student submits the google form, the concerned department analyses the collected responses. Then it is discussed in the staff meetings.

## 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
BEd	Nill	100	Nill	Nill
No file uploaded.				

### 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
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2016	141	Nil	13	Nil	Nil
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## 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
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File of ICT Tools and resources</a>					
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 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 incharge 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
141	13	11.41

## 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	13	Nil	Nil	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
<b>No Data Entered/Not Applicable !!!</b>			
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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	Nil	Second Year	29/04/2017	20/06/2017
BED	Nil	First Year	03/05/2017	20/06/2017
<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 and the students admitted in the year 2015-16, entered in the second year of B.ed course in the year 2016-17. 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.

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.

**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	86	86	100
No file uploaded.					

**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/accr>

**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	730	University Grants Commission	0.75	0.52

[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>				
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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>					
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### 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
Research Center, Adarsha Comprehensive College of Education and Research Pune5	5

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)
<b>No Data Entered/Not Applicable !!!</b>			
<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
Education Departemnent	9
<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
<b>No Data Entered/Not Applicable !!!</b>						
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
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

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

Number of Faculty	International	National	State	Local
<b>No Data Entered/Not Applicable !!!</b>				
<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 activities	Number of students participated in such activities
TET Guidance Workshop	Board of Students Welfare, Savitribai Phule Pune University	1	100
Dr. B.R.Jaykar Lecture Series	Board of Extra mural studies, Savitribai Phule Pune University	1	90
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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
<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>			
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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
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">No file uploaded.</a>					

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>			
<a href="#">No file uploaded.</a>			

## 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
Others	Existing
<a href="#">View File</a>	

### 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
<b>No Data Entered/Not Applicable !!!</b>			
<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
<b>No Data Entered/Not Applicable !!!</b>			
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	6	20	1	1	1	1	0	50	0
Added	2	0	0	0	0	0	0	0	0
<b>Total</b>	<b>8</b>	<b>20</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>50</b>	<b>0</b>

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
20000	19200	25000	24120

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)

<p>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, Firefighting equipments 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.</p>
<a href="https://asm.ac.in/accer">https://asm.ac.in/accer</a>

### 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	Nill	Nill	Nill
b) International	Nill	Nill	Nill
<a href="#">View File</a>			

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
Career Counselling	20/07/2016	55	MKCL and Seed Infotech
Personality Development Workshop	01/12/2016	85	Lifelong Learning and Extension Department, SPPU
Yoga and Meditation	07/01/2017	40	College and External Resource Person
Mentoring	04/07/2016	130	College Teaching Staff Members / Micro Teaching Group In charge
<a href="#">View File</a>			

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
2016	Career Counselling Workshop	Nill	55	1	13
2017	Teacher Eligibility Test (TET) Workshop	Nill	100	Nill	Nill
<a href="#">View File</a>					

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
2	2	8

## 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
Akanksha, Podar, RaniLaxmibai School,	50	3	ASM Schools, JPHS, Others	50	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
<b>No Data Entered/Not Applicable !!!</b>					
No file uploaded.					

### 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	1
No file uploaded.	

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

Activity	Level	Number of Participants
Fancy dress competition 1	Institutional	20
Singing competition 1	Institutional	25
Poetry recitation competition 1	Institutional	25
Rangoli competition 1	Institutional	30
Mehendi competition 1	Institutional	10
Cooking competition 1	Institutional	15
Essay writing Competition 1	Institutional	50
Slogan writing Competition 1	Institutional	20
Spelling Competition 1	Institutional	40
Handwriting Competition 1	Institutional	20
<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	National/	Number of	Number of	Student ID	Name of the
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award/medal	Internaional	awards for Sports	awards for Cultural	number	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 a General Managing Committee (G.M.C.) • Constitution- G.M.C. consists of 13 member (Student representatives) and a Chairman( Staff Member). • Formation of the Student Association:-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. • Constitution:- It consists of an in-charge staff member and the representatives of the students. The staff member is made the in-charge by rotation every year. • The details are as follows.- 1. G.M.C. Chairman 2. General Secretary 3. Ladies Representative 4. Students Academy, Seminar, Debate and Discussion Department Secretary 5. Class Representative -A division 6. Class Representative -B division 7. Cultural Department Secretary 8. Sports Secretary 9. Blackboard writing department Secretary 10. Library Secretary 11. Social Service Secretary 12. Samarth Bharat Abhiyan Secretary 13. Magazine Secretary 14. Decoration Department Secretary 15. Laboratory Secretary Working of the Student Council - The G.M.C. works together under the guidance of the Principal and the Vice-Principal 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 :

