YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Ashadeep Adhyapak Mahavidyalaya
• Name of the Head of the institution	Dr. Vipin Kumar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02502430575
• Mobile No:	7066004160
• Registered e-mail ID (Principal)	mother.velankani.education.trust@gmail.com
• Alternate Email ID	deepnote4@gmail.com
• Address	Ashadeep Adhyapak Mahavidyalaya, Mahesh park,Tulinj Road, Nallasopara (East), Tal- Vasai, Dist- Palghar, State- Maharashtra, Pin- 401209.
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	401209
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education

• Type of Institution	**Co-education**
• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Mr. Deep Murzello**
• Phone No.	**02502430575**
• Alternate phone No.(IQAC)	**9604604007**
• Mobile (IQAC)	**7066004160**
• IQAC e-mail address	**deepnote4@gmail.com**
• Alternate e-mail address (IQAC)	**collegeashadeep@gmail.com**
3.Website address	https://ashadeepcollege.in/
• Web-link of the AQAR: (Previous Academic Year)	NA
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://ashadeepcollege.in/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.06**	**2022**	**18/10/2023**	**17/10/2028**

6.Date of Establishment of IQAC	**24/06/2018**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	Nil	NA

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	6	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

A programme on 'NEP 2020: Restructuring Education for Quality Enhancement' was conducted.

3 Add-on certificate courses to enhance the knowledge and skills of Trainee Teachers.

Workshops based on various 21st-century themes/topics/skills/competencies throughout the year.

Sensitization and Awareness Programme on Inclusion was conducted.

Workshop on Framing PEOs, PLOs, and CLOs & Mapping of PSO and CLOs.

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

Plan of Action	Achievements/Outcomes
https://ashadeepcollege.in/minutes-of-iqac/	https://ashadeepcollege.in/minutes-of-iqac/

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Commitee	18/12/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	15/12/2022

15.Multidisciplinary / interdisciplinary

National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program.The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understood the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation,

critical thinking and creativity. Ashadeep Adhyapak Mahavidyalaya organized an international conference on "Reflections on holistic, multi-disciplinary and futuristic aspects in higher education". To develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. A guest lectures are organized on Education to develop an understanding about fourth industrial revolution and about transforming the future of education using advanced technology and automation. The co- relational approach to teaching and learning is employed. Also contextualizing of the curriculum help provide an interdisciplinary, comprehensive overviews of the different subjects in the syllabus. Various national seminars and workshop that are organized by the college add a holistic approach to the curriculum. During this pandemic we have organized different workshop for our students to provide them training about online teaching and learning. Ashadeep Adhyapak Mahavidyalaya is an affiliated college of Mumbai University, Mumbai. As and when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the Ashadeep Adhyapak Mahavidyalaya will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.

16. Academic bank of credits (ABC):

As per national education policy 2020 , the academic bank and credits (ABC) has been envisaged to facilitate the academic mobility of student with the freedom to study across the higher education institutions in the country with an appropriate " credit transfer " mechanism from one programmer to another, leading to attain a Degree / Diploma / PG Diploma. The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. Our students are taking courses through online mode through National Schemes like SWAYAM, NPTEL etc. The Academic Bank of Credit concept is yet to be implemented by the affiliating university, we are waiting for university guidelines to implement

ABC. For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs. The institute studies the guidelines of UGC, State Government and University of Mumbai about the Academic Bank of Credits reguarly (ABC) updates faculty about the same. The institute has initiated the process for the Academic bank of credits for students. The students were oriented to the procedure to open the digiLockers. Students who had difficulties with opening the DigiLockers were guided for the same. Data regarding the ABC ID of the students is collected by the institute and the same is sent to the University.

17.Skill development:

The various courses and programmers included in the curriculum as already earlier contribute to multi – skill development. E.g. dramatics, talent content, honors program, research project, practice lesson seminars etc. The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. UGC has introduced Deen Dayal Upadhyay KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and Voc. Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need; 'Vocal for Local' to explore the vocational courses useful for the local and course need. The institute enriches the curriculum with relevant value added course, workshops and programmes for skill developement of the teacher tarinees. A range of different programmes/activities/courses were conducted in the academic year 2022-23 to enhance the skill development of teacher trainees. The value-added courses on 'Spoken English' and 'Ethics & Integrity' each carrying 3 credits and comprising 30 hours were conducted to train student teachers in various technology-based tools, software, and applications. An add-on course on 'Technology Integration in Education' students' knowledge and competency in using various databases.

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

Indian knowledge system (IKS) is a collective range of Indian

knowledge that has exhibited in systematized ways of knowing. The Vedic literature to the country's native and tribal folk lore, the Indian knowledge spread as spectrum. It encompasses the foundational knowledge, science and IT humanities and social science through a structured classification. Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. Ashadeep Adhyapak Mahavidyalaya celebrates 'Marathi Bhasha Divas' to encourage Marathi learners and understand the cultural values permeated by the literary works in Marathi. Further, Indian Ethics and professional Ethics, Indian culture and heritage in curriculum of B.Ed. teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.

