



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ARIHANT EDUCATION FOUNDATION ARIHANT COLLEGE OF EDUCATION

S.NO. 276/1/2,277/1/2,278/2, BEHIND CRYSTAL HONDA SHOWROOM, NEW
PUNE-MUMBAI HIGHWAY, BAWDHAN(BK), PUNE-411021.

411021

arihanteducollege.ac.in/courses/

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

AEF's Arihant College of Education (ACE) is affiliated to Savitribai Phule Pune University, located in a convenient place with good connectivity. Arihant College of Education is aimed at imparting high quality contemporary education to develop the future teachers. The motto is to transform student teachers into life-long learners who exhibit global competency and excellent performance. The devoted enthusiastic faculties who constantly venture to reach out to fulfill the vision of our institute and efficient staff enabled the college to work smoothly. The ACE caters to the changing needs of the society without compromising on quality. Our management has constantly encouraged and supported the faculty in venturing on innovative teaching practices and growing professionally.

The ACE follows decentralize functioning by participation of different stakeholders to represent the committees, departments and cells. The teaching- learning, activities and programmes are planned to train student teachers to be committed towards excellence in teaching. Going beyond the academic excellence, co-curricular activities are organized on regular basis in the college. At ACE the students are inspired to participate in various inter-collegiate competitions. ACE provides a supportive and welcoming environment for developing student teachers' personal and professional skills.

The college has an excellent infrastructure that includes computer laboratory with internet, a digital library stocked with sufficient number of books, journals and advanced teaching aids, classrooms fitted with audio-visual gadgets, renovated science laboratories with latest modern equipments.

The backbone of the college are the well placed alumni who add to the reputation of the college as we produce highly competent teachers to contribute effectively in developing a strong modern India.

Vision

Vision: Eminence in Teacher Education

Arihant College of Education aims to provide opportunities & facilities for the quality enhancement in the teacher training. It also enhance professional capabilities of student teacher to compete / handle challenges globally. The college promote competency of student teachers for inculcating values, core elements & life skills. ACE enable student teachers to be sensitive about rising issues such as environment, population, gender equality, health, social, ICT etc. The effective teaching learning process enhance skills like management, organization, leadership, critical analysis, team work etc. And the college prepare the student teacher as a lifelong learner to meet the needs of diverse communities. The college envisage to produce future teachers with high on value system and they will be able to inculcates values & core elements among their students. The future teacher with enhancement in life skills like social, thinking & coping skills will be able to impart in their student in future. The student teachers will be professionally competent to use technology and adjust to the changing world by being sensitive towards emerging issues.

Mission

Mission: We aim to bring quality in teacher education & to shape dynamic teachers through various curricular & co-curricular activities. We are eager to provide healthy atmosphere for the longitudinal development of student teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Management:** The Management is very supportive, progressive and proactive for promotion of quality education which is provided by the institution.
2. **Infrastructure:** The infrastructure of the college is eco-friendly and student friendly with disaster management facilities. Equipped to provide space for all activities and leveraging of technology.
3. **Teaching- learning practices:** the college provide excellent teaching learning experiences both in-campus and outside the campus for preparing student teacher to face the global requirements. Promotion of intellectual culture through innovative pedagogy.
4. **Experienced Faculty:** Qualified, experienced, committed and dedicated faculty are the backbone of the institution in facilitating mentoring, guidance and counselling along with the teaching.
5. **Alumni Network:** The ever-engaged alumni which supports for placement, practice lessons and internship.
6. **MOUs :** MOUs with Different Organizations facilitates the collaboration with other institution and conduction of activities.
7. **Library books:** Library contain wide range of books and e-books and resources for students to read in well-ventilated library and to lend.
8. **Biometric Entry:** For Biometric entry COSEC app use for faculty, helps to envisage the paper-less eco-friendly ways.
9. **Placement :** our students are placed in reputed national and international schools in Pune. Placement at Global level adds to the honour.
10. **IQAC :** An active IQAC cell plays role in the overall quality of the Institution.
11. **Strong Reputation:** A strong reputation attracts students and partnerships.
12. **Activities:** Sufficient number of activities in cultural and social services helps in skill enhancement.

Institutional Weakness

1. Arihant college of education is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.
2. Fund limits for Research work.
3. Accommodation facility for students, the college doesnot provide any hostel facility to the students.
4. Few academia and school MOUs. More to be done in near future.
5. Less expenditure on green initiative.

6. Ever changing value system and commercialisation of education.

Institutional Opportunity

1. To introduce value based courses and self-learning courses.
2. To organize more Faculty Development Programs (FDP) for professional growth of teachers
3. To organise workshops, conferences and seminar for faculties and students.
4. Introducing ITEP in the campus
5. Permanent affiliation- the college will be apply for permanent affiliation to Savitribai Phule Pune university.
6. Increase in publication of articles, researcher papers, chapters, and books.
7. More focus will be provided on Community Based Activities and Nation Building Services.
8. Funding resources from Alumni.

Institutional Challenge

- 1.Changing mindsets of students for research activity,
- 2.Leveraging the strength of alumni to the fullest potential
- 4.Increase in number of Enrollment
- 5.Increase in number of approved of value added courses and self-learning courses.
6. Strengthen the quality of community outreach activities.
7. Aftermath of changes in NEP-2020.
8. Partnership with schools

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Arihant college of Education is an affiliated college with Savitribai Phule Pune University. Curricular aspects of B.Ed.Course in Arihant college of Education are governed by Savitribai Phule Pune University. The college follows curriculum designed and developed by SPPU.

The curriculum follows choice based credit system which provides a choice for students to select elective and pedagogical courses of their own choice. The aim of curriculum is to develop in the student's perspectives about education, professional capacities, teaching skills. It also helps to realize the necessity to cater to the diverse needs of the learner so for the effective implementation of the curriculum The College systematically plans activities by considering institution's goals for the development of students. In this line college conducts departmental meetings to plan and execute the curriculum. Academic Calendar and Work distribution of curricular planning is done at the beginning of the year for smooth functioning of teaching learning process. Teacher educators are also encouraged to participate in various activities like orientation programs, refresher courses, faculty development programs workshops, seminars and training programs. Student and teacher orientation programs helps to familiarize PLO and CLO of B.Ed program.

Academic flexibility is given to students by providing choices for selecting elective courses and pedagogy courses as per their interest and aspiration. College has introduced two value added courses to enhance their professional skills. The Video Making Mastery course offered during the lockdown period was a transformative experience for students, equipping them with technical expertise, creative flair, and a foundation in video production.

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this line the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts and global trends reflected in the curriculum through teachings.

The college has obtained feedback regarding B.Ed curriculum from ,students ,Alumni, teacher educators, teachers for reviewing ,revising curriculum. Received feedback are analysed Suggestions are sent to statutory body of University for desirable change in syllabus.

Teaching-learning and Evaluation

Teaching, Learning and Evaluation are integral component of our institution. The college believes that effective teaching methods, student engagement, and assessment techniques play a crucial role in fostering a productive learning environment.

The institution ensures access to education and opportunities for individuals from marginalized backgrounds. The needs of students having varied learning styles is catered. Here are a few ways how the college carries out teaching, learning and evaluation effectively.

For teaching the college utilizes a variety of teaching methods, including lectures, group discussions, case studies, role playing and hands on activities.It enhances multimedia resources, technology and real-world examples and motivates students to use technology in classroom lessons, practice lessons, internship lessons to

enhance engagement and understanding and make lessons more interactive. Encourages active participation and critical thinking among students. Foster a supportive and inclusive classroom environment.

For learning the institute has designed a well-structured curriculum that aligns with educational standards and addresses various learning styles. Provides opportunities for collaborative learning and peer interaction. Encourages students to explore topics through research, projects and practical experiences. The college offers guidance and mentorship to help students connect theoretical concepts with practical applications. Organizes workshops, seminars and training sessions for the students. It encourages students to stay updated with the latest techniques and educational trends by providing them with the necessary infrastructure and platform. The institute fosters collaboration with other institutions professionals and experts to share best practices and resources by organizing various activities and motivating the students to participate in activities organized by other institutions.

For evaluation the institute develops a balanced assessment approach that includes formative and summative assessment. It uses a variety of assessment methods, such as quizzes, assignments, presentations, and examinations. The institute ensures assessments are aligned with learning objectives and measure higher order thinking skills. The teachers regularly review and refine assessment strategies based on the students performance. They provide timely and constructive feedback to guide students improvement.

The institute creates an engaging student centered learning environment that promotes critical thinking, creativity and skill development. It continuously adapts approaches based on students needs and educational trends.

Infrastructure and Learning Resources

Arihant College of Education is dedicated to providing a comprehensive and enriching learning environment through its well-equipped facilities and resources. The institution's commitment to enhancing the teaching and learning experience is evident in its physical infrastructure, library services, and IT facilities.

The college has invested significantly in creating conducive physical facilities for teaching and learning. With spacious and well-designed classrooms, students benefit from modern teaching aids and audio-visual equipment that facilitate effective learning. The institution also developed well-equipped laboratories, catering to practical learning needs in subjects such as science, computer science, and psychology. Outdoor sports and physical fitness are emphasized, the provision of sport field and sport department equipped for indoor activities like carrom, chess, badminton and table tennis. The outdoors games are also available, promoting a healthy lifestyle among students. Adequate equipment and computing facilities ensure that students have the resources necessary for academic and research pursuits.

The have recognized the importance of an automated library system. For facilitate this the college have introduced the KOHA Integrated Library Management System (ILMS) since 2020, streamlining operations and providing students with online catalogue access, circulation management, and better tracking of resources. The institution has also established remote access to library resources, offering students and teachers the convenience of accessing e-books, journals, and digital content even when off-campus. This is further complemented by collaboration with DELNET, enhancing access to a wider range of academic resources.

The institution is committed to upgrading its IT facilities, including Wi-Fi, to enhance the technological experience of its students and staff. Reliable Wi-Fi connectivity enables seamless access to online educational

materials, research databases, and digital resources. This technological advancement empowers both students and faculty members in their educational pursuits, fostering a dynamic and interactive learning environment. With a total of 50 computers and a bandwidth of 40 MBPS, the college ensures that students have access to the tools, they need for effective learning. The students and faculties are encouraged to visit the library time to time and take the advantage of reading resources.

The College has established extensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities. This includes regular maintenance of classrooms, laboratories, library resources, seminar halls, and sports facilities. The institution's commitment to cleanliness is evident through its outsourced housekeeping services and proactive approach to emergency repairs. The college also encourages annual stock checks and reporting of repairs, ensuring that its infrastructure remains in optimal condition for learning and engagement.

Student Support and Progression

The Arihant College of Education emphasises on providing students with opportunities to enhance their skills and capabilities. This is achieved through a combination of curriculum design, workshops, seminars, and guest lectures. The focus is on equipping students with the necessary teaching skills and pedagogical knowledge to excel in their future careers as educators.

The college boasts modern and well-equipped infrastructure facilities that contribute to a conducive learning environment. These include well-equipped classrooms, libraries, computer labs, and audio-visual aids. The commitment to maintaining up-to-date facilities enhances the overall educational experience for students.

The institution places a high priority on addressing student grievances promptly and effectively. There is a dedicated system in place for students to voice their concerns and seek resolution. This proactive approach ensures that students' well-being and concerns are addressed, contributing to a positive and supportive atmosphere on campus.

The college offers comprehensive placement support to graduating students. This includes organizing job fairs, inviting potential employers for campus recruitment, and providing career counselling services. The aim of placement support is to facilitate smooth transitions for students from the academic environment to professional teaching roles.

The college tracks and monitors the academic progress of its students rigorously. Regular assessments, examinations, and feedback mechanisms are in place to ensure that students are meeting the required academic standards.

Arihant College of Education encourages student participation in various extracurricular and co-curricular activities. This includes seminars, workshops, cultural events, and social service initiatives. These activities help in fostering a holistic development of students beyond their academic pursuits.

The college maintains an active alumni network that fosters engagement between former students and the institution. Alumni are often invited to campus events, In orientation program and as guest speakers. This engagement not only benefits current students by providing real-world insights but also helps in building a strong sense of community and pride among graduates.

Governance, Leadership and Management

The governance of the college is democratic and decentralised in nature. The institute has well defined vision and mission. All the activities in college planned in accordance with the vision and mission of the institute. Institute has college development committee through regular meetings of CDC various decisions related to

college development, student welfare is taken. Institute has certain perspective plans based on vision and mission of the college and activities are planned as per the perspective plans. The institute works in a decentralised and participatory mode through different committees. Institute maintains transparency in its financial, academic and administrative functions.

The institute has hierarchy and the academic and administrative work of the college functioning as per the organogram. Institute implement E-governance in most of the areas of operation. Institute has different cells and departments, various departments and cells organised activities for the overall development of the student teacher. Institute has various welfare measures for the teaching and non-teaching staff also institute has the financial assistance policy for the faculty to attend seminars, conferences and workshops. For the professional development of the teaching and non-teaching staff institute organises various professional development and administrative training programmes.

Institute encourage the faculty to attend orientation, refresher course, faculty development program, short term courses in online and offline mode and approve duty leave to attend the same. The performance of the teaching and non-teaching staff is evaluated through the self- appraisal system. Institute prepares the annual budget and conducts an external audit regularly and has different strategies for mobilization of funds. Institute has Internal Quality Assurance Cell through which various activities are organised for quality assurance, teaching-learning process reviews through different mechanisms. Institute collaborated with different institutions and organised various quality initiatives with them. Institute has achieved few incremental improvements in academic and administrative domains through various quality assurance initiatives. IQAC cell is actively organize various quality initiatives to improve quality culture in the institute.

Institutional Values and Best Practices

Institute provides best facilities for developing dynamic teachers who will serve the nation with love, care and responsibility. For effective teaching learning process institute provides appropriate infrastructure, advanced ICT facilities.

Institute has stated policy streamlining ways of energy conservation and use of alternate sources of energy. It has installed solar Panel system to prioritise the use of renewable energy. Institute constantly keep an eye on everyone's daily activities in the campus which results in energy conservation. Slogans regarding saving energy are displayed everywhere in campus which reminds everyone to save energy.

Institute rigorously follows waste management practices to keep the campus green, clean and eco-friendly. It plans and conduct activities like tree plantation, collection of E-waste, collection of plastic bottles, vaccination drive, etc. which helps students to remind their social responsibility towards waste management and energy conservation.

Green campus policy of the institute is followed regularly. Institution promotes plastic free campus and try to minimise the use of paper. Institute takes proper care of solid, liquid and E-waste management.

