



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AISHABAI COLLEGE OF EDUCATION

MUNICIPAL SCHOOL BUILDING, NEAR GATE NO,14, J.J. HOSPITAL
COMPOUND, BYCULLA, MUMBAI 400008

400008

www.aishabaicollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2005, Aishabai College of Education, under the aegis of Fazalani Aishabai & Haji Abdul Latif Charitable Trust, stands as a beacon of excellence in teacher training and holistic development. Founded by the esteemed Dr. Abdul Kadeer Fazlani, this premier institution is dedicated to nurturing the next generation of educators through its Bachelor of Education (B.Ed.) program. Affiliated with SNDT Women's University, Aishabai College offers a dynamic and comprehensive curriculum aimed at shaping outstanding teachers.

Nestled within the historic JJ Hospital compound, the college operates from a spacious BMC school building, covering an extensive area. The campus is meticulously designed to foster an optimal learning environment with well-equipped, airy classrooms, advanced educational facilities, and modern amenities to support both academic and extracurricular activities.

Aishabai College of Education is distinguished by its commitment to providing a holistic educational experience. The institution hosts a YCMOU Centre for B.A, B.Com, DSM and also collaborates with Jamia Millia Islamia (JMI) for a Diploma in Early Childhood Care and Education (ECCED). It is also in the process of establishing an IGNOU Centre, further expanding its educational outreach and opportunities for professional growth.

In addition to its academic offerings, the college is deeply involved in community work through its active NSS cell, which plays a pivotal role in fostering community service and social responsibility among students. The college organizes numerous events, workshops, and training programs to enhance students' skills and knowledge, reflecting its dedication to the all-round development of its students.

Aishabai College of Education is exclusively for girls for the B.Ed course, reflecting its dedication to empowering women through education. The institution prides itself on its spacious classrooms, comprehensive facilities, and a vibrant learning atmosphere. By consistently striving for excellence, Aishabai College of Education is committed to producing exceptional teachers who will contribute significantly to the field of education and beyond.

Vision

Aishabai College of Education envisions itself as a leader in regional, national and international education.

Aishabai College of Education envisions itself as a premier institution leading the way in regional, national, and international education. Our vision is to be a beacon of excellence in teacher training, setting new benchmarks in educational practices and fostering a dynamic learning environment. We aspire to empower our students with the knowledge, skills, and values needed to excel as educators and leaders in the global community. Through innovative teaching methodologies, holistic development programs, and a commitment to social responsibility, we aim to inspire and cultivate a new generation of exceptional teachers who will make impactful contributions to education and society at large.

Mission

Aishabai College of Education is dedicated to preparing educators, professional school personnel, and allied professionals to make a significant, positive impact on students, families, and communities. Our mission is to equip candidates with the knowledge, skills, and values necessary for fostering educational excellence and social responsibility.

We are committed to continuous program improvement, maintaining high standards of faculty quality, curriculum content, and resource utilization. By upholding these standards, we create an environment that effectively transforms our candidates into competent, compassionate, and innovative professionals.

Our goal is to nurture individuals who will drive positive change and make meaningful contributions to the field of education and beyond. Through our commitment to excellence, we ensure that our graduates are well-prepared to face the challenges of the educational landscape and to contribute positively to society.

- **Core Values**

Aishabai College of Education is founded on the belief that education is pivotal for enhancing the conditions of women and building better futures. Our core values are:

- 1. Excellence:** We are dedicated to achieving excellence in all our academic and professional pursuits. Embracing innovation in teaching and outreach, we commit to continuous self-improvement to achieve outstanding results.
- 2. Ethics and Dignity:** Upholding the highest standards of honesty, fairness, and respect, we value the dignity and worth of every individual. Our actions and interactions are guided by professional and scholarly ethics.
- 3. Diversity:** We celebrate and embrace all aspects of human diversity, fostering an inclusive and vibrant learning community. We are committed to creating a supportive, safe, and welcoming environment for all.
- 4. Student Focus:** We prioritize the holistic development of our students, focusing on both professional and personal growth. Our aim is to promote lifelong learning and leadership, empowering students to excel in their careers and lives.
- 5. Public Engagement:** We actively seek to build productive partnerships with universities, institutions, and communities to enhance educational quality and improve the overall quality of life.
- 6. Creativity and Professional Skills:** We nurture the talents and skills of our students and staff, encouraging creativity and equipping them with professional skills to meet future challenges effectively.
- 7. Balanced Development:** We promote balanced growth in both affective and cognitive domains,

fostering a comprehensive approach to education.