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

Ashadeep Adhyapka Mahavidyalaya has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme & course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. OBE outcome based education is an education in which an emphasis is placed on a clearly articulated idea of what students an expected to know and be able to do that is what skill and knowledge they need to have when they need the school system. The students learning outcome constitute the criteria by which the curriculum is development or redesigned, instructional material are selected ,teaching methods are adopted and evaluation is conducted.

20.Distance education/online education:

Online education is a form which is delivered and administered using the internet. 20 years ago it would have been difficult to imagine high quality instruction delivered online, but today in the digital age, it becomes a reality. Now online education or online learning is board term. It is considered on web facilitated learning. It enhances the distance rise of e-learning. The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated

criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. SCE is a Local Chapter of NPTEL/SWAYAM Courses and providing opportunity to the teachers and students to learn online to enhance their knowledge and professional skills. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**200**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	[View File](#)

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

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:		100
File Description	**Documents**	
Data Template	View File	

2.5Number of graduating students during the year		100
File Description	**Documents**	
Data Template	View File	

2.6 Number of students enrolled during the year		100
File Description	**Documents**	
Data Template	View File	

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	40,82,624.89
4.2 Total number of computers on campus for academic purposes	20

3.Teacher

5.1 Number of full-time teachers during the year:		16
File Description	**Documents**	
Data Template	View File	
Data Template	View File	

5.2 Number of sanctioned posts for the year:	16

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institution employs a systematic approach to curriculum planning, review, and adaptation to ensure its relevance to the local context. The process begins with a dedicated curriculum committee comprising experienced educators and subject matter experts. This committee conducts regular reviews of existing curriculum components, identifying strengths, weaknesses, and emerging educational trends. Stakeholder input, including feedback from faculty, students, and industry representatives, is actively sought.

The institution places a premium on contextual adaptation, recognizing the dynamic nature of educational needs. Local cultural, social, and economic factors are carefully considered during the review process. The committee collaborates with local community leaders and employers to align the curriculum with regional requirements, fostering a curriculum that reflects the diversity and specificities of the local environment.

Continuous feedback loops, periodic assessments, and data-driven insights further inform the adaptation process. This diligent and inclusive approach ensures that the institution's curriculum remains responsive, current, and tailored to the unique demands of the local context.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://ashadeepcollege.in/wp-content/uploads/2023/12/1.1.3-upload-point-2-PLOs-and-CLOs.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

9

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

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

2

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

2

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

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

82

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

82

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	[View File](#)
Course completion certificates	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	**No File Uploaded**

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

120

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

120

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

1.3 - Curriculum Enrichment

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

Fundamental Understanding of Teacher Education: The curriculum

emphasizes a foundational grasp of teacher education by integrating core theories and pedagogical principles. Students engage in comprehensive courses that delve into educational philosophy, psychology, and contemporary issues in education. The program fosters critical thinking and reflective practices, allowing aspiring teachers to form a deep understanding of the theoretical underpinnings of education.

Procedural Knowledge for Varied School Levels: The curriculum is designed to equip prospective teachers with procedural knowledge tailored for diverse educational levels. Through a tiered approach, students engage in coursework and practical experiences that address the unique challenges and requirements of teaching at different levels.

Specialization-Specific Skills: Recognizing the importance of specialized expertise, the curriculum offers targeted courses and practical experiences aligned with chosen specializations. Whether it's in subject areas, special education, or educational leadership, students acquire skills that are directly relevant to their chosen fields.

Application of Acquired Competencies: The curriculum places a strong emphasis on practical application, encouraging students to extrapolate from theoretical knowledge and apply acquired competencies in real-world educational settings. Through internships, teaching practicums, and hands-on projects, students gain valuable experience and develop the ability to translate their learning into effective teaching strategies.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	No File Uploaded

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

perspective

'Unity in diversity' in the classroom doesn't seem a farfetched idea anymore for any globally minded teacher. This can be achieved through the use of technology that connects students to foreign knowledge and cultures, or by having an international student body that creates a multicultural and diverse learning environment. In our college, there are various sorts of diversity. The students come from various districts, religions, and cultures. Teachers and administrators never discriminate between students. Alternative education is a feature of our institution. Alternative education is largely focused on the interests and needs of the individual student.

The modern Indian society is diverse in its cultural roots, with inclusion of expats settling down to explore better opportunities and views diversity in a positive light. Schools are the initial enablers of progress and a healthy perspective towards life and hence, diversity needs to be promoted in classrooms to as it gives people the chance to experience and learn. The education system in India has evolved in a remarkable way, considerable improvements, in both quantitative and qualitative terms have created a space for a positive outlook towards the society. Knowing the world around is always a perk one can have a creative mind.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Our Vision is to be a prominent institution of excellence in Teacher Education to train and provide a continuous pool of knowledgeable, creative, innovative, humane and professional teachers capable of simulating social change and shaping generation. Beyond this we not only mould our student teachers to reach their goals, and also get

the maximum out of them, to be the best of version of them. Apart from academic excellence student teachers are encouraged to do innovative practices like, programmed instructions and computer assessed instructions, cooperative learning, team learning, panel discussion, concept attainment, role playing, inquiry models, seminars, webinars, workshops, job drives to connect them nationally and internationally. Various CTC programmes, awareness camps and field activities play vital role in shaping their confidence. Learning experience in practice teaching is another step to their caliber building, not only academic excellence but an experience during internship balances Teaching and Training which goes hand in hand, gives them command over their skills, so as to explore their full potentiality. We promote Teacher Education in an environment consistent with policies, legal frame work, contemporary changes, spirit of harmony and co-existence. We are into a holistic development of every individual pertaining to Teacher Education.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