Institute always takes care of maintenance and replacement of electronics devices and appliances. Nonworking,

broken and non-usable keyboards, monitors, cables and E-waste regularly handed over to the vendors. All the appliances and devices use optimally by taking proper care and its regular maintenance.

For the overall development of the students, institute conducts various curricular, social and health program activities like day celebrations, cultural activities, social service visits, meditation, yoga, lectures and workshops regarding health, throughout the year.

Institute organize helping hand drive with NGO Robin Hood Army for the students which develops students social connect and social responsibility. Through this activity student come to know the real life situation of deprived people and develop keen sense of extending helping hand towards them for improving their life.

To realize individual responsibility towards reducing pollution, institute organise Paper Bag Making workshop every year. With the help of guidance of faculties students prepare paper bags and distribute it to the vendors and try to spread awareness about reducing use of plastic and promoting eco-friendly habits.

Research and Outreach Activities

Arihant College of Education has formulated research policy and financial assistance policy to encourage the faculties for taking up research and update their knowledge . The institute motivate the faculties to do M.Phil and PhD by furnishing leaves as of needed. Organizational support has provided to faculties to facilitating the searching content, get exposure of new trends and data management. Arihant Education Foundation as a umbrella institute organised research workshop for the entire staff, in which Faculties of Arihant College of Education took active participation in planning and conduction. The faculties also encouraged to publish paper in reputed journals with ISSN, ISBN numbers and peer reviewed journals. The faculties and students also participate in the exchange programme with encouragement from the college.

The College also create ecosystem for incorporating innovative ideas, in the day to day working in the group under the guidance of the mentors. The best out of the all is chosen to represent the college in different competitions. The student teachers have brought accolades to college.

Outreach activities are the strength of the college, visits and conduction of activities in institutes for differently-able children develops inclusive attitude with empathy. Involvement with Pabal Vigham Ashram shows the student teachers that life can not end with failure but ideas can flourish even if you are not formally certified. The helping hand drive with RHA helps to realise that we should give back to society what ever ways we can.

Programmes like Making eco-friendly paper bags, e-waste collection, plastic bottle collection drive, cleanliness drive in adjoining hills facilitate the Swacch Bharat movement. Ample number of Health related activities like meditation, karate, vipassana etc are conducted to help, make student teacher healthy both physically and mentally.

College has 6 functional MOUs and jointly the collaborating institutes work to take various type of activities and also help in placement. Linkages with other institutions and schools provide assistance for community based practices, conduction of practice lessons and internship, college provide internship to M.Ed interns. The faculties are invited as resource persons, panelist, judges and experts.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARIHANT EDUCATION FOUNDATION ARIHANT COLLEGE OF EDUCATION
Address	S.No. 276/1/2,277/1/2,278/2, Behind Crystal Honda Showroom, New Pune-Mumbai Highway, Bawdhan(bk), Pune-411021.
City	Pune
State	Maharashtra
Pin	411021
Website	arihanteducollege.ac.in/courses/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sujata Adamuthe	020-67902424	9822919379	-	ace.admin@arihantacs.edu.in
IQAC / CIQA coordinator	Anuradha Salvi	020-67902400	9850304835	-	anuradha@arihantacs.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes 1.2 1.3 E minority status & letter.pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-05-2015	12	The date refers to revised order of two years validity is till received letter of shifting premises

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.No. 276/1/2,277/1/2,278/2, Behind Crystal Honda Showroom, New Pune-Mumbai Highway, Bawdhan(bk), Pune-411021.	Rural	0.7722	3200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educational	0	Graduation	English	100	63

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				14			
Recruited	0	0	0	0	0	1	0	1	1	7	0	8
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	2		1		0	3
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	1	0	0	0	0	0	11	2	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		0	1	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	8	3	0	0	11
	Female	43	9	0	0	52
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
ST	Male	1	0	2	1
	Female	1	0	3	2
	Others	0	0	0	0
OBC	Male	1	0	0	0
	Female	1	2	1	0
	Others	0	0	0	0
General	Male	6	0	0	2
	Female	42	55	49	85
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		53	57	55	92

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Arihant College of Education is affiliated to Savitribai Phule Pune University (SPPU) and follows prescribed syllabus of the University. The course was designed with interdisciplinary and multi-disciplinary
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	<p>approach. In the college teaching and learning process has followed the same with emphasis given on understanding and exploring interconnection between courses. By involving all the students in ample number of activities, the multi-disciplinary connection is established. The choices for subjects and electives are available to the students. The students are encouraged to take up practicals that opens the doors for including multi-disciplinary content in interdisciplinary mode. Keeping in mind the Vision of NEP 2020, the college asked the faculties to participate in different workshops and seminars to understand the policy in better ways and disseminate the gathered knowledge to the students. In reading and reflection sessions the points of NEP discussed in details with the students. Students also attended the seminars of Mother institution related to the NEP. The head institute (Arihant Education foundation) has two academic colleges. The institution is preparing to apply for ITEP whenever the NCTE will open the link.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>A circular was received for the Savitribai Phule Pune University (SPPU) to get all the students registered for ABC. The college followed the direction promptly and got the student registered. The First Year and Second Year students of academic year 2022-2023 has opened the account of Academic Bank of Credit. From next academic year this process will be followed diligently.</p>
<p>3. Skill development:</p>	<p>NEP 2020 aims for Holistic development, the college aims for the same too. The students are trained for various skills like communication skills, technical skills, E-content development skills, event management skills, presentation skills etc. The college not only focus on the skills related to teaching, it also prepare the students to face the challenges of the contemporary world by providing training in personal skills like personality development. Student teachers are part of the society and responsible for preparing the future citizen so they need to connect to the society in more vivid manner which is also a part of social-skill. College provide scope to participate in community based programme to develop these social-skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>The faculties are equipped in multi-lingual communication skills. The students from multi-</p>

online course):	cultural background come together to celebrate different cultural activities with all the enthusiasm. Celebration of Hindi diwas, birth anniversary of prominent personalities of the country were done with high exuberance. The knowledge about Indian Philosopher is emphasised by giving importance in the practical. To put focus on the Yoga, a prominent Indian knowledge system, the college conduct yoga and meditation sessions and organise various guest lectures. These activities have two way benefits of making the students healthy even in the hectic schedule and permeation of Indian Yogic culture in system.
5. Focus on Outcome based education (OBE):	The syllabus has well defined Course Learning Objectives and Programme Learning Objectives. The college designed and adopted appropriate learning experiences to facilitates the attainment of the objectives and maximize the outcomes. The outcomes are assessed based on the Bloom's taxonomy and meticulously developed evaluation schemes. Institute focus on the overall development of the students based on programme learning outcomes and course learning outcomes.
6. Distance education/online education:	The faculties have the good technological competency which aid in using various platform of online means. During Covid pandemic the switch to online mode for teaching, presentation and evaluation had increased the technological competency many fold. This can be leveraged in future for successful deliver of content in online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	Orientation regarding Awareness of voting is given.

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All are registered as voters.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
54	46	49	47	81
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	02	06	05
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
47	50	45	81	54
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
42	48	44	79	52
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
62	53	57	55	92
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	07	10	09

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
31.34	46.33	53.34	53.32	76.82

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 80

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Arihant college of Education is an affiliated college with Savitribai Phule Pune University. Curricular aspects of B.Ed. Course in Arihant college of Education are governed by Savitribai Phule Pune University. College has no authority to develop the curriculum. The college follows curriculum designed and developed by SPPU, the curriculum follows choice based credit system which provides a choice for students to select elective and pedagogical courses of their own choice. The aim of curriculum is to develop in the student's perspectives about education, professional capacities, teaching skills. It also helps to realize the necessity to cater to the diverse needs of the learner so for the effective implementation of the curriculum The College systematically plans activities by considering institution's goals for the development of students. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level.

Departmental meetings:

Meetings are held before the start of new academic year to discuss and plan in advance the execution of courses. Teaching focus, class practical's and assignments, internal activities it's planning, implementation and assessments, use of reference materials and AV teaching aids for teachers are discussed.

Academic Calendar:

Academic calendar is prepared well in advance to plan and implement the curricular and extra-curricular activities during the academic year.

Work distribution and timetable:

Work distribution of curricular planning is done at the beginning of the year for smooth functioning of teaching learning process. Course wise and departments timetable is prepared by head of the department. According to timetable teacher educator implement curricular plan.

Induction program:

Induction program is organized at the beginning of the academic year to familiarize the curriculum, teaching methodology, evaluation and assessment, examination pattern and other academic activities to the students.

Participation in workshops:

Teacher educators are also encouraged to participate in various activities like orientation programs, refresher courses, faculty development programs workshops, seminars and training programs which are conducted by University, UGC and other institutions which helped to conduct the curricular activity more effectively.

Feedback from students:

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

Being an affiliated institution of Savitribai Phule Pune University, we do not have much leverage in revising or removing the content but we will definitely forward our feedback to the university officials based on the views received from Students, Alumni etc. so that necessary actions can be taken by university.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**

5. Experts**6. Students****7. Alumni****Response:** B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

1. Website of the Institution**2. Prospectus****3. Student induction programme****4. Orientation programme for teachers****Response:** A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 57.89

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
18	22	26	22	22

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	38	38	38

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0.6

1.2.2.1 Number of Value – added courses offered during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	1	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 36.1

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
39	0	35	26	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: C. Any 2 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 6.14

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	1	3	6

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

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

Response:

A Fundamental or Coherent Understanding of the Field of Teacher Education

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation program is conducted for the newly admitted students in which they are made

aware about the PLOs of B.Ed. program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal and faculties of the Institute. In the same direction numbers of Expert talks are arranged for the students and the resource persons are invited from the different eminent organizations, who make the students aware about the field of teacher education by talking on different topics related to teaching profession. Important topics in education were discussed with students by showing documentary short films to students.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

The curriculum followed by the institute which is affiliated to Savitribai Phule Pune University, Pune helps students gain systematic knowledge and develop different skills through the courses like, Skill development Program which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation, Skill of Narration, Skill of demonstration and Integration lessons. The two pedagogy courses which are chosen by the students provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year

Capability to extrapolate from what one has learnt and apply acquired competencies

The Curriculum aspects of courses at the Institute are governed by Savitribai Phule Pune University which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student-teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Course 105 advance pedagogy is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare CAI Presentations which is an essential requirement of their professional life. In assessment and evaluation of learning, the students make Practical on preparing Blueprint & constructing achievement tests. This is equally very important competency that every teacher should possess.

Skills/competencies such as: emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc.

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students.

Reading and Reflecting Texts' wherein students read the passage, reflect upon it and analyze by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to

develop language skills as well as critical thinking skills, reflective and problem-solving skills.

For developing Emotional Intelligence, the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences influences, limitations and potentials while empathizing with one's childhood and also the childhood experiences of one's peers.

Research Projects are done by the students where students work on solving problems and develop their critical thinking.

Communication skills are developed through the course Drama and Art in Education.

Entrepreneurship education helps to enhance professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

Thus the curriculum of the institution provides Various opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State Boards, IB, and Cambridge International. Through lecture and seminars for Course 201 Quality and Management of school Education

- The B.Ed syllabus of SPPU had been revised in 2015(Two Years Program) to keep pace with the changing global scenario and trends in education. It included certain new topics like 'Schools and

Inclusive Schools’, ‘Curriculum and language across Curriculum’, etc.

- In S.Y.B. Ed Course 201 unit 4 focuses on objectives, functions and features of curriculum of different boards in India.
- In S.Y.B.Ed. Course 202 practical emphasizes Comparative study of the curriculum of different boards (SSC, ICSC, CBSE, IB).
- In F.Y.B.Ed Course 104 Assessment and Evaluation for learning emphasizes on various forms of assessment. Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards.
- The college provides opportunity to students to complete internship in different school of different boards which helped students to understand pedagogical practices of different boards.
- College gives flexibility to do practical of pedagogy textbook analysis of different boards.
- The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students’ bases of curriculum of the school system.
- Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards.
- In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.
- Guest lectures and Orientations by different boards schools are organized in the college before placements.
- Mr. Micheal Guzder, Vice president of Gems Education, Dubai He gave a presentation regarding Gems Indian schools in UAE which offers CBSE, ICSE, ISC, IGCSE, and IB Curriculum in the academic year 2022-23 and 2018-19.
- Soumya Jain, Founder and CEO I Teach schools. He gave a presentation regarding I teach schools in Pune which offers SSC and CBSE Curriculum on 07.01.2020
- Sayali Macwan, Teacher in Gems Education, Dubai and Arihant alumna has oriented students about **Qualities required for teacher in an international school** in the academic year 2018-19.
- In these way institution familiarizes students with the diversities in school system in india as well as in an international and comparative perspective .

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the second year after internship program students are ready for the professional field.

In this direction numbers of practical courses are introduced to students which start from their first year with Orientation of Micro Teaching skills. Focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Illustration, Stimulus Variation, Narration and demonstration. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way. Students are able to conduct TT, TBL, MOT which is helpful for practicing innovativeness. Then student teachers move to a higher level where students plan and conduct lessons of 30 min duration in schools under guidance of teacher educators. Emphasis is given on using appropriate teaching aids, models, games, questions, illustrations, scope for student's active participation. This Practice teaching is followed by Internship of one month in a school, where students are involved in lots of following activities.

- 1.Observation of 4 lessons of experienced school teachers preferably two of each school subject.
- 2.Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of school teacher.
- 3.Observation of curricular and extra co-curricular activities organized in the school & a report on the same.
- 4.Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
- 5.Conduct of 4 lessons in the school classroom (2 of each school subject)

In the Second Year, the level of learning even gets higher. The internship is conducted in schools for our months. Following activities were completed by students.

- a.Conduct of 9 lessons in the school classroom (3 lesson X 3methods)
- b.Plan of Evaluation (3 Unit Tests =1 Test X 3 methods)
- c.Study of the records maintained by the school.
- d.Participation in the organization of co-curricular and extra –co curricular Activities & report on the same.
- e.Observation of 9 lessons of peers.
- f.Other school activities & program.

BED208: Reading and reflecting on texts

It helps enhance their capacities as readers and writers. It also enhances capacities to read, reflect and reproduce in writing in the form of justifications, interpretations, arguments for or against, etc. on the E-texts.

BED209: Understanding of self

It helps to develop an understanding of self as a person, as a teacher in continuous self-reflection.

BED210: Basics of Research

This Course helps student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically.