- 8. Global and National Commitment: We instill a spirit of international brotherhood and a sense of commitment to our nation, preparing students to contribute meaningfully on both global and local levels.**

Our vision and mission are communicated through our prospectus, website, personal interactions, and stakeholder meetings. We continuously evaluate our progress, using these insights for broad-based planning and improvement, questioning, analyzing, and revising our policies, procedures, and facilities to stay aligned with our core values and mission.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

With 19 years of dedicated service, the college has a strong reputation for excellence in teacher education for women.

1. Centrally located in Mumbai with easy access to major railway stations.
2. Offers a green, spacious environment ideal for academic pursuits.
3. Equipped with state-of-the-art facilities for creating high-quality e-content.
4. Trained around 1,000 professors and teachers across India in technology integration.
5. Managed with a decentralized approach through various active committees.
6. Automated library with e-resource access for efficient information retrieval.
7. Provides regular sessions to orient students and address personal grievances.
8. Emphasizes integrating value education into students' professional and personal lives.
9. Majority of students secure positions in reputable institutions annually.
10. Features well-qualified, committed faculty members supporting comprehensive teaching.
11. Ample opportunities for faculty to update skills and knowledge.
12. Offers a wide range of curricular, co-curricular, and extra-curricular activities.
13. Active engagement with local and rural communities and partnerships with educational institutions and NGOs.
14. Engaged Alumni Association and numerous functional MoUs strengthen academic and outreach activities.
15. Digital classrooms, on-request hostels, and advanced ICT facilities enhance teaching and learning.
16. Understanding and supportive stakeholders contribute to effective institutional operations.
17. Strong legacy with positive public opinion and steady growth.
18. Regular feedback mechanisms ensure continuous improvement and adaptation.
19. Successfully transitioned to online teaching during the pandemic.
20. Availability of local speakers enriches the learning experience.
21. Hosts YCMOU Centers and collaborates with JMI for diverse educational opportunities.
22. Supportive Management: Highly supportive management committed to achieving educational excellence.
23. Diverse Educational Events: Regularly conducts special talks, online sessions, workshops, and national conferences.
24. Research and Publication: Encourages research activities and the publication of scholarly papers.

25. Holistic Educational Approach: Provides a holistic approach to education through diverse events and professional development opportunities.

Institutional Weakness

1. The two-year B.Ed. program places significant stress on learners due to its intensive teaching practice and internship requirements, making it challenging for staff to engage in research activities.
2. The focus on teaching and learning often overshadows research activities, resulting in fewer research publications and which impacts the institution's research output and innovation.
3. Maintaining regular updates and networking with alumni is challenging, affecting the college's ability to leverage alumni success for institutional growth.
4. The long duration of intensive teaching practice and other practicum-related activities restricts the ability to offer additional value-added courses to second-year B.Ed. students.

Institutional Opportunity

1. Development of e-content and ICT resources with improved facilities.
2. Opportunities for all students to engage in stage activities.
3. Facility for students to pursue online courses via SWAYAM, a registered Chapter.
4. Access to a vast collection of rare print resources in the library.
5. Provision of a book bank to support students' academic needs.
6. Systems in place to nurture students' life skills.
7. Opportunities for students to develop entrepreneurial skills.
8. Potential for strengthening partnerships with other institutions.
9. Scope for innovative online teaching and learning processes.
10. Space and infrastructure for combined B.Ed. and other programmes
11. Scope for extensive outreach initiatives.
12. Potential for establishing a centrally recognized research centre.
13. Upgrading the library with SOUL and remote access.

14. Reviving contacts with universities outside India.
15. Conducting online courses with expert staff in pedagogy and technology.
16. Establishing a center for both online and offline training for schools and colleges.

Institutional Challenge

1. Difficulty in securing cooperation from neighboring schools for student internships.
2. Challenges related to the introduction of NEP and the 4-year integrated B.Ed. program.
3. Lower-than-expected pass rates in CTET and TET exams despite rigorous coaching.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Aishabai College of Education is dedicated to providing a dynamic, comprehensive curriculum that meets national standards and prepares students for the evolving education sector. The focus is on holistic development, equipping future educators with essential knowledge, skills, and ethics for their careers.

Curriculum Design and Development: Aligned with SNDT Women's University and NCTE guidelines, the curriculum integrates theoretical and practical knowledge. It emphasizes pedagogy, educational philosophy, and modern teaching methods, while incorporating NEP 2020's interdisciplinary and experiential learning principles. Value-added courses, workshops, and co-curricular activities enhance students' professional skills.