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

0

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

0

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The assessment process at entry level in a Ashadeep B.Ed. college involves a comprehensive evaluation of students' learning needs and readiness for the professional education program. Initial assessments include academic performance analysis, aptitude tests, and interviews to gauge students' preparedness for the rigorous

curriculum. Additionally, learning style assessments help identify diverse learning needs. Academic support is then tailored based on these findings, providing targeted interventions such as remedial classes, mentorship programs, and access to learning resources. This ensures that each student receives personalized assistance, fostering a supportive environment for successful engagement in the B.Ed. program and enhancing their overall learning experience. The goal is to address individual differences and create an inclusive learning atmosphere conducive to academic success in the field of education.

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

`One of the above`

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

`200:16`

2.2.4.1 - Number of mentors in the Institution

`16`

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

`In the learning process, a diverse range of learning modes is`

implemented to cater to the multifaceted needs of teacher candidates.

Experiential learning engages students through hands-on experiences, fostering practical skills and contextual understanding.

Participative learning encourages active student involvement, promoting collaboration and communication skills essential for teaching.

Problem-solving methodologies develop critical thinking and decision-making abilities, crucial for educators in diverse classroom scenarios.

The integration of online modes ensures technological competence, preparing educators for modern teaching environments.

Each learning mode is thoughtfully chosen based on the specific course requirements, aligning with the overarching goal of producing well-rounded and adaptable educators equipped to address the dynamic challenges of the teaching profession.

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

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[www.youtube.com/@AshadeepAdhyapakMahavidyalaya](#)
Any other relevant information	[View File](#)

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

100

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://ashadeepcollege.in/
Any other relevant information	**No File Uploaded**

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

In our institution, continual mentoring is a cornerstone for nurturing students' professional attributes. Mentors guide students in the intricacies of teamwork, emphasizing collaborative skills and the ability to navigate diverse perspectives within a group setting.

The mentorship program also addresses the significance of understanding and embracing student diversity, fostering an inclusive environment.

Moreover, mentors impart valuable insights on maintaining professionalism in interactions with colleagues and authorities. They guide students on effective self-management, helping them strike a balance between home and work responsibilities, and managing stress proactively. The mentorship extends to keeping students abreast of recent developments in both education and life, encouraging a commitment to lifelong learning and adaptability. Through personalized guidance, our institution's mentoring efforts empower students to develop into well-rounded professionals capable of thriving in diverse and dynamic environments.

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

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

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

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

Encouraging Reflective Practices:- Educators encourage reflective practices to enhance self-awareness and critical thinking. Teachers assigned reflective journals where students analysed their teaching methods, exploring what worked and what needed improvement. This process not only nurtured intellectual and thinking skills but also empowered students to adapt and innovate in their future teaching careers.

Community work and Practical Application Incorporating real-world experiences:- Teachers organize community work, teaching demonstrations, and classroom observations. During a teaching practicum, students had hands-on experience in managing a classroom. This practical application not only enhanced their teaching skills but also instilled a sense of adaptability, a crucial life skill, as they navigated various classroom challenges.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

2.4 - Competency and Skill Development

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

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

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	**No File Uploaded**

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

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

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

- **First, the faculty identifies potential internship sites that align with the curriculum and provide diverse teaching experiences. They establish partnerships with schools, ensuring a supportive learning environment for B.Ed. students.**
- **The practice teaching school list is approved by the concerned Principal. Selection of Schools for internship is done by discussing with college staff, Principal and management committee.**
- **The institution conducts orientation sessions to familiarize students with the internship objectives, expectations, and assessment criteria.**
- **The lessons for practice teaching of student teachers are selected by the school subject teachers.**
- **Regular monitoring and feedback mechanisms are established to assess interns' progress and address any challenges they may encounter.**
- **The institution prioritizes effective communication between faculty, students, and school partners to ensure a well-rounded and enriching internship experience for B.Ed. candidates.**
- **Through these comprehensive preparations, the institution aims to enhance the practical skills and professional development of future educators.**

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Ashadeep Adhyapk Mahavidyalaya conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, Mumbai University, Mumbai. We at Ashadeep follow a well-organized and well planned schedule for Internship.

Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity. List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of incharge, GPS location of the school, nearby metro-station/ bus stands etc. The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Teacher-educators also maintain a proper record of each observation and remarks given.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

16

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

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

4

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

3

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

3

File Description	Documents
Copy of the appointment letters of the fulltime teachers	*View File*
Any other relevant information	**No File Uploaded**

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

Teachers at the Ashadeep Adhyapak Mahavidyalay B.Ed College actively engage in continuous professional development to stay updated in their field. They participate in regular workshops, seminars, and conferences that focus on emerging educational trends, teaching methodologies, and advancements in their respective subjects. Additionally, they pursue advanced degrees or certifications to deepen their knowledge and expertise. Teachers also leverage online resources, attend webinars, and subscribe to educational journals to access the latest research and pedagogical innovations. Collaborative learning is encouraged through peer-to-peer interactions and interdisciplinary discussions. The institution supports a culture of reflection, where teachers regularly assess and refine their teaching practices. By embracing lifelong learning, teachers at the Ashadeep Adhyapak Mahavidyalay, B.Ed college ensure they remain informed about evolving educational practices, allowing them to provide students with a contemporary and enriched learning experience.

File Description	Documents
Documentary evidence to support the claim	*View File*
Any other relevant information	*View File*

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in

not more than 100-200 words

Continuous internal evaluation in the Ashadeep Adhyapak Mahavidyalay, B.Ed college is a dynamic process that encompasses various components to assess and enhance student learning. Regular formative assessments, such as quizzes, class discussions, and assignments, gauge ongoing comprehension and skill development. Classroom observations play a vital role, allowing faculty to evaluate teaching methodologies and provide constructive feedback. The institution integrates peer reviews, encouraging collaborative assessment among educators to foster a culture of shared expertise. Additionally, student portfolios and reflective journals contribute to a comprehensive evaluation by showcasing individual progress and understanding. The incorporation of technology, like online assessments and learning management systems, further refines the assessment process. The Ashadeep Adhyapak Mahavidyalay, B.Ed college emphasizes the importance of self-assessment, encouraging students to reflect on their learning journey. This multifaceted approach to continuous internal evaluation ensures a holistic understanding of student performance and contributes to the overall improvement of teaching and learning strategies within the institution.

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

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

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

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

In the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College, the grievance redressal mechanism related to examinations is structured to ensure fairness and transparency. Students with examination-related concerns follow a prescribed procedure: they submit a written grievance to the designated examination cell within a specified timeframe. The examination cell reviews and acknowledges the grievance, conducting a thorough investigation into the matter. The process may involve consultation with relevant faculty members and examination authorities. Subsequently, the findings are communicated to the concerned student, and appropriate measures, such as re-evaluation or resolution, are implemented as necessary. The institution maintains a confidential and impartial approach throughout the grievance redressal process, emphasizing open communication and prompt resolution to uphold the integrity of the examination system in the Ashadeep Adhyapak Mahavidyalay, B.Ed. College

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

The Ashadeep Adhyapak Mahavidyalaya, B.Ed. College meticulously

adheres to its academic calendar to ensure the systematic conduct of internal evaluations. At the beginning of each academic year, the institution establishes a comprehensive calendar outlining key dates for internal assessments, examinations, and result declarations. The academic calendar is designed collaboratively, considering input from faculty members, examination committees, and administrative staff. Regular meetings are held to review and adjust the calendar as needed, accommodating unforeseen circumstances. The calendar is then disseminated to all stakeholders, including students and faculty, fostering a shared understanding of timelines and expectations. This structured approach allows the Ashadeep Adhyapak Mahavidyalay, B.Ed. college to maintain consistency and accountability in the internal evaluation process, promoting a smooth and organized academic experience for all participants.

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

2.7 - Student Performance and Learning Outcomes

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

The Ashadeep Adhyapak Mahavidyalaya, B.Ed. institution ensures the alignment of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through a strategic and iterative approach. Faculty members collaborate to map PLOs to specific CLOs, ensuring that each course contributes to the overall achievement of program objectives. Detailed curriculum design incorporates these outcomes at various levels, from individual lessons to overarching program goals. Regular curriculum reviews, faculty meetings, and feedback mechanisms facilitate continuous refinement and alignment. Teaching strategies, assessments, and instructional materials are intentionally developed to address the identified outcomes. Faculty engage in ongoing professional development to stay attuned to evolving educational practices, ensuring that teaching methods align with the intended learning outcomes. Through this integrated and cyclical process, the B.Ed. institution maintains a dynamic alignment between stated PLOs, CLOs, and the teaching-learning processes, fostering a cohesive and effective educational experience for its students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

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

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

In the Ashadeep Adhyapak Mahavidyalay, B.Ed college, student performance on learning tasks is meticulously recorded in transcripts, encompassing both cognitive and professional attributes. For cognitive skills, grades are assigned based on assessments, examinations, and project evaluations. These grades reflect the students' understanding of theoretical concepts, pedagogical knowledge, and application of teaching methodologies. Additionally, professional attributes are assessed through criteria such as classroom management, communication skills, and ethical conduct during teaching practicum. Narrative comments may be included in the transcript to provide qualitative insights into the student's professional growth. The transcript serves as a comprehensive document, detailing the holistic development of each student, combining cognitive achievements with demonstrated professional competencies. This approach ensures that the transcript not only reflects academic performance but also serves as a robust record of the B.Ed students' readiness for the teaching profession.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