BED211: Drama and Art in Education

It helps the student teacher to understand the self and to realize it as a form of self-expression and for enhancing creativity.

BED212: Open Course/Entrepreneurship Development

It helps to enhance professional skills and qualities of the student teachers so that they can gain knowledge.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 63.8

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	02	06	05

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

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..

Response:**Response:**

Assessments help the students understand their errors, understand the feedback received on their errors, and help them improve. Assessments may also provide another opportunity to assimilate the new information and re-do the exam to improve performance.

The Arihant College of Education, does the Assessment in a planned manner with its purpose in mind.

Assessment *for, as* and *of* learning all have a role to play in supporting and improving student learning, and must be appropriately balanced. Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction.

ASSESSMENT AT THE ENTRY LEVEL:

The Arihant College of Education organises and provides **COUNSELLING** Sessions at the Admission level. A Direct Observation method is used during the Interview Round to analyse students' abilities and awareness of oneself.

The **ORIENTATION PROGRAMME** is organized for students, where a detailed information about the College and the Syllabus is given to learners. Personal Analysis of learner is done through Self-Talk by each student, who speaks about one's strengths and abilities and fears.

B.ED. GENERAL KNOWLEDGE TEST is conducted to test their general knowledge about education, child psychology, general attitude towards teaching. Students are classified on the basis of their scores.

A **CONTENT PREPARATION TEST** is conducted to test the proficiency of the chosen method and the understanding of the Subject matter. A detailed analysis is done and learners are classified based on their needs. This helps teachers assess both qualitatively and quantitatively.

Various **ACTIVITIES** are undertaken to showcase one's talents, confidence and overall readiness.

ACADEMIC SUPPORT PROVIDED TO STUDENTS: they may be provided during the

Academic support refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed.

The College provides differentiated academic support as per the need of the learner. **Reference books-** A well-stocked and well- equipped library which is easily accessible is provided to students and resources are made accessible to all.

1. **Additional Websites and Online Resources** are shared with learners to refine their content knowledge.
2. **Audio-Visual Aids** are also provided to learners to facilitate learning.
3. **Guest Lectures** by eminent personalities and resource people are organized to encourage student learning and introduce new concepts.
4. **Group Discussions and Peer Assessments** are undertaken to encourage learners.
5. **Field Studies** are conducted to make learning more practical and also **Co-Curricular and Social Service Activities** are conducted to strengthen inter-personal relationships.
6. **SWOC Analysis** is done to monitor areas that need to be developed and cultivated. Constant **Guidance and Counselling** is provided to students to motivate them in the Teaching-Learning process.
7. For **Students with Special Needs**, individualized guidance, regular one-to-one interactions, Bilingual instructions, different methods, remedial teaching is carried out to build-up the concepts.

8. **Retest of students** is conducted in case of low performance achievement levels of learners or failure to attend the exam.
9. **Workshops, Seminars** are conducted often to enhance on the understanding and learn new concepts and ideas, thereby boosting their knowledge.

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

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.8

2.2.4.1 Number of mentors in the Institution

Response: 05

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

Arihant College of Education has crafted a mechanized learning system that prioritizes comprehensive student engagement. Through an interactive and participatory approach, educators are instrumental in transmitting knowledge, elevating students' learning experiences. This approach revolves around the implementation of various modes, including experiential learning, participative learning, problem-solving methodologies, brainstorming sessions, focused group discussions, and online platforms. The college's commitment to multifaceted learning modes is underscored by its formulated policies here.

Experiential Learning:

Experiential learning nurtures a connection between theoretical knowledge and real-life experiences. Demonstration and practice lessons, evaluated by instructors, form a crucial part. To bridge the gap between theory and practice, students undertake internships, actively engaging with real-world scenarios to reinforce their understanding and learning objectives. Field visits to institutions such as Kamayani School, Bal Kalyan Sanstha, Inclusive students' centers, Apang Kalyankari Sanstha, Robin Hood Army (NGO), and the Natural Institute of Naturopathy (NIN) further enrich students' practical insights into inclusive education.

Participative Learning:

The college champions student-centered learning through a myriad of activities, such as guest lectures, workshops, exhibitions, and intra-inter competitions. These engagements empower students to actively collaborate, honing their cooperative skills, vital for their future roles as educators. By immersing themselves in diverse activities, students learn to work harmoniously with their peers.

Problem-Solving Methodologies:

The development of critical thinking and problem-solving skills is a central objective. Students are provided with opportunities and guidance to delve into research and conduct case studies. Seminars and group discussions serve as effective platforms to promote rigorous analysis and innovative problem-solving. By employing models like the inquiry training model and jurisprudential model, students tackle various challenges, sharpening their observation, analysis, interpretation, and solution-finding skills.

Brainstorming:

To stimulate creativity and idea generation, the college employs brainstorming sessions. Through activities like elocutions, scriptwriting for street plays, and the utilization of different teaching models, students are encouraged to think expansively and share their perspectives. These engagements not only empower students to express their thoughts but also equip them with the skills to inspire their future students.

Focused Group Discussion:

In-class instruction adopts a lecture-cum-discussion methodology, cultivating an environment where students actively contribute to the learning process. Discussion sessions cultivate a classroom dynamic, enabling students to engage in constructive dialogue while being guided by their instructors. The allocation of units for seminars and group-based street play topics further cultivates interactive learning experiences.

Online Mode:

The integration of technology is a cornerstone of the college's educational strategy. Online classes, facilitated through platforms like Zoom and Google Meet, empower students with flexible learning options. Various digital tools, including blog writing, WhatsApp groups, and sharing e-resources, enable seamless knowledge dissemination. Online surveys deepen students' understanding, while exposure to diverse online assessment tools and interactive resources enhances the overall teaching and learning

experience.

Arihant College of Education's pedagogical approach embraces a diverse array of learning modes, each designed to enhance student engagement, promoting comprehensive learning. By immersing students in the above modes, the institution encourages a dynamic educational environment that prepares students to excel as future educators.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	07	10	09

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

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 54

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Arihant College of Education (ACE) is steadfast in its commitment to providing continuous mentoring for its students, contributing to their holistic academic and professional growth. To facilitate this, the institution has established a Mentor-Mentee committee, wherein students collaborate with educators to receive sustained guidance and support, encompassing aspects like Team Teaching, Co-curricular Activities (CCA), workshops, seminars, and professional development.

Within this framework, mentors actively engage in several facets to nurture students' growth:

1. **Advancing Effective Teamwork:** Recognizing the significance of teamwork, mentors emphasize the development of students' team collaboration skills. Guided support is extended to students, encouraging the cultivation of key attributes such as effective communication, a positive attitude, valuing team members' strengths, displaying gratitude, and embracing diversity. These practices are intended to equip students for successful collaboration in their future professional endeavours.
2. **Navigating Student Diversity:** Given the prospective role of students as future educators, dealing with student diversity is a pivotal skillset. To address this, mentors guide students through diverse strategies, including categorizing learners into varying proficiency levels (slow, moderate, bright), offering remedial classes for weaker students, providing additional resources for moderate learners, and enriching materials for brighter students. Collaborative tasks are also employed to enhance inclusivity and student engagement.
3. **Professional Conduct with Colleagues and Authorities:** Effective relationships with colleagues and superiors in the workplace are paramount. Mentors at ACE emphasize the cultivation of professional conduct, guiding mentees to respect peers, communicate effectively, exhibit good etiquette, and maintain personal hygiene. By fostering a positive and respectful workplace demeanour, mentors contribute to the students' future professional success.
4. **Managing Work-Life Balance:** The transition from academic life to professional responsibilities brings forth various challenges, including balancing home and work stress. ACE mentors assist students in managing these challenges by imparting practical strategies:
 1. Prioritizing time and setting achievable daily goals.
 2. Realistic expectations at both home and workplace.
 3. Engaging in relaxation techniques such as meditation and yoga.
 4. Enhancing time management skills for improved efficiency.
5. **Continuous Learning Endeavours:** Cultivating a spirit of lifelong learning is pivotal for intellectual growth. ACE mentors motivate students through a range of activities:
 1. Facilitating discussions on the National Educational Policy.
 2. Organizing visits to institutions like the National Institute of Naturopathy (NIN) and inclusive schools like Balkalyan Sanstha
 3. Encouraging reading of educational journals, magazines, blogs, and targeted online resources.
 4. Nurturing awareness of global news and trends.
 5. Facilitating participation in seminars, conferences, and computer literacy initiatives.

Arihant College of Education's **Mentor-Mentee program is at the centre of comprehensive student development**, where mentors strategically guide students through various facets of personal and professional growth. By enabling effective teamwork, addressing student diversity, promoting professional conduct, aiding in work-life balance, and encouraging a commitment to lifelong learning, ACE mentors play a pivotal role in nurturing well-rounded and capable future educators.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Response:

A core focus of Arihant College of Education is the cultivation of creativity, innovative thinking, cognitive acumen, and empathy, along with the honing of life skills within its student body. To achieve comprehensive student development, an array of distinct strategies and methodologies has been seamlessly integrated into the educational framework. These approaches ensure continuous cognitive growth by entrusting students with varied tasks and cultivating a culture of divergent thought.

- 1. Promoting Creative Pedagogy:** Within this dynamic educational environment, students actively

engage in the creation of teaching-learning materials that align with their chosen methods. Guided by subject teachers and peer discussions, students fabricate an array of **innovative aids, including flashcards, posters, charts, models, working models, and PowerPoint presentations**. This hands-on approach not only nurtures creativity but also enhances their capacity for effective teaching.

2. **Innovative Lesson Planning:** Lesson planning is elevated to an innovative realm, whereby teachers impart guidance for constructing inventive lesson plans incorporating diverse teaching and student activities. Through mentorship, students are acquainted with a spectrum of Teaching Models such as Concept Attainment, Inductive Thinking, Advanced Organizer, Brainstorming, and role-playing. This empowers them to creatively design lessons, reinforcing their pedagogical acumen.
3. **Dynamic Celebrations:** Enabling students to bolster their innovativeness, Arihant College orchestrates celebrations on significant occasions like Independence Day, Republic Day, Women's Day, International Yoga Day, Science Day, and Reading Day. In these vibrant events, students collaborate with faculty members to devise inventive approaches, which are subsequently disseminated through social media platforms, creating widespread awareness.
4. **Intellectual Acumen and Critical Thinking:** In the contemporary era, cultivating adaptable thinking and intellectual agility is paramount. To this end, educators at Arihant College dedicate efforts to nurture such competencies through a variety of engaging tasks and initiatives.
 1. **Life Skills Development:** Equipping students with essential life skills prepares them for the challenges of the real world, empowering them with decision-making capabilities, effective communication, and interpersonal skills.
 2. **Health and Yoga:** Integrated health and yoga programs provide students with a channel to establish a deeper connection with their inner selves, fostering self-awareness and holistic well-being.
 3. **Art and Drama:** The incorporation of artistic and dramatic endeavors encourages students to express themselves creatively, enhancing cognitive flexibility and imaginative thinking.
 4. **Reading and Reflection:** A pragmatic course titled "Understanding the Self" in the B.Ed. curriculum offers aspiring educators an opportunity to develop a nuanced understanding of themselves in relation to their students and classroom dynamics. By exploring adolescence issues and examining diverse case studies, students cultivate empathy and sensitivity, all under the careful guidance of teacher educators.

Overall, Arihant College of Education's approach to nurturing creativity, intellectual acumen, and empathy is a testament to holistic student development. By forwarding innovative pedagogical methods, promoting cognitive agility, and instilling life skills, the institution imparts an education that transcends traditional boundaries, empowering students to emerge as dynamic and empathetic educators willing to make meaningful contributions to society.

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

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs**7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Arihant College of Education is dedicated to offering a fruitful orientation to students' internship program. This is conducted by the Internship Department, wherein students gain insight into the intricacies of school curricular and co-curricular activities which they will be a part of. Vital resources such as teaching aids equip students to execute these activities.

In the program's first year, students engage in internship activities designed to impart hands-on learning and practical skills:

1. **Observation of Experienced Teachers:** Pupil teachers observe four lessons taught by seasoned educators, allowing them to gain insight into effective teaching.
2. **Diverse Lesson Plan Development:** Aspiring teachers formulate four lesson plans tailored to accommodate the diverse learning needs of students, refining their curriculum development skills.
3. **Co-curricular and Extracurricular Involvement:** Pupil teachers document co-curricular and extracurricular activities witnessed during their internship, enriching their understanding of holistic education.
4. **Reflective Essay:** An introspective essay reflecting on the observed activities is composed, encouraging students to critically assess their learning.
5. **Internship Program Presentation:** Pupil teachers share their comprehensive one-month internship experience through a presentation, consolidating their insights.

Progressing into their second year, the internship activities broaden, providing a more immersive and comprehensive learning experience:

1. **Effective Classroom Conduct:** Pupil teachers actively conduct lessons, applying their theoretical knowledge in real classroom settings, enhancing their pedagogical competence.
2. **Strategic Evaluation Planning:** Students delve into evaluation methodologies, devising effective assessment plans that align with lesson objectives.
3. **School Records Examination:** A study of school records is undertaken, providing insight into administrative processes and data management within the institution.
4. **Holistic Activity Organization:** Pupil teachers engage in planning and executing co-curricular and extracurricular activities, enabling a deeper understanding of the school.
5. **Peer Observation and Collaborative Learning:** Observing their peers in action, students gain insights into diverse teaching methodologies, promoting collaborative learning and growth.
6. **Involvement in School Programs:** Active participation in other school activities and programs broadens students' exposure, deepening their engagement with the educational ecosystem.
7. **Comprehensive Internship Presentation:** Culminating their four-month internship journey, students present a comprehensive overview of their experiences, accomplishments, and reflections.

Students are acquainted with the school's protocols, expectations, and guidelines, extending to their conduct within the school premises, their interactions with school authorities, students, parents, and adherence to dress codes.

Teachers' responsibilities within the school are clearly defined by the college. On day one of the internship, school coordinators and college instructors jointly orient pupil teachers to these roles, ensuring a smooth integration into the school. Throughout the internship, teachers remain actively

engaged, providing consistent guidance, conducting regular checks, and facilitating an optimal learning experience.

Peer observation forms an integral aspect. Pupil teachers engage in assessing their co-teachers, providing constructive feedback for mutual improvement. Interns document their scheduled activities, subject to scrutiny by college faculty, who provide remarks to enhance learning outcomes.