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

### 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 form 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
Examination and Evaluation	In the academic year 2016-17 college has organized State level seminar on Innovation and Experiments in Evaluation Methods and Techniques. Apart from Seminar, college faculty members has developed scoring keys for newly introduced courses.
Research and Development	In the academic year 2016-17, college has organised state level seminar on the theme Educational Research.
Teaching and Learning	At the beginning of the Academic Year teachers prepare course outlines. and Score keys for evaluation of internal work of concerned courses. In the Academic Year college has organised university level workshop for the newly introduced courses 201,202,203.
Curriculum Development	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	As college receives grant in aid from Govt of Maharashtra, it follows admission procedure set by Govt of Maharashtra. It is a online process and students are admitted only on the basis of performance in CET.
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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 information.
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 Sevareth 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	As Adarsha College is affiliated to Savitribai Phule Pune University, examination process is partially online. For University examinations college receives question papers online. Also at the college level for the course 106 college conducts online exam as a part of internal evaluation. Entry of marks is done using MS Excel and internal evaluation process is done using MS Excel.

**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	Title of the administrative	From date	To Date	Number of participants	Number of participants
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	development programme organised for teaching staff	training programme organised for non-teaching staff			(Teaching staff)	(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 for Teacher Educators	2	04/07/2016	24/07/2016	21
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Null	Null	Null	Null

6.3.5 – Welfare schemes for

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

## 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
<b>No Data Entered/Not Applicable !!!</b>		
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6.4.3 – Total corpus fund generated

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No Data Entered/Not Applicable !!!

## 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 (IMCC) of affiliating university	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 !!!

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)

Organization of Seminars and Workshops Assisting sister schools for quality enhancement

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
2016	Competency Building Initiative - Career Guidance	08/07/2016	20/07/2016	20/07/2016	50
2016	Competency Building Initiative - Awareness Programme Learning Disorders	08/07/2016	22/07/2016	22/07/2016	50

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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	01/12/2016	02/12/2016	45	10

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
Tree Plantation programme was organized.

7.1.3 – Differently abled (Divyangjan) friendliness

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

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	15/10/2016	15/10/2016	50
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