19

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

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

In the Ashadeep Adhyapak Mahavidyalay, B.Ed college, assessment tasks are thoughtfully designed to align with initially identified learning needs of students. For instance, if a learning need is identified in the area of inclusive education, assessment tasks may include creating lesson plans that incorporate diverse teaching strategies to cater to various learning styles and abilities. Another example could be assessing communication skills through simulated parent-teacher conferences, addressing the need for effective interaction with stakeholders. Regular formative assessments, such as quizzes and discussions, allow ongoing evaluation of students' progress against identified needs. The assessment process is dynamic, with feedback loops enabling adjustments to teaching methods and content delivery based on emerging learning needs. By tailoring assessment tasks to reflect these identified needs, the Ashadeep Adhyapak Mahavidyalay, B.Ed

college ensures a targeted and responsive approach to student development, fostering a learning environment that addresses individual strengths and areas for growth.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://assessmentonline.naac.gov.in/public/index.php/hei/revers_student_upload

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

3.1.3 - In-house support is provided by the	One of the above

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

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

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

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

3.2 - Research Publications

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

0

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

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

17

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

3.3 - Outreach Activities

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

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

5

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

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

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

1000

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

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

800

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

800

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

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

The outreach activities conducted in our community aimed at sensitizing B.Ed. students to social issues and fostering their contribution to community development were multifaceted. Through interactive workshops, seminars, and awareness campaigns, students were exposed to prevalent social issues such as education inequality, poverty, and environmental concerns. Field visits to local communities allowed them to witness real-world challenges and engage with residents.

Furthermore, collaborative projects with community organizations encouraged students to apply pedagogical strategies in addressing

specific issues. These experiences not only deepened their
understanding of societal challenges but also instilled a sense of
responsibility and empathy. Group discussions and reflective
sessions were integral components, fostering critical thinking and
encouraging students to envision their roles as educators in shaping
socially conscious citizens. Overall, the outreach activities
successfully sensitized students to social issues, motivating them
to contribute actively to community development through education
and advocacy.

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

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

2

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

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The facilities for teaching and learning at the Ashadeep Adhyapak Mahavidyalaya B.Ed. College meet the minimum specified requirements set by statutory bodies, ensuring a conducive environment for effective teacher training. Classrooms are equipped with modern audio-visual aids, providing a dynamic learning atmosphere. The college library houses an extensive collection of textbooks, reference materials, and journals essential for comprehensive study. Adequate ICT infrastructure supports digital learning, and computer labs are equipped with the necessary software for educational purposes. The college maintains well-equipped science and psychology laboratories, enabling practical demonstrations and experiments. Additionally, sports facilities and a dedicated space for co-curricular activities contribute to the holistic development of students. The institution prioritizes a comfortable and safe campus, meeting prescribed norms for sanitation, hygiene, and accessibility. The fulfillment of these minimum requirements ensures that the Ashadeep Adhyapak Mahavidyalaya B.Ed. College provides a well-rounded educational experience in compliance with statutory standards.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ashadeepcollege.in/infrastructure/
Any other relevant information	No File Uploaded

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

6,39,680

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

4.2 - Library as a Learning Resource

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

The college has central library building it has huge collection of textbook reference books and other Books with foreign Peer reviewed journals and bound volume of journals the reading room will be furnished to accommodate 25 students at a time and provide conductive environment for study

1) OPAC: The library has developed the database of its own collection through the library software.

2) E resource: Internet and reprography facility with computer system CDs DVDs CD ROM database QR code scanner printer audio video unit available in the library.

3) Library Automation: All the active book collection is updated in the libraries software database and the online public access catalogue is available for students and faculty member.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://ashadeepcollege.in/library-facility/
Any other relevant information	**No File Uploaded**

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

The college library has computer and internet facilities details on access to the staff and students and the frequency of use our as follows

A) Access to the staff - teachers and student use computer and internet to access various kind of information regarding teaching subject teaching learning process teaching strategies techniques innovation in field interaction aids etc.

B) Frequency of use - the library is used almost on each working day.

A. by teaching staff: on as and when required basis.

B. By students: on as and when required basis.

C) Computer and internet services are used by staff

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

3,81,107

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

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

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

134

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sites.google.com/sjcollege.in/libraryopac-ashadeep-college/home?authuser=3
Any other relevant information	View File

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

None of the above

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

4.3 - ICT Infrastructure

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

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-

learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 100 mbps.).

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly. The institute is equipped with ICT resources like 36 desktops, two laptops, Projectors, computer speaker, and Pen drive in previous years. The institute upgraded its ICT equipment and add some more devices like headphone – for language lab 1-webcam 3-Printer (HP LASERJET 3in 1).In the present year institute is equipped with upgraded ICT facilities like new Webcams, tripod and Smart Boards.