To ensure diverse learning, efforts are made to expose students to a variety of school environments. Each internship placement offers a fresh perspective, enabling students to adapt their teaching methodologies to various educational settings, thus promoting versatility and adaptability in their future roles as educators.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 1.62

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 29

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**

4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Arihant College of Education (ACE) diligently administers an intensive Internship Program for Teacher-Trainees, following the syllabus guidelines set forth by the affiliating body. The program adheres to a structured and well-coordinated timetable, systematically preparing student-teachers under the tutelage of proficient faculty members. With a strong focus on practical readiness, trainees receive comprehensive demonstrations for each micro-teaching skill. Faculty members, assigned to specific subjects and skills, ensure skill mastery through ample opportunities for simulated practice sessions, instilling confidence prior to their internship.

The selection of partner schools is pre-arranged by the program's Coordinator, and trainees are notified. A formal permission letter is provided by the college to facilitate the internship arrangements, granting students the authority to approach schools. Students are encouraged to select their internship schools well in advance, allowing ample time for familiarization with the commute, eliminating logistical hurdles. Orientation sessions equip students with comprehensive details, including contact information of school officials, location particulars, and nearby transportation hubs, ensuring a prepared and confident stance as they enter the internship phase.

Within the Internship program's framework, ACE conducts surprise visits by designated teacher educators, who oversee and assess trainees during their internships, ensuring learning experiences' optimization.

The multifaceted **role of a teacher educator** within this context encompasses:

1. **Enforcing Regularity and Punctuality:** Ensuring consistent attendance and punctuality of

teacher-trainees throughout the internship period.

2. **Optimal Learning Facilitation:** Striving to provide an enriching learning environment, offering trainees ample opportunities to engage with diverse teaching scenarios.
3. **Problem Solving and Support:** Addressing challenges encountered by trainees during their school placements, offering pragmatic solutions and guidance.
4. **Observation and Assessment:** Assessing trainees' observation skills and their active participation in school activities, offering constructive feedback for improvement.
5. **Performance Enhancement:** Furnishing insightful feedback to trainees, aimed at enhancing their overall performance and pedagogical effectiveness.

The school principal also plays a pivotal role within the Internship program:

1. **Class Allocation:** Ensuring appropriate allocation of classes to interns, allowing a balanced exposure to various educational contexts.
2. **Orientation and Guidance:** Introducing interns to the school's operational dynamics and the multifaceted roles of educators, offering periodic guidance for performance enhancement.
3. **Observation Reporting:** Communicating observations and insights about interns' progress to the teacher-educator, contributing to the collaborative assessment process.

School teachers undertake responsibilities:

1. **Welcoming Environment:** Establishing a nurturing environment for interns, facilitating their integration into the school system.
2. **Guidance and Support:** Offering guidance to interns on classroom management, instructional techniques, enabling a positive teaching-learning atmosphere.
3. **Feedback Loop:** Providing consistent feedback on interns' lesson planning and its implementation.
4. **Insightful Reporting:** Conveying valuable feedback about interns' performance to the teacher-educator.

Peers within the internship program assume pivotal roles:

1. **Active Observation:** Engaging in attentive observation of peers' classroom activities throughout the lesson duration.
2. **Performance Monitoring:** Vigilantly monitoring peers' teaching practices for enhanced performance and effective classroom management.
3. **Collaborative Improvement:** Participating in constructive discussions post-presentation to identify areas of growth.
4. **Reflective Practice:** Engaging in self-reflection and peer feedback, ensuring continuous personal and professional development.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

File Description	Document
Five filled in formats for each of the aspects claimed	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1**Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 57.33

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 34.88**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 3

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 0.67**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 6

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

At Arihant College of Education (ACE), the faculty is dedicated to maintaining a continuous cycle of professional development, ensuring that their knowledge and expertise remain current and relevant. The institution actively fosters an environment of in-house discussions on various differentiation topics, organized regularly to stimulate intellectual engagement. Faculty members enthusiastically participate in these insightful discussions, wherein the subjects are carefully chosen to encompass the latest developments in the ever-evolving field of education. Given that the government regularly introduces new policies and regulations that influence the educational landscape, ACE's educators ardently deliberate upon these updates, aiming to enhance their understanding and implementation.

The underlying purpose of these in-house discussions is multifold:

1. **Resolution of Educational Challenges:** They serve as a platform for addressing the myriad challenges and intricacies of the education system. Faculty members collaboratively seek solutions to these issues, pooling their diverse perspectives and experiences.
2. **Tailoring Teaching Approaches:** Discussions are instrumental in fortifying students' foundations in alignment with their individual skills, thus preparing them for forthcoming modifications in the educational paradigm.
3. **Awareness of Transformations:** Faculty members proactively acquaint themselves with the latest changes and advancements in the education sector, equipping themselves to adapt and navigate through evolving trends.
4. **Understanding Policy Implications:** These discussions foster awareness of prevailing policies and regulations, encouraging educators to comprehend their implications on teaching practices.
5. **Sharing of Insights:** Through such forums, ACE's teachers engage in dialogues centered around current policies and regulations, disseminating insights and knowledge amongst their peers. This collaborative approach propels the entire faculty to stay attuned to the dynamic educational milieu.

Among the notable policies and regulations that have been subjects of discussion in the past are the Right to Education Act, the integration of Technology in Education, Gender Issues within the educational realm, and the Draft of the National Education Policy (NPE). Engaging in these conversations empowers educators with a profound sense of confidence, as they remain well-informed about pivotal educational matters and adeptly address the queries arising from these policies.

Furthermore, the dissemination of information extends beyond ACE's confines. The faculty takes an active role in sharing insights and updates about policies and regulations with educators from other institutions. Collaborative efforts are guided by Memorandums of Understanding (MoUs), which outline the terms and parameters of these discussions. The collective commitment of educational institutions to foster discussions on the ever-evolving educational landscape is palpable, reflecting a shared dedication

to the enhancement of the education system.

Arihant College of Education's commitment to in-house discussions signifies professional growth and staying well-versed in contemporary educational developments. These discussions not only enrich the knowledge base of faculty members but also promote a culture of shared learning, collaboration, and the continuous refinement of pedagogical practices.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response-

Arihant College of Education has established a framework in alignment with guidelines, policies, and directives to facilitate an integrated process of Continuous and Comprehensive Evaluation (CCE) for students throughout their academic tenure. The institution employs a series of strategic measures to uphold the integrity of Internal Assessment, ensuring a comprehensive and precise evaluation of students' progress.

1. **Monitoring Attendance:** Vigilant oversight of students' attendance records ensures that individuals falling short of attendance requirements receive timely notifications through phone calls and electronic correspondence. This proactive approach underscores the importance of consistent attendance and adherence to punctuality.
2. **Formative Techniques:** Faculty members employ dynamic formative assessment techniques, evaluating students across diverse dimensions such as lesson portfolios, practical assignments, co-curricular involvements, and active participation in classroom discourse.
3. **Documentation of Performance:** Faculty diligently maintains records that encapsulate students' accomplishments encompassing both academic and co-curricular domains.
4. **Adherence to University Directives:** The internal assessment procedures diligently adhere to the criteria stipulated by the university. Exhaustive records documenting students' proactive participation in various scholastic pursuits are maintained.

The faculty is deeply committed to guiding students through the process of assignment preparation, ensuring that revisions and refinements are integrated. To bolster the robustness of the internal assessment framework, an array of effective measures has been deployed:

1. **Internal Examinations:** Integral end-of-year internal examinations are conducted as a fundamental component of the evaluation process. The institution places utmost priority on the punctual and structured administration of these assessments, recognizing their pivotal role in fostering optimal learning outcomes. Students are afforded the opportunity to review their answer scripts and receive constructive feedback.
2. **Interactive Tutorials:** Faculty members rigorously assess students' presentations as part of the internal evaluation apparatus. Continuous evaluation is seamlessly embedded within the curriculum, encompassing skill-based assessments and oral evaluations at the culmination of each instructional unit.
3. **Engaging Assignments, Presentations, and Activities:** Faculty members are empowered to devise innovative evaluation methodologies that stimulate active student engagement. This approach encourages students to participate in interactive sessions, debates, group discussions, multimedia presentations, projects, and seminars. These multifaceted activities enrich the learning experience and facilitate the practical application of theoretical concepts to real-world contexts.

Furthermore, students are actively encouraged to translate theoretical knowledge into practical solutions through assignments and projects, deepening their grasp of the curriculum. The institution strategically designs practical sessions to fortify skill sets, granting students the platform to apply classroom learning within tangible scenarios.

Individualized attention remains a cornerstone of the institution's educational approach, catering to the distinctive needs of each student. Customized support is extended, particularly to those encountering challenges on their academic journey. Remedial classes are offered across a spectrum of subjects, providing supplementary guidance to enhance comprehension and mastery.

In summary, Arihant College of Education's framework encompassing rigorous internal examinations, interactive tutorials, engaging assignments, and personalized support ensures precise and thorough assessment while cultivating vibrant learning where students are empowered to excel and flourish.

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**

5.Provision of answering bilingually**Response:** B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

Adhering to the directives set forth by the affiliated University, Arihant College of Education (ACE) upholds the guidelines pertaining to internal examinations. In pursuit of transparent evaluation processes, the institution entrusts the responsibility to key stakeholders, including the Principal, College Examination Officer, and College Examination Committee.

The institution places paramount importance on the effective implementation of evaluation reforms, ensuring that the internal assessment procedures are both timely and comprehensive. Regular convenings of the College Examination Committee serve as dynamic platforms for addressing student grievances, particularly those pertaining to online examinations.

Grievances Arising from Online Internal Examinations:

ACE takes care in assessing online internal examinations, adhering to the guidelines stipulated by the College Examination Committee. In the event that grievances surface, the Committee promptly engages in redressal measures, abiding by the regulations of the affiliated university.

To initiate the process, students are required to submit a formal application detailing the nature of their grievance to the College Examination Officer. Subsequently, the Officer reviews the grievance and seeks consultation with the relevant Head of Department (HOD).

In certain instances, the HOD may seek insights from another course instructor to arrive at a

comprehensive resolution. Once the input from the HOD and instructor is collated, the College Examination Officer informs the students of the proposed solution.

Should a grievance relate to discrepancies in total marks garnered during online internal examinations, immediate rectifications are undertaken by the faculty members. ACE is steadfast in its commitment to ensuring accuracy and fairness in the evaluation process.

Addressing Grievances Pertaining to Final/University Examinations:

At the university level, the college examination committee assumes the crucial role of guiding students through requisite actions. The head of the examination committee collaborates closely with fellow committee members, orchestrating a smooth examination process encompassing administration, evaluation, and result dissemination. Additionally, the institution maintains open channels of communication with the university, promptly notifying them of any potential mismanagement during the examination phase.

The examination committee actively handles a spectrum of grievances, including pre-examination concerns like issues with hall tickets, subject discrepancies on admit cards, and incorrect name entries. Students are empowered to navigate post-examination concerns. In the event of any perceived discrepancies or dissatisfaction, students are afforded the option to either request reevaluation of their assessments or opt for supplementary examinations

Post-Examination Grievances:

? Students who encounter unavailability of results are guided through necessary steps.

? Instances where a student's name is omitted from official lists are effectively addressed.

Arihant College of Education operates within a framework of adherence to guidelines, transparency, and student-centricity. The institution's commitment to addressing and resolving grievances within a structured framework underscores its willingness to creating a conducive academic environment.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Documentation plays a pivotal role in ensuring the efficiency and transparency of the internal evaluation process at Arihant College of Education. Key documents such as the Internal Evaluation Committee minutes and the Exam Timetable, underscore the institution's commitment to a solid evaluation framework.

Internal Evaluation Committee Minutes: The minutes of the Internal Evaluation Committee meetings stand as a testament to the planning and execution of the assessment process. These records capture the deliberations, decisions, and strategies discussed during committee sessions. The minutes reflect the collaborative effort among faculty members to enhance the quality and effectiveness of internal assessment procedures.

Exam Timetable: Academic Calendar Highlighted with Internal Evaluation: Prior to the commencement of each academic year, the institution diligently prepares and disseminates an Academic Calendar that serves as a comprehensive guide to the teaching and learning journey. The calendar intricately maps out working days, scheduled events, holidays, internal examination dates, semester examinations, and other essential milestones. The inclusion of internal evaluation dates within the Academic Calendar underscores the institution's dedication to maintaining a transparent and streamlined evaluation process. This Academic Calendar is prominently displayed in the Principal's office, serving as a visible reminder of the assessment framework.

The preparation and dissemination of the Academic Calendar encompass a systematic approach:

Academic Planning and Consultation: At the outset, teachers are assigned specific subjects for the academic year. Each teacher then crafts a teaching and evaluation schedule tailored to their assigned subject. The internal evaluation type, format, and timeline are strategically devised through consultation with the respective department heads. This collaborative approach ensures a coherent and integrated assessment strategy.

Head of the Department Oversight: The Head of the Department undertakes the crucial responsibility of collating the academic plans submitted by the teachers. A review is conducted to prevent any scheduling overlaps and to specifically streamline Continuous Internal Evaluation activities. This oversight extends to both internal and university-level assessments. Subsequently, the Academic Calendar is forwarded to the Internal Quality Assurance Cell (IQAC) for further review and validation.

IQAC's Comprehensive Plan: The IQAC plays a pivotal role in consolidating the inputs received from various departments. A comprehensive plan is crafted, encompassing the diverse academic endeavours, including internal assessment initiatives. This strategic coordination ensures that all assessment activities harmonize with the overall educational framework.

The examination department collaborates with the university to facilitate the smooth administration of semester examinations. Details of enrolled students are communicated to the university, followed by the preparation of seating arrangements, invigilator lists, and other essential logistics. Meanwhile, the college maintains a record of internal assessments, maintaining a comprehensive record that reflects students' progress and performance.

Arihant College of Education's maintenance of the internal evaluation process is reflected through documentation, strategic academic planning, and diligent oversight. These documents not only serve as a tangible reflection of the institution's responsibility but also uphold the transparency and accountability integral to a thriving educational ecosystem.

Top of Form

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

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Each academic department within the institution has meticulously devised Program and Course outcomes tailored to their specific disciplines. The college has taken the proactive step of uploading these Program outcomes and course outcomes for all departments on the official college website. These outcomes are thoughtfully classified into distinct categories, encompassing areas such as remembering, understanding, applying, as well as attitudes and values.