The college has initiated the process to replace traditional tublights with modern eco friendly LED tubes. Waste management system is followed. Dry solid waste is segregated and it is handed over to Pune Municipal Corporation facility which collects the garbage on regular basis.
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## 7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 Title of the Practice: Co-teaching Objectives of the Practice:
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Co-teaching is a methodology that involves two co-teachers who use their distinct skills to instruct both academically and behaviourally several courses or classes. It is an inclusive strategy where two teachers work together with groups of students sharing the planning, organization, delivery and assessment of instructions as well as the physical space. The objectives of Co-teaching are: ? To cater to the diverse needs of learners. As there are two teachers, the responsibility of satisfying the needs of the learners coming from different backgrounds and abilities is shared between the teachers. ? To provide high quality instructions. In Co teaching there are two teachers so the students get inputs about the same content from different perspectives of different teachers. ? To bring about continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively. ? To bring different resources into the classroom required by diverse learners. The Context: The new two year's B.Ed. programme has opened up new avenues and opportunities for both teacher educators and pre service teachers. In the B.Ed. syllabus, pre service teachers can choose an elective course. One of the courses is the BED 204 'Guidance and Counselling'. The pre service teachers opting for the course were from both Marathi and English Medium. Hence in order to cater to this mixed group of students simultaneously, co-teaching was implemented. Highlights of the Best Practice: ? Increase in rapport: The pre-service teachers accepted both the teacher educators and interacted freely irrespective of the medium of the teacher educator. This increased the rapport between the pre-service teachers and both the teacher educators. ? Smooth transaction: The group activities were very easily and smoothly conducted as there were two teacher educators to supervise the activities. ? Sharing of enriched information: The teacher educators could give enriched information as both drew from their experiences while discussing various topics with the pre-service teachers. ? Encouraged Individual differences: As the class consisted of a mixed group of pre-service teachers coming from different backgrounds, it elicited a variety of responses and queries. This enhanced the content being discussed during the sessions. ? Increased empathy: The teacher educators also learnt how to put forth contradictory views in such a way so that it did not hurt the other's feeling. This was a learning experience for the pre-service teachers also. ? Exposure to diverse experiences: It helped in bringing together pre-service teachers from two mediums, and that helped them to learn from each other's diverse experiences. ? Acceptance of the Methodology: The pre-service teachers experienced co-teaching as learners and wanted to conduct their lessons using co-teaching as future teachers. ? Language development: Pre-service teachers from both the medium learnt both English and Marathi language as they were exposed to hearing both the languages during the session. This was appreciated by the pre-service teachers. ? Feedback: Feedback forms designed by the two teacher educators was administered to the pre-service teachers regarding their views about the methodology. Evidence of success: ? The feedback obtained from the pre-service teachers indicated that the pre-service teachers enjoyed the sessions which were conducted using the co-teaching strategy. ? All the pre service teachers were ready to use co-teaching as future teachers. ? The pre-service teachers also felt that the methodology helps in catering to inclusion and enriching both the teacher's and student's knowledge bringing about excellence in the teaching learning process. Problems encountered: ? In the beginning the teacher educators found it difficult to obtain learning resources in Marathi. However, learning resources in English were translated in Marathi to overcome this problem. ? Initially the pre-service teachers felt that co-teaching was consuming a lot of time, however when they realised the teacher educators were not merely repeating the same point in two languages and were giving additional content, they changed their mind. Resources Required: ? Books and journals for developing the content of the Microsoft Power Point presentation based on BED 204 'Guidance and Counselling' course. ? Laptop, LCD



Projector ? Qualified and cooperating teaching personnel ? Administrative support Best Practice 2 Title of the Practice: Teacher Training Workshops for the sister concerns. Objectives of the Practice: Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that schools can do. What matters most is what teachers learn. Two Teacher Training Workshops were conducted on 'Constructivist Theory of Learning'. The first workshop dealt with Multiple Intelligences and the second was related to Mind Maps. Their respective objectives were: The objectives of Teacher Training Workshop on Multiple Intelligences were: ? To equip teachers with the skills of using new teaching strategies in their classroom. ? To comprehend the meaning of Multiple Intelligences. ? To help them develop lesson plans using various activities based on multiple intelligences. The objectives of the Teacher Training Workshop on Mind Maps were: ? To help the teachers understand the meaning of Mind Maps ? To develop Mind Maps ? To realize how to use Mind Maps in various situations like making decisions, organizing your thoughts, taking notes, presenting information, classroom teaching etc. ? To understand the relevance of using Mind Maps for Alternative Assessment. The Context: As one of the initiatives in quality enhancement, the management of the college had initiated a programme for the teachers of Abhinava Vidyalaya English Medium Primary School (A sister concern of Adarsha Comprehensive College of Education and Research, Pune). The planning of the sessions was done in collaboration with the Co-ordinator and Head of the school along with the Principal of the college. The Practice: I Workshop on Multiple Intelligences: ? The workshop was conducted on Tuesday 18th April, 2017 for 62 school teachers. It began with the inaugural function where the resource persons Dr. Lalita R. Vartak (Principal, ACCER) and Dr. Priya Singh (Asst. Prof. MIT B.Ed. College) were introduced. ? The resource persons used co-teaching method. An ice breaker activity was followed by a discussion on the theory of Multiple Intelligence using a PowerPoint Presentation. ? Activities were conducted to help teachers identify different Multiple intelligences and how the multiple intelligences are catered to through the activities. ? Steps to prepare lesson plans based on such activities were explained in detail. ? After the discussion, feedback sheets were given to the participants in order to collect their opinion regarding the session. ? The feedback was collected and analysed. II Workshop on Mind Maps: ? The workshop was conducted on Thursday 20th April, 2017 for 60 primary school teachers. The resource persons were Dr. Lalita R. Vartak and Dr. Gargee Mitra (Principal, MIT B.Ed. College) using the co-teaching method. ? The session began with a visualization activity and later group activities were conducted to introduce the topic of Mind Maps. ? The session covered discussions on the concept of Mind Maps to the rules of developing Mind Maps. ? Participants were divided into groups in which they prepared their own Mind Maps. ? The resource persons assisted the participants and corrected their errors while preparing the Mind Maps. ? As a closing activity the participants were asked to reflect on the workshop using exit cards. ? The responses given in the exit cards were collected and analysed to get the feedback regarding the workshop. ? The detailed report of both the workshops is given in the College Magazine 'Reflections 2016-2017' Page no. 31-35 Highlights of the Best Practice: The highlights of both the workshops have been depicted in the above figure. The details are as follows: ? Insightful: Both the workshops were informative and gave insight to the teachers regarding the concepts. ? Handmade Mind Maps: Mind maps developed by the resource person (Dr. Gargee Mitra) were used to show how Mind Maps can be made by teachers using everyday stationary. ? Broadened horizons for teachers: It helped broaden the horizon of the participants regarding how to use different methods of teaching. ? Novelty: The sessions inspired the teachers to use different and novel ways to interact with students. ? Group work: The participants were divided into groups which made them realise the importance of collaboration with their colleagues. ? Active