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

4.3.2 - Student – Computer ratio during the academic year

100:11

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	www.youtube.com/@AshadeepAdhyapakMahavidyalaya
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	www.youtube.com/@AshadeepAdhyapakMahavidyalaya
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

4,73,380

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

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

Classroom management:

- o **Ensure classrooms are clean, well-lit, and conducive to learning.**
- o **Regularly inspect and maintain furniture, chalkboards.**

Laboratory:

- o **Fire Safety equipment is maintained in labs as a precautionary measure.**
- o **Maintenance -Regular inspection of devices/tools is organized.**
- o **Periodic maintenance is done by regular cleaning of the lab spaces.**
- o **Regular check up of equipments is carried out at the end of every semester.**

Library:

- o **If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal.**
- o **Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card**
- o **At the end of the academic period borrower cards shall be returned to the library.**
- o **Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.**

Computers & Softwares:

- ○ **Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure.**
- ○ **Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, are in place.**
- ○ **Sports Cell looks after maintaining the sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level.**
- ○ **Safety equipments and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears.**

File Description	Documents
Appropriate link(s) on the institutional website	**https://ashadeepcollege.in/infrastructure/**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

A. All of the above

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
7	7

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

0

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The student council at the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College plays a proactive role in institutional functioning and contributes significantly to student welfare. Firstly, the council serves as a liaison between students and the administration, advocating for student needs and concerns. They actively participate in decision-making processes, providing a student perspective on academic and non-academic matters.

Secondly, the student council organizes various events, workshops, and extracurricular activities that enrich the overall student experience. These initiatives foster a sense of community, personal development, and academic engagement among students. Additionally, the council may establish support mechanisms such as mentorship programs, counseling services, and platforms for open dialogue, promoting the overall well-being of students.

In summary, the student council acts as a vital link in institutional dynamics, ensuring student representation, and actively contributing to the enhancement of student welfare and the overall collegiate experience in the Ashadeep Adhyapak Mahavidyala, B.Ed. College.

Top of Form

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

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

24

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

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

The alumni association plays a pivotal role in the development of the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College by contributing to various functional aspects. Firstly, in the area of financial support, alumni often make significant donations or establish scholarships that enhance the college's infrastructure, resources, and overall financial health. These contributions aid in the improvement of academic facilities, the introduction of modern teaching technologies, and the expansion of scholarship programs.

Secondly, in the realm of career development, the alumni association acts as a bridge between current students and established professionals. Through mentorship programs, alumni offer valuable insights, guidance, and networking opportunities, significantly enhancing students' career prospects. This engagement helps in aligning the curriculum with industry demands and ensures that graduates are well-prepared for the professional landscape. Overall, the alumni association's dual role in financial backing and career development contributes significantly to the sustained growth and success of the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College.

File Description	Documents
Details of office bearers and members of alumni association	**No File Uploaded**
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	View File

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students

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

The alumni association of the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College functions as a robust support system, actively engaging in the motivation and nurturing of special talents within the institution. Through mentorship programs and networking events, alumni provide valuable insights, guidance, and inspiration to current students, fostering a culture of motivation and excellence. These connections facilitate the identification and encouragement of special talents among students. Alumni also contribute by organizing workshops, seminars, and skill development sessions, creating opportunities for students to explore and enhance their unique abilities. Financial aid, scholarships, and career guidance offered by the alumni association further contribute to the nurturing of special talents. This collaborative relationship between the alumni and the institution establishes a dynamic support system, empowering students to excel in their academic and personal pursuits while fostering a sense of pride and community within the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its

administration. College is promoted by Mother Velankani Education Trust , has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization .The governing body delegate authority to Principal and HOD who ,in turn share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

And to accomplish our endeavors our Governing body strictly follows the below: Appoint teachers with all the rules and regulations of the NCTE and University.

Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.

Make sure that the student intake is as per the NCTE rules and regulations. Follows reservation policy as decided by State University.

File Description	Documents
Vision and Mission statements of the institution	[View File]
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	[View File]
Documentary evidence in support of the claim	[View File]
Any other relevant information	No File Uploaded

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

The College Development Committee (CDC) is the apex body of the institution that plans and executes the development activities. CDC of the institute was set up in 2016. CDC of AAM is a very effective body which serves as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty

development. AAM has been decentralized with the help of 28 different cells to look after different types of activities in an efficient way. College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities. In order to provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members. IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Mother Velankani Education Trust to Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

AAM maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

AAM strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through Facebook and on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development. recruitment and staff promotion are also undertaken with almost transparency. IQAC is established in the college and plays a pivotal role in academic and administrative activities.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The IQAC through deliberations with the stakeholders made a perspective plan (2022-23) in 2022 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution. One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment Following work is done in relation to infrastructure of the institution and demand of equipment

-Increase in the number of computers

-Increase in the furniture

-Books Rack for library

-SMART SCHOOL MIS Software for library

- Speakers -Microphones

-Biometric devices

-Saral LMS

-LCD Projectors

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students.Teaching-Learning process has become more effective.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://ashadeepcollege.in/perspective-plan/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Statutory bodies of the College are the Governing Council and the College Development Committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The College Development Committee according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The Principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and support the Principal in the administration of the institution.

At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution.

The Academic wing of the college lays emphasis on Extension and

Outreach Programmes and provides platforms for students and faculty to reach out to the community.