In the context of the B.Ed. program, the Program learning outcomes are structured to equip student teachers with a comprehensive skill set. Upon successful completion of the B.Ed. program, learners will be able to achieve the following outcomes:

1. Acquire a comprehensive grasp of sociological analysis tools and practical experience in engaging with diverse communities, children, and schools.
2. Apply knowledge of various facets of learner development to effectively plan meaningful learning experiences.

3. Cultivate a repertoire of skills essential for facilitating learning in various educational roles.
4. Develop a nuanced conceptual understanding of diversity, inequality, and marginalization within Indian society and their implications for education.
5. Implement constructivist and cooperative learning principles to optimize the teaching-learning process.
6. Articulate the connections between contextual factors, school curriculum, policies, and effective learning outcomes.
7. Apply comprehensive knowledge of cultural, policy, and practical dimensions to create inclusive educational environments.
8. Leverage information and communication technology to enhance the learning-teaching process.
9. Employ drama and art as transformative tools for the holistic development of learners' personalities.
10. Synthesize knowledge about gender dynamics, school dynamics, and societal influences in the context of learning.
11. Develop a foundational understanding of emerging educational trends.
12. Cultivate a professional disposition and attitude towards the teaching vocation.

The pedagogical skills imbued in the program include:

1. Application of constructivist and cooperative learning principles for an effective teaching-learning dynamic.
2. Analyzing contextual factors and their relationship with curriculum design and policy in fostering optimal learning outcomes.
3. Application of knowledge related to diverse cultures, policies, and practices to establish an inclusive educational setting.
4. Utilization of information and communication technology to enhance the teaching-learning process.
5. Integration of drama and art to nurture learners' holistic growth.
6. Exploration of gender, societal, and school dynamics in the context of learning.
7. Awareness and assimilation of contemporary educational trends.
8. Development of a professional approach to teaching.

The framework delineating Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is comprehensively detailed to guide both faculty and students. New faculty members are briefed on the intricacies of these outcomes to ensure alignment with the educational mission.

To facilitate seamless communication of course objectives, various avenues are employed:

1. For University courses, the course outcomes are accessible through a designated link on the affiliating university's official website (<http://www.unipune.ac.in>).
2. At the college level, Program and Course Outcomes are showcased on the institution's official website (<https://arihantcollege.ac.in>).
3. Within departments, dedicated educators elucidate the intricacies of course outcomes in undergraduate and postgraduate classes.
4. During the Induction Programme, the Principal takes the initiative to introduce incoming students to the institution's Vision, Mission, and Program Outcomes, thus inculcating a sense of alignment and purpose.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 29.6**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	20	20	20

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

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****Response:**

The college presents a structured B.Ed. program that is underpinned by well-defined outcomes. The synchronization of Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) ensures a cohesive educational journey.

Employing an organized approach, the institution systematically collects and evaluates data pertaining to both program and course learning outcomes. This process serves as a strategic tool to overcome impediments to effective learning.

Diverse measurement tools, such as seminars, tests, group discussions, and assignments, are adroitly wielded to assess the attainment of student learning outcomes. These assessment methodologies are leveraged to surmount learning challenges.

In the realm of continuous assessment, a variety of methods including class tests, seminars, and assignments are employed, tailored to the specific nuances of each course.

The college values the input of its students, eliciting feedback on instructional strengths, limitations, and merits. This feedback serves as a crucial metric in evaluating the performance of faculty members and continuously refining the teaching-learning ecosystem.

For comprehensive student well-being, the Student Welfare Cell is actively engaged in addressing academic and psychological concerns, thereby fostering an environment for the achievement of program outcomes.

The dissemination of learning outcomes is carried out through various avenues:

1. Educators conscientiously design learning activities that kindle learners' motivation to scrutinize their own learning within the subject domain.

1. The Principal examines the results of each academic year in collaboration with the Head of Department (HOD), leading to insightful discussions with the teaching faculty.

1. Acknowledging excellence, the names of accomplished students are prominently showcased, inspiring their peers to aspire for commendable performance.

1. Noteworthy achievers are felicitated during the Annual Day celebration, underscoring the significance of their accomplishments.
1. Other co-curricular and extracurricular activities are infused with intended learning outcomes, which are routinely communicated to students during instructional sessions. This approach fosters a holistic personality development mindset.
1. The recognition of cultural and sports triumphs is manifested through awarding prizes to winners.
1. The assessment of student learning occurs through both direct and indirect methods. Direct measures involve tasks like homework, quizzes, exams, reports, essays, research projects, and case study analyses. Indirect measures encompass course evaluations, student surveys, course enrollment data, alumni feedback, and post-graduation placement rates.

The measurement of students' learning progress is manifested through distinct approaches:

1. Summative assessments, including tests, assignments, and course activities, culminate in an evaluation of student performance. These assessments unveil the knowledge and skills students have assimilated by the culmination of a unit or course. Within courses, summative assessments culminate in the computation of individual student grades.
1. Formative assessments embody any mechanism by which students receive constructive feedback and guidance regarding their performance, aiming to facilitate improvement. Feedback can be dispensed face-to-face during office hours or conveyed through written comments on assignments.

In conclusion, Arihant College of Education's commitment to aligned learning outcomes, comprehensive assessments, and student welfare creates an enriching educational experience. Through various tools, barriers to learning are addressed, ensuring holistic development. The active engagement of students and faculty, along with effective communication of outcomes, underscores the institution's dedication to student success and growth.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 59.57

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 28

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

rihant College of Education (ACE) places a strong emphasis on identifying the specific needs of learners upon entry to the institution. This tailored approach ensures that students receive education that caters to their individual requirements. Diverse methodologies are employed to address these needs, and a range of assessment tasks such as oral presentations, assignments, examinations, project work, and participation in co-curricular activities are utilized to gauge both curricular and co-curricular performance improvements.

Several illustrative examples exemplify the extent to which assessment tasks and student performance reflect their initially identified learning needs:

File Description	Document
Documentary evidence in respect to claim	View Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Link for additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.4**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	3	3

File Description**Document**

First page of the article/journals with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)**3.2.2****Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response: 0****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response: 1.8****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	1	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 85.56

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	38	49	46	60

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 89.53

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
43	44	36	45	80

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Throughout the year Arihant college of education conducts various activities to make the students aware and sensitise about social issues and contribution to community development.

Swachh Bharat Abhiyan is the pioneer work of GOI, college also actively tries to sensitise the values of cleanliness not only at home but also in neighbourhood. The students by conducting activities like **Eco-Friendly Paper bag making and distributing** them to the vendors promote the usage of paper bags which are eco-friendly and deter the use plastics so as to reduce the plastic waste. The college organises **cleanliness drive in different hills** surrounding Pune, littered by the visitors, student teachers take initiative to clean these hills and make the world little more pollution free.

Activities were the students become sensitive about ill-effects of using E-waste and its long term detrimental effects are also conducted in the college by **collecting the E-waste** from different sources and given to the **NGO 'PAHAL' and PMC** for safe processing. This kind of activity increases the sensitivity about the ill-effect of the E-waste among the society members.

To be sensitive about the needs of differently abled children is a very important part of Inclusion. The college takes effort to influence the students to understand the needs of these children and to know what we can do to accommodate them in the inclusive society. The college organises visits to various institute like **Apang Kalyan Sansthan** dedicated for physically challenged children, **Bal Kalyan Sansthan** for all types of challenged children and **Kamayani for mentally challenged** children and **Karna Badhir vidhyalay** for deaf and mute children. Before each visit the student teachers are asked to prepare activities, which they perform and take for the children of these institute. Also some amount was collected form student teachers, faculties and college to donate snacks for the children. These activities

help the student teachers to internalise the feeling that they need to contribute in the life of differently abled children and help the human resource of country to grow.

The college also joined hands with **NGO Robin Hood Army**, the student of our college helped with the distribution of food and clothes to the people in slum areas, some of the clothes are donated from Arihant College as well. Students take part in this drive with enthusiasm and this kind of work influence students to feel the importance of how society need different things like food, clothes, and books etc, which are basic to survival. And how this NGOs plays very important role in society and the life of downtrodden. While working, the students feel empowered and happy to realize the importance of giving back to the society.

The college also take visits and activities in **Vighan Ashram, Pabal**. The students of Vigham Ashram show their innovative works and the student of Arihant exchange their knowledge with them and conduct activities for them to engage. In this way they become sensitised that life does not end with one failure, we can do much more even then.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last

five years

Response: 0.6

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 6

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 6

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

Arihant College of Education is known for its well-equipped facilities that support effective teaching and learning. The institution provides a range of amenities to enhance the overall educational experience of its students. These facilities include:

Classrooms: Arihant College of Education has spacious and well-designed classrooms that provide a conducive environment for learning. The classrooms are equipped with modern teaching aids and audio-visual equipment to facilitate effective teaching.

Laboratories: The College boasts well-equipped laboratories for practical learning in subjects like science, computer science, and psychology. These laboratories are equipped with the necessary apparatus and instruments to conduct experiments and hands-on learning activities.

Sports Field and Sports Complex: The institution recognizes the importance of sports and physical fitness in the holistic development of students. It provides a dedicated sports field where students can engage in various outdoor sports activities. Additionally, the college has a sports complex with facilities for indoor sports like badminton, table tennis, and more.

Fitness Centre: Arihant College of Education understands the significance of maintaining physical fitness. Hence, it provides a fitness center equipped with modern exercise equipment, enabling students to engage in regular workouts and stay healthy.

Equipment and Computing Facilities: The institution ensures that students have access to the necessary equipment and computing facilities to support their academic and research needs. This includes computers, printers, internet connectivity, and other resources required for effective learning and project work. It is worth noting that the availability and specific details of these facilities may vary, and it is always advisable to directly contact Arihant College of Education for the most accurate and up-to-date information regarding their facilities.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 77.78

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

Response: 07

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 09

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 3.81

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.01	0.23	2.87	4.93	0.91

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

However, the automation of libraries using ILMS or other software is a common practice in many educational institutions. Integrated Library Management Systems are software platforms that help libraries streamline their operations, including cataloguing, circulation, acquisition, and more. These systems typically provide features such as online catalogues, circulation management, inventory control, and reporting capabilities.

If Arihant College of Education has implemented library automation, it would likely offer benefits such as improved efficiency in library operations, enhanced access to resources through online catalogues, easier circulation and loan management, and better tracking of library materials.

To get accurate and up-to-date information about the library automation status at Arihant College of Education, it would be best to directly contact the college's library staff or visit their official website, as they would be able to provide you with the most accurate and current information on the subject. Arihant College of Education is implemented KOHA Integrated Library Management System (ILMS) in the ACE Library since 2020.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Remote access to library resources typically involves an online platform or a digital library system that allows users to browse catalogues, search for books and other resources, access e-books, journals, articles, and other digital content. It may also include features like online reservation and renewal of materials, inter-library loan services, and access to databases and research tools.

Enabling remote access to library resources can greatly enhance convenience and flexibility for students and teachers, especially for those who may not always be physically present on campus. It allows them to

conduct research, access educational materials, and make use of the library's resources and services even when off-site.

To obtain accurate and up-to-date information about the availability of remote access to library resources at Arihant College of Education, It recommend reaching out to the college's library staff and students or checking their **official website, Official YouTube Channel, KOHA software for OPAC** as they would be best equipped to provide the specific details and current status of their remote access services **as well as Arihant College of Educaton, ACE Library is using DELNET as e database by doing A memorandum of understanding (MOU) with Arihant Arts, Commerce and Science College, Camp, Pune.**

File Description	Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.47

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five

years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.03538	0.50784	0.24128	0.32973	0.21393

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 18.97

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 320

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 300

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 150

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 305

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 120

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Arihant College of Education is updating its ICT facilities, including Wi-Fi! Upgrading the technological infrastructure can significantly enhance the learning environment and provide students and staff with better access to information and resources. With Wi-Fi connectivity, students can engage in online research, collaborate on projects, and access digital learning materials more easily. Teachers can also leverage technology to deliver interactive lessons, integrate multimedia content, and engage students through various online platforms. Overall, improving the ICT facilities, including Wi-Fi, can contribute to a more efficient and effective educational experience for everyone at Arihant College of Education.

Arihant College of Education is updating its ICT facilities, including Wi-Fi. Upgrading the technology infrastructure is essential in today's educational institutions to provide students and faculty with access to

modern tools and resources.

By improving the Wi-Fi capabilities, the college can enhance connectivity and enable seamless access to online educational materials, research databases, and other digital resources. This can greatly benefit both students and faculty members in their teaching and learning processes.

With reliable Wi-Fi, students can engage in online research, access educational platforms, collaborate on projects, and communicate with peers and instructors more effectively. Faculty members can leverage technology to deliver engaging lectures, utilize interactive learning resources, and incorporate innovative teaching methods.

The upgraded ICT facilities can support administrative tasks, such as online registration, communication with stakeholders, and management of educational resources. This can streamline various processes and improve overall operational efficiency.

Overall, investing in ICT facilities, including Wi-Fi, demonstrates Arihant College of Education's commitment to providing a modern and conducive learning environment for its students and faculty. It opens up new opportunities for digital learning, research, and collaboration, preparing students for the challenges of the digital age.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 0.68

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 40

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 40

File Description**Document**

Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth

[View Document](#)**4.3.4**

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: D. Any 1 of the above

File Description**Document**

Data as per Data Template

[View Document](#)

Link to videos of the e-content development facilities

[View Document](#)

Link for additional information

[View Document](#)

Link to the e-content developed by the faculty of the institution

[View Document](#)**4.4 Maintenance of Campus and Infrastructure****4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 83.25

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
26.92	42.43	48.75	41.09	58.23

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

The Institute boasts a well-established system for the management and utilization of its physical facilities, ensuring optimal functioning of computers, classrooms, equipment, and laboratories on campus. This comprehensive document outlines the structure of this management framework, detailing the allocation of responsibilities to ensure the effective use and upkeep of the existing infrastructure.

The responsibility for maintaining the physical infrastructure lies with the civil section's designated in-charge. To ensure uninterrupted power supply and equipment maintenance, electricians are available 24/7. Plumbing, sewage, and drainage concerns are addressed by the support staff. Housekeeping services, outsourced on an annual contract basis, maintain the cleanliness of buildings, classrooms, labs, and sports facilities throughout the day.

Classroom maintenance, along with furniture and laboratories, is managed by respective department staff and attendants under the supervision of the Head of the Department. Laboratory assistants oversee their respective labs, while department heads periodically report maintenance needs to the administration. Emergency repairs are promptly addressed, and departments monitor lab utilization.