and Challenging: The activities conducted were both challenging and enjoyable for the participants. Hence the participants were constantly kept active during the sessions. ? Cleared misconceptions: Both the sessions cleared various misconceptions of the teachers related to Multiple Intelligences and especially regarding the concept of Mind Maps.

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/accer>

### 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

Adarsh Comprehensive College of Education and Research Pune focuses on three essential areas of Higher Education i.e. Teaching, Research and Extension. As a reputed teacher education institute since 1970, college always adopted innovative practices and experimentation in the field of Teacher Education. Our students are equipped with strong Theoretical foundation and possess relevant skill set to utilize theoretical knowledge into practical situation. College acts as a facilitator for effective learning and all round personality development of students. College offers cotemporary and relevant syllabi of SPPU. We follow Continuous and Comprehensive Evaluation (CCE) methods, credit system, and choices of courses with respect to elective subjects. College focuses learner centred teaching of B.Ed. programme. Information and Communication technology (ICT) is now an essential aspect of teaching learning process. College faculty uses technology to teach the different courses. Exposure to students is another asset of the college. College organizes variety of institutional level competitions and also organizes capacity development programmes. College provides opportunity for students to have an experience of variety of schools. Our students conduct practice teaching and internship in the schools run by Local Self Government as well as schools run by private management. Our students get an opportunity to interact with the students in schools meant for gifted students also. Strong mentoring system is an another asset of the college. Micro group serves as a unit for mentoring. Micro group in charge acts as a mentor for students in his / her micro teaching group. Most important distinctive feature of the college is Direct Dialogue between Management and Students. President, Adarsha Shikshan Mandali (Parent Body) and Chairman of the College Committee Hon Dr. P.C. Shejwalkar has everyday presence on the campus and always interact with students. Formally as well as informally he communicates with the students and gets feedback. In the academic year 2016-17 students of the second year organized an interview with chairman Hon. Dr. P.C. Shejwalkar. Another distinctive feature of the college is academic support to sister institution for their quality enhancement. College organizes different programmes for sister school teachers. In this way there is strong link between teacher education college and practicing schools. Adarsha Comprehensive College of Education and Research is a recognized research centre of the Savitribai Phule Pune University (SPPU) and college focuses on Research Activities. It offers M.Phil and Ph.D. programmes of SPPU. In the academic year college has organized a state level seminar on Educational Research.

Provide the weblink of the institution

<https://asm.ac.in/accer>

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

The college has planned following activities for the academic year 2017-18. 1. To organize Conference preferably National or State Level conference. Teacher Education will be the theme for conference. 2. To organize In service training



program for teachers from the schools run by Adarsha Shikshan Mandali (Parent Body) 3. To plan and implement a project for the benefit of the Marathi Medium Students of the schools run by Adarsha Shikshan Mandali (Parent Body) 4. To organize workshop in collaboration with university department of Life long learning and extension. 5. To organize a workshop for school teachers to enhance technical skills which will be useful in classroom teaching. 6. To provide more choice to the Second year students for elective subjects. 7. Introduction of Add on Course on Cooperative Learning