File Description	Documents
Link to organogram on the institutional website	https://ashadeepcollege.in/institute-organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

AAM constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfil its objectives, the cultural cell conducts various activities

regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated:

AAM every year conducts "Anand Utsav" to select the all-round best student. Cultural cell in its meeting dated 7- March-2023 suggested organizing an event in the college, "Anand Utsav" for the year 2022-23. The cell conducted a meeting with the principal, HOD and faculties on 7- March-2023 and proposed to organize "Anand Utsav'' during 23rd and 24th March. For the "Anand Utsav" cultural cell proposed activities Dance performance, Song performance, Acts/ Plays, Games, Fancy dress event. Students were notified about the "Anand Utsav".

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

In the context of Ashadeep Adhyapak Mahavidyalaya, B.Ed. college, welfare measurements for teaching and non-teaching staff typically encompass various aspects aimed at ensuring their well-being and job satisfaction. These may include competitive salary structures, health benefits, professional development opportunities, and a conducive work environment. Implementation involves the establishment of clear policies and procedures, regular communication channels, and feedback mechanisms to address concerns promptly. Teaching staff may benefit from performance-based incentives, while non-teaching staff may receive support in terms of training programs and career advancement opportunities. Additionally, a collaborative approach to decision-making and a positive organizational culture contribute to overall welfare. Regular assessments and adjustments to these measures are essential to adapt to evolving needs and maintain a harmonious and productive work environment in the Ashadeep Adhyapak Mahavidyalaya,B.Ed. College.

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

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

16

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

16

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

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

The performance appraisal system for teaching and non-teaching staff in Ashadeep Adhyapak Mahavidyalaya, B.Ed. College involves a systematic evaluation of their contributions to the institution's goals. The process typically begins with setting clear job expectations and performance criteria. Regular assessments, often conducted annually, involve a combination of self-assessment, peer reviews, and evaluations by supervisors. Teaching staff may be evaluated based on classroom effectiveness, curriculum development, and student outcomes, while non-teaching staff may be assessed on administrative efficiency and teamwork. Constructive feedback and goal-setting discussions are integral to the process. The appraisal results may inform decisions on promotions, salary adjustments, and professional development opportunities. A well-designed performance appraisal system fosters accountability, motivates staff, and ensures continuous improvement in the quality of education and support services provided by the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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

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

0.00

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

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

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students as the Library is the centre of learning.

1. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like additional furniture in the classes, Computers, printers, projectors etc.

1. Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc. to conduct various activities in the college like House activities, Competitions, celebrations etc.

1. Security Purpose: At AAM safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.

1. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.

1. Repair & Maintenance: A considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

1. Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-

learning process.

1. Internet Charges: Ashadeep Adhyapak Mahavidyalaya provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

The Ashadeep Adhyapak Mahavidylaya, B.Ed. College employs a robust quality assurance mechanism, often facilitated through the Internal Quality Assurance Cell (IQAC) or a similar mechanism. The process involves systematic monitoring and evaluation of various aspects of academic and administrative functioning. IQAC conducts regular internal audits, reviews curriculum relevance, and assesses teaching methodologies. It ensures compliance with accreditation standards and benchmarks set by regulatory bodies. The mechanism includes collecting feedback from stakeholders, analyzing data on student performance, and implementing corrective measures. Continuous improvement is emphasized through faculty development programs and workshops. The IQAC also fosters innovation in teaching methods and educational practices. This proactive approach ensures the maintenance and enhancement of quality standards in the Ashadeep Adhyapak Mahavidyalaya, B.Ed. College, contributing to its overall ef

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other

mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The Ashadeep Adhyapak Mahavidyalaya, B.Ed. College employs a systematic and periodic review process for the teaching-learning experience. This involves regular assessments of curriculum effectiveness, teaching methodologies, and student engagement. Faculty members participate in peer reviews and self-assessment, evaluating their teaching strategies and incorporating feedback. The college conducts student evaluations to gather insights into the learning experience, identifying areas for improvement. Feedback mechanisms, such as surveys and focus group discussions, involve students in the evaluation process. The Teaching-Learning Committee, often constituted by the college, analyzes this data to make informed decisions on curriculum revisions, instructional techniques, and resource allocation. The periodic reviews aim to enhance the quality of education by fostering innovation, addressing challenges, and ensuring alignment with educational goals and industry standards, thus promoting a dynamic and effective teaching-learning process in the Ashadeep Adhyapak Mahavidyalaya B.Ed. College.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

33

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

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

One of the main functions of the IQAC is to review the teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at AAM is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy conservation is the practice of reducing the consumption of energy by humans .Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement.

Energy conservation is an inevitable requirement for sustainable

development for higher education institutes. The institute has developed framework and energy guidelines adhering to national policy for energy conservation on 20th October, 2020.