The library staff is trained in proper document handling during processing, shelving, and transport. Regular cleaning is performed by the housekeeping team, ensuring the preservation of library resources. Similarly, seminar halls are kept clean by the housekeeping staff, and they are utilized effectively for academic meetings, conferences, and cultural events. Faculty and staff submit event access requests, enabling efficient scheduling.

The college's computers, equipped with internet connections, are well-maintained either by technical support staff or the central IT department. Lab equipment maintenance responsibilities are delegated to faculty, lab assistants, and service personnel, with maintenance records diligently maintained. The Physical Director oversees the maintenance of sports equipment, fitness gear, and campus courts.

Daily campus cleaning, performed by the outsourced housekeeping team, commences before classes begin. Toilet facilities are cleaned thrice daily, supervised by the housekeeping supervisor. Maintenance schedules are followed for water pumping plants, sewage systems, elevators, fire extinguishers, and drinking water purifiers.

An annual stock check is conducted to assess furniture, lab equipment, stationery, computer facilities, and sports items. Any necessary repairs are reported in a consolidated year-end report. Day-to-day maintenance, including replacing light bulbs and addressing minor repairs, is managed by dedicated plumbers, carpenters, and electricians.

Guidelines for maintaining the physical infrastructure are set out:

- Develop a routine and preventive maintenance schedule.
- Implement the maintenance schedule with support staff.
- Prioritize emergency maintenance tasks.
- Compile a yearly maintenance report for submission to authorities.

In conclusion, the Institute's meticulous management framework ensures the proper maintenance and utilization of its physical infrastructure. By delegating responsibilities, conducting regular checks, and adhering to maintenance schedules, the institution guarantees an effective and well-maintained learning environment

File Description	Document
Any additional information	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

5. Concession in tuition fees/hostel fees**6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 42.26**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	26	18	20	24

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 16.67**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 7**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 11.32

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	2	7	12

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

Student council is active and plays a proactive role in the institutional functioning

Response:

Student Council plays a crucial role in the overall functioning of Arihant College of Education. It actively contributes to the development and improvement of the institution by representing the voice and interest of the students.

To begin with, student council acts as a bridge between the administration and the student body. It facilitates effective communication by conveying the concerns and suggestions of the students to the administration and vice versa. By doing so, it ensures that the needs and priorities of the students are

addressed and incorporated into the policies and decision-making processes of Arihant College of Education. This proactive approach helps create a positive and conducive learning environment.

Moreover, our student council is actively involved in organizing various events and activities that enhance the overall experience and engagement of students. It plans and executes events such as cultural fests, sports competitions, picnics and academic seminars that not only promote talent and skills but also foster inclusivity and teamwork among students. These activities play a vital role in the holistic development of students and contribute to their personal and professional growth.

Furthermore, student council often takes up social and community initiatives like Robin Hood Army that have a broader impact beyond the institution. The Council engages in community service projects, environmental campaigns, and advocacy efforts that raise awareness and support for important social issues. This proactive involvement in societal matters not only helps students develop a sense of social responsibility but also showcases the institution's commitment to creating socially conscious individuals. Some of the important committees are as follows:

Cultural Committee: Students are divided into groups with one or two mentors from respective cells providing guidance to the student for cultural activities.

Sports and Health Programs Committee: The students actively take part in sports activities like Zumba, yoga, Pilates and meditation. The awareness programs like BMI calculation and diet and nutrition importance are also held.

Women Empowerment: The members organize various programs (International Women's Day) for empowerment of women.

Alumni meet: Members are also a part of students' welfare cell and play an active role to organize activities and welfare related events for the students.

College Magazine Committee: This committee collaborates with teachers and students publish the Annual Magazine.

Library Advisory Committee: This committee gives suggestions of students for library facilities.

Moreover, student council plays a proactive role in promoting student welfare and well-being. It provides support and resources to students in need, advocate for mental health services, and address any grievances or concerns raised by students. By actively working towards improving the overall welfare of students, student council contributes to creating a supportive and nurturing environment within the institution.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 22

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	33	19	18

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

An alumni association, can greatly contributes to the development of an institution in numerous ways. This association is formed by former students who wish to maintain their connection with their alma mater and give back to the institution that played a pivotal role in shaping their lives. Though the registration status may vary, the main focus of such associations remains the same – to foster a sense of belonging, promote camaraderie among alumni, and contribute to the growth and progress of the

institution. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

Alumni association plays a crucial role in providing mentorship and career guidance to students. By organizing networking events, career fairs, and workshops, they connect current students with successful alumni who can offer valuable insights and guidance. This interaction with professionals from various fields can help students make informed career choices, develop essential skills, and expand their professional networks. Through mentorship programs, alumni associations ensure that students receive the guidance they need to succeed in their chosen paths.

Additionally, alumni association contributes to the development of an institution by actively participating in its governance. Alumni who serve on boards or committees can lend their expertise and insights to shape policies and decisions that impact the institution's direction and progress. Their professional experiences and perspectives can provide a well-rounded view and ensure that the institution remains relevant and responsive to changing needs and demands.

Another significant contribution of alumni association is in the area of recruitment and placement. Alumni networks often act as valuable resources for potential job opportunities and internships. They play a vital role in connecting graduating students with job openings and assisting them in securing employment. This active involvement of alumni in the career advancement of current students strengthens the institution's reputation and increases its employability quotient.

Furthermore, alumni association contribute to the development of an institution by organizing various events and activities. Reunions, homecoming events, and alumni meetups not only provide opportunities for alumni to reconnect with each other but also serve as platforms to showcase the institution's achievements and progress. These events create a sense of nostalgia among alumni and reinforce their emotional connection with their alma mater. Additionally, they act as avenues for fundraising initiatives and community engagement.

ACE alumni group contributed significantly through various activities during the last five years by

- 1.Motivating new students
- 2.Organizing various activities
- 3.Supporting in online teaching and learning
- 4.Supporting in placements
- 5.Supporting in internship programs
- 6.Delivering guest lectures for development of skills

Two significant contributions by Alumni:

1: Placement and Internship: - The role of the Arihant College of Education alumni group has been significant towards the development of the college. Arihant College of Education alumni group has been actively maintaining relationships with its alma mater. With the help of this group, the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: - Alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the professional world.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents 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 500 words.

The alumni association plays a crucial role in supporting and inspiring students in various ways. Firstly, alumni serve as mentors and role models for the current students. They can share their experiences and provide guidance on academic and career paths, helping to motivate and encourage students to achieve their goals. Akash Choksey, an alumnus of our college had even given a guest lecture on talent development while Tahera had taken a workshop on yoga which was fulfilling and peaceful.

Alumni can also offer insight into the practical application of knowledge gained from their time at the institution, which can inspire students to strive for excellence.

Furthermore, the alumni association acts as a platform for recognizing and nurturing special talents among students. Alumni who have excelled in specific areas such as sports, arts, entrepreneurship can provide valuable guidance and opportunities for students showcasing similar talents. We had our very own Manisha Chavan and Rabia Farheen acting as judges for a Mehendi competition held as part of Arihant College of Education's cultural events. We also had Darshana Vora and Siona Londhe who served as the esteemed judges for a nail art competition and a mis-match competition held in the college premises. Our alumni Yan Hay Eun, Pushpa Sharma and Milani Kesar showed their talent as judges for the exciting traditional dress competition.

Tasnim, an alumnus had taken a session on meditation while Pallavi Bansode had taken an energetic and engaging Zumba session in our premises. Alumni who have received placements in Pune schools can recommend Arihant's students for placements by offering internships, recommendations for jobs, or connecting students with relevant networks and resources. For example, in Akanksha Schools, our alumni who are working as teachers there, Aditi, Simran and Kajal Lade provide guidance to our students on placements in the coming years at Akanksha Schools.

Alumni associations act as powerful support systems for institutions by motivating students, recognizing their talents, and providing resources and opportunities for further growth. By leveraging the expertise

and networks of alumni, institutions can create an environment that encourages students to excel and reach their full potential.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

Arihant Education Foundation was established in 2005 & started Arihant college of Education (B.Ed.) in 2009 affiliated to Savitribai Phule Pune University & recognised by NCTE.

The aim of Arihant college of Education is to create excellent future teacher. The Institute uses different innovative methods of teaching, inculcate various values life skill among student's teachers through different curricular, co-curricular, social activities to create efficient teacher for the development of the nation.

Vision:

Eminence in Teacher Education

Mission:

We aim to bring quality in teacher education & to shape dynamic teachers through various curricular & co-curricular activities. We are eager to provide healthy atmosphere for the longitudinal development of student teachers.

Objectives:

- To provide opportunities & facilities for the quality enhancement in teacher training
- To enhance professional capabilities of student teacher to compete challenges globally.
- To promote capabilities for inculcating values, core elements & life skills.
- To enable student teachers to be sensitive about emerging issues such as environment, population, gender equality, health, social, ICT etc.
- To enhance skill like management, organization, leadership, critical analysis, team work etc.
- To prepare the student teachers as a lifelong learner to meet the needs of diverse communities.

Governance:

Arihant college of Education is governed by Arihant Education Foundation (AEF). AEF has been established to provide excellent education. AEF governs the institute in democratic way & participatory mode. The top management plays important role in making policy for improvement in quality & takes active participation of college development Committee members.

CDC consists of management member representatives, teaching & non-teaching staff representatives,

social workers, professors along with principal & students alumni for better management of academic & administrative work.

Perspective Plan:

In order to meet the future challenges & to sustain, our institutes management upgrade the resources & make perspective plans. Management invests more in latest technology

(N- Computing), Faculty training, organize visits for community awareness, smart boards etc.

Participation of teaching staff in decision making

Overall development of the students is the aim of the institute, to achieve this principal, HOD's of departments, IQAC coordinator and faculty members given freedom to develop academic leadership

Head of departments:

The HOD's of different departments have liberty to plan & implement the activities & program to empower the students.

Coordinator of Committee:

QAC coordinator and coordinators of different cells/ committees have complete liberty to plan & implement different activities for student support & development. Seminar / workshop coordinator plan & arrange different guest lectures to empower students.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

AEF has been established to provide excellent education. AEF governs the institute in a democratic way & takes participation of employees in the decisions of college development.

Institute has the College development committee, matters related to college development, students and faculty are discuss through regular meetings of CDC. The institute has appointed HOD for different department in academic who plans & implement the activities. The institute has adopted a very systematic approach towards decentralization & participatory management. Different departments are distributed among all the faculty members for smooth functioning of the academic activities. Anti-ragging cell, Women empowerment cell, Time table department, Exam department, placement cell, seminar/ workshop departments, cultural coordinator, Health coordinator, social department, Alumni Cell etc are different committee & departments are constituted in institute.

College development committee consists of management representatives, principal, teaching & non- Teaching staff representative. Under the guidance of principal different committee heads plan activities like curricular, social visit, Health based lectures, women empowerment programmes. Institute has QAC cell for Quality improvement. QAC conducts meetings & plan different programs & looks after academic & administrative departments.

Case study of decentralization:

Institution practices decentralization in all the academic and administrative activities & works through participatory mode. Principal of our institute before commencement of academic year takes meeting with all faculty members & academic calendar is prepared & different curricular and co-curricular social, Heath activities are planned as per the stated mission of the institute & objectives of the course. Tentative action plans were prepared in the beginning of academic year & implemented as planned.

Principal distributes different departments & appoint head of the departments all institute activities & action plan is executed through different committees & departments as per planned. After completion of microteaching and integration lessons in peer group student teacher has to take 30 minute lesson in schools.

Practice lesson department prepare plan and tentative dates to take practice lesson with the guidance of Principal and all faculty visits to the schools for granting permission for the practice lessons. After getting permission from the school practice lesson department plan the lessons of student teacher for different schools as per the time table given by the school and then practice lesson department handover the time table to the faculty for distributing the units to the student teacher as per the given timetable and methods. Practice lesson department then displays the time table on the display board and student note down their lessons with unit and date. Students prepare lesson notes and take guidance and check the lesson note from their respective subject teacher and make necessary changes in it as per the given suggestions.

Practice lesson department prepares lesson observation chart and allot different school to faculty for lesson observation. Faculty observes lesson as per the given planning and after completion of practice lesson phase faculty submit mark list to the practice lesson department. Principal conducts meeting of review about the executed activities & which more activities to be plan through regular staff meeting.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

AEF maintains transparency in its financial. Academic, administrative & other functions.

Financial Transparency:

Institution maintains financial transparency, there is a provision for students to pay the fees through online mode. Institutes fees is displayed on the website of the college through which financial transparency is maintained. Yearly budget of the college is presented it the management for the approval. Maintenance of different resources is done regularly by the institute. Receipt of the paid fees by the students is given by the institute.

Academic Transparency:

Principal takes meeting before commencement of the academic year with staff members & plan different activities to be implemented throughout the year. To maintain academic transparency faculty members discuss & prepare evaluation tool of every teaching subject under the guidance of principal. For smooth functioning of academic work principal distributes different departments among faculty members & rotate every year through which faculty get an experience of planning activities for each department. For academic transparency faculty prepare answer key for their respective subject & assess exam paper as per answer key.

Before submitting internal marks to the university exam department display marks & asks students to crosscheck their mark & inform the corrections to the exam department if any.

Institute provides course syllabus, e-content material, events photos on website. Students given flexibility to select school for internship as per their convenience.

Administrative Transparency:

College has CDC which consists of management, teaching members & principal. Institute has the College development committee, matters related to college development, students and faculty are discuss through regular meetings of CDC. Admission of students is done through central Admission process of government of Maharashtra. To maintain administrative transparency institute update website of the institute time to time.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

AEF is established with the aim of providing quality education & overall development of the students. The perspective plan of the institute has defined by the management which is associated with the vision & mission of the institute. Institute plans the activity as per the perspective plans defined by the management. Community awareness is one of the strategic plan of the institution, to inculcate social value among student teacher every year institute organize visits to the different institutes in the society like kamayani vidyamandir, Balkalyan sanstha, help needy people through Robin Hood Army.

Institute has planned visits to various institutions in the society to aware student teacher about their role for the community. Institute successfully visited following institutions under the social service activity to aware students about the community.

- Kamayani Vidyamandir

Institute every year visit the kamayani vidyamandir which works for the mentally retarded special students. Kamayani vidyamandir also facilitates students with the vocational education.

- Taljai tekdi visit

Student teachers with faculty visited taljai tekdi on 25 February and collects garbage on the hills and water the plants on the hills. Through this activity student teacher aware about Swaccha Bharat and learn that they should not throw the garbage in the society anywhere and to keep the environment clean.

- Balkalyan sanstha

Student teacher with faculty visited Balkalyan sanstha which works for different type of special student and facilitate them with different type of training like swimming,dancing etc. Our student teacher organized various programs and fun activity for those students.

- Helping hand drive for deprived students-Robin hood army

Robin Hood Army is the NGO which works for the needy people and provide them with the important basic need that is food and cloths our students helped the NGO in distributing the food and clothes to the needy people. Thorough this activity student realize their role for the society.

- Visit to Apang Kalyankari Sanstha

Apang Kalyankari Sanstha is the institution which works specifically for the physically disabled students. Students visited this institution and oriented about the work and scope of the institution.

- National Institute of Naturapathy

Student teachers visited the National Institute of Naturapathy and aware themselves about the work of the institution and the facilities provided by the institution.

- Social service skit preparation & presentation
- Swaccha Survekshan Survey
- Visit to Karna Badhir vidyalaya
- Visit to Vetal tekdi

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Arihant Education foundation founded Arihant college of Education affiliated to savitribai Phule Pune university Pune. Arihant college of Education works in a transparent manner. AEF has a board comprising trustees from which a governing council is formulated having a president, secretary & other members. This institutional body formulate different policies related to recruitment, administrative reforms.

They follow the norms, rules & policies of UGC, NCTE & SPPU.

Governance system of institute is as follows.

Administrative set up:

Administrative work related to academic recruitment of staff, human resource management accounts, infrastructure related records are maintained by this administrative set up.

IQAC play a crucial role in maintaining quality in academic through different programs.

College Development committee consists of management members, teaching, non -teaching representatives & other members. Principal is the secretary of CDC who formulate different policies & takes decision for the qualitative improvement of the institute & takes review of the work done through regular meetings.

College committees/Cell:

Institute has different cells like

Anti- ragging cell

Through anti-ragging cell institute ensure safety & security of the students.

Grievance Redressal Cell :

This cell is headed by the principal, senior staff is coordinator & other members are there to redress grievances related to discipline, harassment & other grievance of the students.

Women Empowerment Cell:

Women empowerment cell organized different guest lectures, programmes in institute for the empowerment of women.

Student council:

Every year institute formulate student council which consists of class representatives, different heads of co-curricular, Health & yoga, discipline, social.

Co-curricular cell:

Through this cell institute organizes different competitions, celebrates days like birth & death anniversary of leaders, freedom fighters, celebrates different festivals for overall development of the students.

Examination cell:

Internal exams are conducted by the examination cell. Curricular aspects are handled by this exam cell.

Service rules:

The institute follows the service rules laid down by UGC & SPPU. For qualified & eligible candidate interview is taken by university selection committee & approval is given.

Non-qualified candidates given approval on adhoc basis.

Departments:

Before commencement of the academic year principal takes meeting with faculty members & distributes different department among staff members for smooth functioning of the academic activities & quality improvement of the institute.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3**Implementation of e-governance are in the following areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Institute has different cells, committees and departments distributed among all staff members through which various activities are planned and implemented. Institution has QAC cell which plan different activities for Quality improvement. QAC conducts meetings & plan different programs & looks after academic & administrative departments.

Institute plans the activity as per the perspective plans defined by the management. Community awareness is one of the strategic plan of the institution, to inculcate social value among student teacher every year institute organize visits to the different institutes in the society like kamayani vidyamandir, Balkalyan sanstha, help needy people through Robin Hood Army.

Institute has planned visits to various institutions in the society to aware student teacher about their role for the community. Institute successfully visited following institutions in the year 2022-23 under the social service activity.

- Taljai tekdi visit

Student teachers with faculty visited taljai tekdi on 25 February and collects garbage on the hills and water the plants on the hills. Through this activity student teacher aware about Swaccha Bharat and learn that they should not throw the garbage in the society anywhere and to keep the environment clean.

- Balkalyan sanstha

Student teacher with faculty visited Balkalyan sanstha which works for different type of special student and facilitate them with different type of training like swimming, dancing etc. Our student teacher organized various programs and fun activity for those students.

- Helping hand drive for deprived students-Robin hood army

Robin Hood Army is the NGO which works for the needy people and provide them with the important basic need that is food and cloths our students helped the NGO in distributing the food and clothes to the needy people. Thorough this activity student realize their role for the society.

- Visit to Apang Kalyankari Sanstha

Apang Kalyankari Sanstha is the institution which works specifically for the physically disabled students. Students visited this institution and oriented about the work and scope of the institution.

- National Institute of Naturopathy

Student teachers visited the National Institute of Naturopathy and aware themselves about the work of the institution and the facilities provided by the institution.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Arihant college of Education has effective welfare measures for teaching & non-teaching staff.

Maternity Leave: Institute provide the maternity leave facility to the ladies staff without giving break in the service. In the covid-19 pandemic period after maternity leave on request of the employee, work from home facility is given to the ladies staff.

Advance Against salary: Advance against salary facility is given to the teaching & non-teaching staff, if staff is facing any financial problems due to domestic issues, medical treatment etc. for this purpose institute has a policy to provide advance against salary, with the condition to be recovered from the salary in equated instalments in the next 6 months commencing from the following month.

Leave policies: Casual leaves & duty leaves are given as per the rules framed by the institute. The institute grants duty leaves to the staff to work as an external examiner, attending seminar, workshop, conferences, orientation & refresher programmes/ courses etc.

If the staff is attending their duties on holidays, compensatory off are given to the staff.

Faculty recreational programs:

Institute organised the trip to wet & joy water park for all teaching & non- teaching staff.

Birthday celebration:

The Birthdays of staff members are celebrated by cutting cake & offering best wishes on behalf of institute. Institute gives books, plants etc.to the employee on his birthday & small refreshment is arranged.

Free Covid Vaccination:

In the covid period AEF has organised Covid-19 vaccination camp for teaching & non- teaching staff of Arihant college of Education.

Late in/ Early out:

AEF provides facility to teaching & non-teaching to come 1 hour late or leave the college 1 hour early in a month.

Leaves for Covid person:

AEF provides with pay leave to covid positive employee in the covid-19 pandemic.

Faculty Development Activities:

Institute organize faculty development program, Seminar, Guest lectures for the faculty.

like online video making, research methodology workshop etc.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 9

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	2	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage 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

Response: 32.56

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	5	2

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

To achieve vision and mission of the college and maintained quality of the institute self-appraisal is given to the faculty every year. Self-appraisal is done on the basis of following points.

- Self-appraisal form is provided to the faculty by the management annually. Self-appraisal form consists of many criteria and appraisal of the staff is done on various parameters.
- Self-appraisal form is provided by the management annually.
- The achievements of faculty members are monitored and updated in the college records.
- Faculty has to mention his/her achievements, completion of paper presentation and publication in the self-appraisal form.
- The appraisal report of the faculty is made on the basis of book published by the faculty, seminar, conferences attended by the faculty.
- After submitting the self-appraisal form by the faculty, principal give remarks to the faculty on the basis of performance throughout the year and then same are sent to the management.
- Besides this self- appraisal system, teacher's performance is evaluated by the feedback given by the students.
- Through the self-appraisal system, we come to know the shortcomings of the faculty and the areas to be improved.
- Faculty involvement in various college activities, teaching evaluation is monitored by the principal regularly.
- Quality of teaching-learning process and total quality of the institute is maintained by this self-appraisal system.

Self-appraisal system helps in maintaining quality culture in the institute and

improving the performance of the faculty.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institute conducts external audits regularly

External Audit:

The external Audit is conducted for every financial year by external auditor Mr.Sanjay Rathi from financial year 2018-19 to 2022-23. The firms appointed an external auditor, conduct an external audit & certify the financial statements. viz Balance sheet & Income & Expenditure accounts. The auditor also conducts an audit of cash book, ledgers & subsidiary books etc. & report the management on discrepancies found out. Accordingly, a report is prepared & submitted to the management.

The auditor has relied on the data provided to them during audit. Auditor relied on the management approval for fees recorded in the current year, advance fees received for next year and outstanding fees in books of account. Register of movable and immovable are maintained seperately. There are no objections in the audit reflected in the report yet.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

6.4.2

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

Response: 2855225

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	14276125	0

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

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Arihant college of education is a permanently non grant basis institution, there are no funds from government so student fees is the main area to create funds. Arihant college of Education has few strategies for mobilization of funds and the optimal utilization of resources.

Strategies for mobilization of funds

- Maximum fee collection is one of the main strategy for which office staff and teaching staff take efforts to collect the fees.
- Aware students about different scholarships of Government of Maharashtra.
- SPPU sanction funds for organizing different activities under life-long learning department, student development, seminar, conferences etc.
- Accepting donations from NGO's and other well-wishers.
- Sale of admission forms.
- Funds from Scrap item.

- Institute prepares the budget of the academic year and take approval from the CDC and provisions are made accordingly for mobilization of funds.
- Funds utilised for the maintenance of the infrastructure and other purposes.
- Funds are utilised for purchasing library books and updating library time to time.
- Above funds are utilised in maintenance and updating of website.
- Above funds are utilised for addition in infrastructural facilities like CCTV, smartboards installation of biometric machine, N-computing etc.
- Funds are also use for security purpose and cleanliness of premises.
- Above funds are utilized for repair and maintenance, electricity charges, internet charge etc.

For optimum utilization of resources college adopts following strategies:

- Sharing of infrastructure with other departments.
- Sharing of equipment with other departments.
- Stock verification before placing purchase order.
- Upgradation of computers time to time.
- Proper planning of time table for maximum utilization of available resources.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

Arihant college of Education being a teacher education institute aims to create excellent future teachers. IQAC is established in the institute with the aim of holistic development of the student teacher & to improve the overall performance of the activities. IQAC was established to ensure quality enhancement in institute through different strategies. IQAC cell has been functioning actively for the quality enhancement in academic & administrative activities process adopted by the institution for quality Assurance.

IQAC continuously works for the consistent improvement in the overall performance of institution, it functions actively in developing quality in education, teaching- learning process through different

strategies. The quality strategies & processes adopted by institution are as follows :

- Encourage different co-curricular, social activities for overall development of the students.
- Faculty orientation program is initiated by the IQAC

- IQAC organize different activities for women empowerment
- Faculty development programme are initiated by IQAC
- E-contact developed by the faculty for effective teaching- learning process
- IQAC organize guest lectures, workshop for overall development of students.
- Library facilities like books, Journal are updated for quality education.
- IQAC organize visits of the students to different social institution like special school institute
- Encouraged faculty for FDP, refresher, orientation program and different workshops.
- Establish collaborations & linkages with different organizations for quality improvement
- Feedback of teachers by students is initiated
- Result analysis is done for feedback & quality improvement
- Biometric facilities installed for teaching & non-teaching staff. CCTV's installed in classrooms, staffrooms, basement etc. for security reasons.
- Internet facility is provided to faculty in the institute premises.
- Rain water harvesting system initiated for water management & for energy saving solar panels has been installed.
- Use of E-vehicle is encouraged by the institution.

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

6.5.2

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

Response:

The institution reviews its teaching learning process periodically through following mechanisms.

Orientation of new faculty

Institute always takes initiative to orient newly recruited faculty about the work of B.Ed. to familiarising about curriculum, program objectives, institutional culture etc.

Teaching Plan :

Teaching-learning process is the integral part of the institution quality enhancement is important aim of institution to achieve this faculty prepares teaching plan for their respective subjects at the commencement of the academic year, while preparing teaching plan faculty mention unit & sub-unit, number of periods needed to teach that unit, learning outcomes, teaching methods, learning resources and evaluation tool for the specific topic. Principal verify & approve the teaching plan.

Feedback from students :

Teacher's evaluation is done by taking feedback from students. Feedback sheets are collected from the students and every teacher analyze themselves on the basis of the feedback given by the students and each faculty write down their opinion about feedback & then principal give suggestions to the faculty for improvement.

Self-Appraisal :

Self-appraisal forms are collected from the faculty for the quality improvement.

Peer observation :

Faculty takes orientation and demo for different lessons like microteaching, integration, simulation, innovative and practice teaching lesson. All the faculty observe the demo lesson of their peer teacher and give qualitative remarks and improvemental suggestions for their lesson.

Evaluation Tool:

Faculty prepare evaluation tools for course practical, activities and for co-curricular competition under the guidance of principal & make the necessary changes in it as per the need. Institute organized various competitions under co-curricular activity and invite judge for the competition. To judge the competition faculty prepares evaluation tool under the guidance of principal.

Examination :

Assessment of students is done through the internal and external exams. Faculty prepares blueprint, model answer key and marks distribution for their respective subject and assess student's exam papers accordingly. External exam is conducted by the university & result analysis will be done, through this teaching learning review is taken.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 14.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	18	12	14

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

IQAC main function is to help educational institutions to improve their work, bring quality in teaching learning process & achieve learning outcomes.

The IQAC at our institute committed to the academic and administrative aspects of the institution. To lead the institution towards progress IQAC of the institution takes regular meeting & plan different activities, strategies for the quality enhancement, implement the strategy & takes review & suggestions are implemented as per the needs.

To achieve the goals. Learning outcomes IQAC periodically reviews the teaching- learning process, update the innovative approaches & strategies in teaching improve infrastructural facilities make use of ICT in teaching-learning process, upgrade Library facility.

Through different strategies activities IQAC aims to achieve excellence in academic and administrative excellence.

Incremental improvements achieved by the institution evident from following examples

- **Faculty Upgradation:**

Teaching-learning process is the important part of the institute faculty upgradation is essential for the effective teaching -learning process. For the upgradation of faculty institute organise FDP on research methodology, guest lecture on You-tube video making.

Faculty enrol themselves for the Ph.D. & other additional degree from open universities. Faculty of the college is appointed by the university as external senior supervisor, moderation committee member, board of studies member of different universities.

- **Result**

Student teacher are evaluated through internal and external exams. External exams are conducted by the university and student overall result is declared on the basis of internal and external performance of the student. Every year there is improvement in the total passing percentage of the students. The result of the students is showing steady progress over the year. The pass percentage is showing progression with increase in internal as well as external marks.