The institution is committed to fostering a sustainable energy environment through a comprehensive energy policy. Emphasizing conservation, the institution implements streamlined measures to optimize energy usage across facilities. This involves regular energy audits, efficient equipment utilization, and promoting a culture of energy consciousness among occupants. The institute uses Installation of energy star products for electrical and HVAC upgrades to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room. Thermostat controlled system for the air conditioning unit is used in the campus. Also master switches are installed at every floor to shut down power in non-working hours to reduce transfer loss of electricity.

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

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

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed integrated Waste management system for optimizing and analysing waste. It is based on the concept that all aspects of waste management should be analysed together. The concept of waste as 'a material which has no use' has changed to 'resource at wrong place'.

The institution is dedicated to responsible waste management, guided by a robust policy designed to minimize environmental impact. A comprehensive waste management plan is in place, emphasizing the principles of reduce, reuse, and recycle. The institution educates its community on waste segregation, encouraging the separation of recyclables, organic matter, and non-recyclables at source.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into 2 parts:

- Solid Waste Management
- Liquid Waste Management

Implementation involves strategically placed recycling bins, composting facilities. Regular awareness campaigns and further reinforces responsible waste disposal practices. The institution prioritizes the reduction of single-use plastics and promotes sustainable packaging alternatives. Through continuous monitoring and periodic assessments, the institution ensures adherence to waste management guidelines, fostering a culture of environmental stewardship within its community.

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

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

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

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

usage/ reduced wastage

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

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

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioural and attitudinal aspect of habitants.

The institution is unwavering in its commitment to maintaining a pristine and health-conscious environment through a multifaceted approach. Rigorous cleanliness and sanitation initiatives include regular cleaning schedules, waste disposal systems. A robust recycling program minimizes waste, encouraging responsible disposal practices among students and staff.

Green cover is actively nurtured through tree planting drives, landscaping projects, and the preservation of existing green spaces. The institution prioritizes the use of eco-friendly materials and landscaping practices to enhance biodiversity and create aesthetically pleasing surroundings.

To combat pollution, the institution enforces strict emissions controls, and conducts awareness campaigns on air and water quality. Emphasis on renewable energy sources and energy efficiency further contributes to a pollution-free campus. By integrating these measures, the institution strives to provide a wholesome, pollution-free environment that fosters the well-being of its community.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

Four of the above

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

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

0.50

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statement on green initiatives, energy and waste management	[View File](#)
Any other relevant information	**No File Uploaded**

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

Ashadeep Adhyapak Mahavidyalay is located at the prime location of Vasai / Virar providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides green locality to students.

LOCATIONAL ADVANTAGES:

- **Railway station in the vicinity (within 1km)**
- **College is located at prime area of Vasai- Virar**
- **Sufficient Green Area in vicinity of college**
- **Community Park in Proximity**
- **Easy Accessibility to College with Connectivity via Public Transport**
-
- **24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.**
- **Utmost care is taken to maintain cleanliness and greenery in and around the college.**
- **Many awareness programmes are organised for public awareness.**

By addressing local challenges, such as water scarcity or waste management issues, the institution actively participates in community development projects. It initiates programs that empower local residents through skill-building and education, fostering a sense of ownership and cooperation.

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

7.1.9 - The institution has a prescribed code of	**A. All of the above**

conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best Practice I

HEALTH & HYGIENE

Objectives

1. Promotion of Health Awareness: Increase awareness of the importance of health and hygiene practices.

2. Sanitation Improvement: Facilitate improved sanitation habits in

communities.

3. Community Empowerment: Empower communities to take charge of their health and well-being.

 The Health and Hygiene Program, aimed at promoting health awareness, sanitation practices, and overall well-being. AAM adopts a rigorous and well-organized pattern of ensuring Health & Hygiene of all its students by planning a number of activities and Seminars.

Best Practice II: DEALING OF WASTE IN CAMPUS

Objectives

1. Sustainable Waste Practices: Implement and promote waste reduction, recycling, and proper disposal techniques on campus.

2. Environmental Awareness: Increase awareness about the environmental impact of waste and the importance of responsible waste management.

3. Campus Engagement: Engage the campus community in waste management initiatives and foster a sense of responsibility.

 The Campus Waste Management Program, designed to promote sustainable waste practices and reduce environmental impact. Well-labelled bins and regular awareness campaigns facilitate effective segregation. This practice has significantly reduced the volume of waste sent to landfills; increased recycling rates, and promoted a culture of responsible waste disposal within the institution.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

AAM envisions a future of education that leverages technology to provide personalized learning experiences tailored to individual student needs.

Priority: Recognizing the transformative potential of technology in education, the institution has prioritized the integration of cutting-edge technological tools and methodologies into its academic framework.

Thrust: Through the adoption of Learning Management Systems (LMS), AI-driven analytics, and interactive e-learning platforms, the institution has created a dynamic and personalized learning environment. The curriculum is designed to accommodate diverse learning styles, allowing students to progress at their own pace.

Performance: The institution's commitment to technology-enabled personalized learning is evident in the increased engagement and academic success of students. Real-time data analytics help identify areas of improvement, enabling timely interventions. This distinctive approach aligns with the institution's vision of fostering self-directed, lifelong learners prepared for the demands of the digital age.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File]
Any other relevant information	No File Uploaded