- **MOU's with Reputed institute for quality enhancement & faculty exchange**

Arihant institute of education signed the MOU with following institution

- Arihant college of Arts,Commerce and Science,Bavdhan
- Arihant college of Arts,Commerce and Science,Bavdhan
- Gems Education Society
- I-Teach
- Adhyapak Vidyalaya,Pune
- Kamayani Vidyamandir
- S.NT.college of Education,Bhor

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - 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

Response:

Energy conservation is the effort to reduce wasteful energy consumption which can be done by using energy more effectively or by changing one's behaviour. Energy can be conserved by reducing waste and losses, improving efficiency through technological upgrades, by doing regular maintenance. Though energy conservation friendly activities we can preserve the limited existing resources of energy. Energy can neither be created nor destroyed, it can only transform from one form to another. So it's our duty to conserve energy and its almost requirement now a day for sustainable development

Saving Energy: - The institute building is very well aerated and ventilated, lot of light is available in rooms, offices and bigger windows which automatically require less energy, in turn it saves energy. No need to turn on lights and fans the whole days. Whenever needed we use it which saves energy. Students and staff is also oriented about it. So everyone follows these practices which results in energy conservation. Energy conservation slogans are displayed in the campus.

The institute uses energy efficient electrical products to reduce energy consumption maintenance of the electrical products and building facilities is done regularly.

The institute has prepared energy policy. Energy conservation administrator orient, coordinate and implement the sustainable practices.

Use of solar Energy: - **10 KW Roof Top Solar PV Power Plant** is installed on the terrace of institute building to harness the renewable energy. Institute Prioritise the use of solar energy. Students and staff is oriented to avoid wastage of electricity and use it wherever required only.

Its everyone's duty to reduce energy consumption and motivate others to do so. Reducing energy consumption in the institute is a regular priority. Staff and students of the institute always take initiative to make aware others about the same.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste is a material which has no use till it is at the wrong place. If we segregate it properly then post of it can be change as resource for some activities. So everywhere waste management is very important

Waste Management deals with all types of waste. It is joint responsibility of individuals private organizations and local government. Health issues are associated with the entire process of waste management.

The institute has a beautiful green, clean and eco-friendly campus, and it's a top priority of everyone in the campus to maintain it. Proper management of waste is important for sustainable and liveable campus. Dust bins are kept on every floor to collect the waste. All the staff and students put waste in separate, appropriate bins i.e. dry & wet dustbins. Waste is collected and disposed twice in a day.

In institute waste management practice are differentiated into three parts:-

- Solid Waste management
- Liquid waste management
- E- waste management

Solid waste management: - Solid waste management is done systematically in the institute, generated waste is separated and segregated as biodegradable non- biodegradable and hazardous waste. Raw material and leftover food items from kitchen, pantry, canteen, students and staff' tiffins, tree droppings from the campus green area, paper, wood, disposable paper cups are collected separately as biodegradable waste. Degradable waste through which manure can be created we throw it in plant pits. Plastic, metal, throw away containers, glass collected separately. Hazardous waste generated in the institute is in negligible quantity. This segregation is done on daily basis and handed over to municipal corporation moving vehicles which collects waste from the area. Old newspapers, raw paper material, torn paper files, old answer papers (Raddi) is sold out on regular basis. Institute at some extent try to decompose wet (biodegradable) waste within college premises.

Our students went on vetal tekadi (Hill) and collected plastic bottles for protection of environment. E-waste collection drive was organized by institute. Students and staff collected E-waste from their home, neighbours, institute etc. and handed over to NGO PAHAL. Such type of activities definitely inculcate value, protection of environment in our students.

Liquid waste management: - Institute has proper drainage system for liquid waste management which is created from the toilets, pantry, water purifiers etc. Cleaning of drainage chambers is done regularly with specific time interval. Safety tanks are also cleaned up timely. Institute conserves the rain water through harvesting the runoff water from previous surfaces to the rain harvesting pit. It in turn reduces the load on municipal sewage line.

E- waste management: - Now a day due to up gradation of innovation and rapid growth of technology lot of E- waste is generated everywhere. Discarded, surplus, broken electronic devices like computer wires, keyboards, mouse, hardware kits if are not reusable are properly disposed off by selling e-waste to the vendors or authorised recyclers. The damaged devices are repaired promptly and reused, and which

cannot reuse are sold out to the vendors and required new quantity is purchased.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Maintenance & cleanliness: - The institution promotes Swatch Bharat or clean India campaign. Cleanliness is one of the most important practices for a clean and healthy environment. Awareness of the cleanliness is the need of the **hour** for avoiding diseases and maintenance of hygienic conditions. The institute always takes care of maintenance of cleanliness, like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene etc. The institute is supported with an efficient staff who always takes care of keeping the campus clean. All the offices, seminar hall, computer labs, corridors, surrounding area are cleaned daily without fail. Awareness programs were organized for students about cleanliness in the period of corona under health program. The air conditioners are serviced regularly for efficient performance. For clean drinking water, water purifiers and coolers are installed in the institute which are cleaned and maintained regularly. Cleaning of overhead tanks is taken up regularly. Adequate number of washrooms are provided for staff and students.

In Covid -19 period our students have prepared videos about cleanliness drive and shared links with schools to create awareness. Avoided using lift in this period. Institute has provided sanitizer bottles, thermos bottles to all staff, conducted free vaccination drive for staff as precautionary measures, sanitization of building was done frequently.

Sanitation: - Proper sanitation facilities is a fundamental right to safeguard health. Sanitation is the basic requirement of everyone for the quality of life. Institute ensures 24/7 water supply to all the washrooms. The washrooms are cleaned and disinfected twice a day regularly. All the required toiletries are made available and replenished from time to time. Air fresheners are placed for aromatic fragrance. The institute has a proper network of sewage disposal system which also acts as guiding force to implement hygiene and cleanliness in the campus.

Green cover and pollution free environment: - Green cover and pollution free environment is must for healthy, liveable and sustainable campus. Many plantation drives have been conducted by the institute in the campus. For keeping the environment healthy and pollution free waste management is done properly and regularly. Institute takes proper care of solid, liquid and E -waste management. Institute take all the precautionary measures for maintaining sanitation.

To avoid polluted gases emission institute use electrical devices and appliances whenever necessary only. Wherever possible we use natural resources like sunlight, fresh air etc. and this is possible because the building is well ventilated and fully aerated. Institute have installed solar panels as well promoting use of natural resources skilfully.

Rain water harvesting plant installed in the campus which helps to maintain green cover and pollution free environment. Water purifiers with RO system are kept on the floors for students and staff. Dust proof chalks are used in the classrooms to avoid pollution.

We have reduced use of paper by adopting various practices like N- computing, which helps to maintain green cover.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.15

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.13	0.12	0	0	0.15

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The location of our institute is prominent from where all the facilities and resources are accessible. Institution is surrounded by hilly areas which are being barren due to deforestation and plastic pollution, due to frequent visits of the people. The institute take activities like tree plantation, watering of trees & plants and cleanliness drive to improve the condition of hills.

The geographical location and historical places related to Maratha history are leveraged to its fullest for organization of various activities. Institute has organized visits to geographical places in nearby areas. Historical forts and museums were visited by students.

In an around Pune there are many schools for differently abled students. The institute regularly organize visits to these organizations to broaden the student teacher's view towards inclusion. The students of the institute feel elated by the presence and the activities conducted by the student teachers.

Institute organized visit to Bal Kalyan Sanstha Pune, Kamayani school for mentally handicapped Pune, Apang Kalyankari Sanstha, Wanawari, Pune

Every year the devotees of Pandurang carries a journey with Palkhi to Pandharpur through Pune. They take a halt in Pune for two days. During that time our institute render their service to the pilgrims by providing them food and water.

National Institute of Naturopathy is located in the centre place of Pune which provides an in depth understanding about the use of natural remedies and practises to improve the general health of the person. Institute has organised a visit to NIN to make the student teachers aware about the importance of being healthy using the natural resource.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Activity I:-

Title - Extending Helping Hand with NGO Robin hood Army (RHA)

Objectives: -

- To alleviate hunger
- To distributes the food, clothes donations in kind.
- To provide an opportunity to apply academic learning to real life events.
- To build relationships, social connectedness and responsibility.

The Context:-

Institute thrust for all round development of the students, aims to increase sense of social responsibility and develop social connectedness. Institute puts this into consideration and plans activities for students.

Practice:-

In 2019-20 our student Barnali introduced us to the NGO- RHA where she works as volunteer. RHA is the NGO which provide food, clothes and education to the deprived people. Their modus operandi is they collect food and clothes from various agencies and distribute these to the needy with the help of volunteers. The volunteers also assist in education of the kids of deprived people.

Barnali took five students who were interested in working with RHA and provide services. This became the foundation for the best practice. They shared their experiences and feelings of achievement of giving back to the society.

In the upcoming years after corona, the institute resumed the best practice by organizing helping hand drive for students. Students joined the volunteers of RHA at different centres. According to the decided drive the students collect donations and accompany the volunteers in distributing them. These kind of activities help the student to realize their social responsibility and develop a sense of connectivity. The students apply their academic knowledge of teaching innovatively in the education drive of RHA. The kids enjoy being with the students and involvement in the educational activity.

This kind of activities of the institute spreads happiness and positivity among deprived people.

Activity II-

Title: - Paper bag making Workshop

Objectives:

- To promote environmental awareness and more sustainable approach
- To educate participants about use of reusable alternatives.
- To create awareness about waste management, recycling.

The Context:-

Environmental awareness is critical because it can help us to become aware of the impacts on the Earth created by human activities, leading global warming. It also helps us to create a more sustainable world. Institute always takes initiative to promote environmental awareness in students and conduct activities to fulfil the aim. Every year institute conducts paper bag making workshop.

Practice: - Every year ACE organize paper bag making workshop for students. Institute teachers first orient students about environmental awareness and change in their attitude towards their daily activities. Teacher demonstrates how to prepare paper bag. Students prepare bags with given instructions and demonstration. Students also instructed to prepare at least 10 paper bags and donate to nearby vendors and make them aware about the environment. Students will continue this and will try to inculcate these values in their students which is the future of India. Every year number of prepared bags and willingness of the students is increasing tremendously. In the first workshop students prepared 100 paper bags but now the number is increased to more than 500 bags. This number of bags will go on increasing year by year and will definitely contribute in reducing global warming and environmental pollution.

This kind of activity increases the eco-friendly attitude among the student teachers and they find out the alternative way to reduce the plastic waste.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

We are distinct in shaping joyful, happy teachers for tomorrow who would "Serve Nation with Love."

Educational institutes are the foundation for building the future of nations. Institutes should provide best facilities regarding teaching and learning to their students. As per our institute's vision we not only focusing academics, but skill development and placement of the student teachers.

The Vision, Mission and Objectives of the institution clearly points towards shaping dynamic teachers through academics, various curricular and co-curricular activities. Institute provide suitable learning environment to our student teachers that may foster

- **Positive social interaction**
- Practice lessons in various schools.
- Internship
- Various school Visits
- Cultural activities
- Various Co-curricular activities.
- **Active engagement in learning**
- Self introduction
- Seminal presentation
- Various innovative teaching learning methods used by faculty, like ICT based teaching lessons, lessons based on models of teaching, group work etc.
- **Self motivation**
- Personal guidance
- Mentor scheme
- SWOC analysis of student teachers.
- Remedial tending for slow achievers.

To generate social consciousness among student teachers, institute organizes various visits to differently abled student's schools like visit to Kamayani school for mentally handicapped, Apang Kalyankari Sanstha, Wanawari, Visit to Bal Kalyan Sanstha, etc.

Development of various aspects of student teacher's personality, like social skill development, emotional development, physical and intellectual development of student teachers, institute organize various cultural activities. This also helps to inculcate logical and analytical thinking, critical thinking, creative thinking, problem solving skills, leadership skills, communication skills, technology skills, social values, ethical values, recreational values in student teachers.

Institute also organizes various activities for physical development of student teachers. Because we are aware that sound mind can be only in sound body. Activities like Yoga, Meditation, Zumba, Karate etc. organize regularly in the institute.

Need of the hour is to spread environmental awareness and motivate everyone to make small changes in their daily activities. By understanding our social responsibility institute organizes activities like plastic bottle collection, planting the trees and tree plantation, collection and management of E-waste, cleaning of campus and surrounding etc.

For organization of all above mentioned activities the institute had an excellent infrastructure and resources like multipurpose hall, air conditioned conference room. For effective teaching learning process our institute has ICT enabled classrooms, method rooms, computer lab, enriched library with spacious reading hall, etc. Facility of lift and ramp is available for physically challenged students. Hygienic drinking water with RO facility, canteen is there to serve students. Institute takes care of sanitation. Girls common room, boys common room, separate washrooms on all floors are available for students. Basket ball court, ground is there for all kind of sports etc.

The main objective of teacher education is the placement of student teachers in renowned educational institutions. Institute gives major focus on placement by organizing placement drive in campus, through which our student teachers get excellent placement"

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The institute has well defined vision and mission. All the activities are planned in accordance with the vision and mission. The governance of the institute is democratic and decentralised in nature. Institute has College Development Committee (CDC). Through regular meetings of CDC various decisions related to college development and student welfare are taken.

Institute has certain perspective plans based on vision and mission of the college and activities are planned as per the perspective plan.

Institute has stated policy streamlining for ways of energy conservation and use of alternate sources of energy. It has installed Solar Panel system to prioritise the use of renewable energy. It rigorously follows waste management practices to keep the campus green, clean and eco-friendly.

Institute is dedicated to providing a comprehensive and enriching learning environment through its well-equipped facilities and resources. The institution's commitment to enhancing the teaching and learning experience is evident in its physical infrastructure, library services, and IT facilities.

Concluding Remarks :

Teaching learning and evaluation are integral components of our institute and believes that effective teaching methods, student engagement and assessment techniques play a crucial role in fostering a productive learning environment. The institute emphasizes on providing students with opportunities to enhance their skills and capabilities. This is achieved through a combination of curriculum design, workshops, seminars, guest lectures etc. The focus is on equipping students with the necessary teaching skills and pedagogical knowledge to excel in their future careers as educators.

The institution ensures access to education and opportunities for individuals from marginalized backgrounds. The College also create ecosystem for incorporating innovative ideas, in the day to day working in the group under the guidance of the mentors. Outreach activities are the strength of the college. Visits and conduction of activities in institutes for differently-able children develops inclusive attitude with empathy.

Arihant College of Education has formulated research policy and financial assistance policy to encourage the faculties for taking up research and update their knowledge . The institute motivate the faculties for further studies to upgrade their skills to cater the needs of students.

The institute intended to fulfill its Vision and Mission through all the activities, planned and executed during the past years and will continue to implement the best of the practices in improvised and enhanced manner to achieve the Vision diligently.