Curriculum Planning and Implementation: Faculty members collaboratively plan the curriculum each academic year, setting clear learning objectives and aligning it with the institution's mission. Internships, microteaching, community outreach, and field visits provide practical experience, while guest lectures and educational technology training enrich learning.

Interdisciplinary and Innovative Initiatives: Programs like the Diploma in Early Childhood Care and Education (ECCE) with Jamia Millia Islamia and the Diploma in School Management (DSM) under YCMOU foster interdisciplinary learning. Regular workshops and webinars on topics such as inclusive education and digital learning keep students updated on current trends.

Student-Centered Approach: A flexible, student-centered learning model encourages active participation and personal growth. A mentoring system supports students academically and professionally, ensuring a tailored learning experience.

Co-Curricular and Extracurricular Engagement: The college promotes creativity, leadership, and social responsibility through inter-college competitions, cultural events, and community outreach. These activities help develop essential skills like communication, teamwork, and leadership.

In summary, Aishabai College's curriculum blends academic rigor with practical experience, interdisciplinary programs, and a student-centered approach, preparing graduates to excel in today's educational landscape.

Teaching-learning and Evaluation

Aishabai College of Education is dedicated to fostering academic excellence and holistic development through a learner-centered educational approach. The institution emphasizes student engagement, collaborative learning, and modern pedagogical methods, ensuring a comprehensive and dynamic education.

Learner-Centric Pedagogy: The college employs interactive teaching methods such as experiential learning, project-based activities, case studies, group discussions, and fieldwork. ICT tools and multimedia presentations enhance the learning experience, especially during the COVID-19 pandemic, allowing for continuity in education through virtual classrooms and online platforms.

Curriculum Design and Implementation: The Curriculum Planning Committee oversees teaching plans, ensuring alignment with the institution's mission. The curriculum is regularly updated based on student feedback, industry trends, and educational advancements. Value-added courses are introduced to prepare students for professional challenges in education.

Faculty Development and Innovation: Faculty members participate in workshops, FDPs, and research initiatives to stay updated with teaching methods and technology. They are encouraged to use diverse strategies to accommodate different learning styles, promoting inclusivity.

Student Support and Mentoring: Each student is assigned a faculty mentor for academic guidance and personal support. This mentoring system has improved student performance, attendance, and engagement.

Continuous Evaluation and Assessment: A mix of formative and summative assessments, including internal exams, practical work, and projects, ensures comprehensive student evaluation. Teacher Evaluation Surveys gather feedback to enhance teaching quality.

Technology Integration: The college uses digital platforms like Google Classroom and the Teach Us App for instruction, assessments, and quizzes. Examination management is conducted through SNTD University's MKCL portal, ensuring transparency and accuracy.

Challenges and Improvements: Despite advancements, challenges in ICT infrastructure at partner schools remain. However, the college is working to address these issues through continuous faculty training and partnerships.

Aishabai College of Education's structured, inclusive, and innovative teaching-learning approach equips future educators with the skills to thrive in a rapidly evolving educational landscape.

Infrastructure and Learning Resources

Aishabai College of Education offers a 2000 square meter campus, blending spacious facilities with lush greenery to create an ideal learning environment.

Library: The library houses 5,500 books, reference materials, and journals. Fully automated with the SOUL Library Management System, it provides N-List access for digital resources, enhancing research and learning in a serene setting.

ICT and Network Facilities: The campus features 100 Mbps internet, 61 computers in the Network Resource Centre, and four ICT-enabled classrooms with projectors and laptops for interactive learning.

Laboratories: Well-equipped Science, Mathematics, Language, Commerce & Economics, and Psychology labs offer hands-on learning. A spacious Curriculum lab supports students and faculty.

Studio and Audio-Visual Facilities: A studio is available for e-content creation, and an audio-visual room securely stores equipment for digital learning.

Sports and Recreation: Facilities include a basketball and throwball court, promoting fitness and recreation.

Safety and Maintenance: The college follows all safety regulations, including fire safety measures and regular disaster management sessions. Maintenance staff ensure optimal campus functionality.

Additional Facilities: The institution includes a multipurpose hall, IQAC room, conference room, exam office, counseling room, and administrative spaces to support smooth academic and operational functioning.

Aishabai College's modern infrastructure and commitment to safety provide students and faculty with an enriching and supportive environment.

Student Support and Progression

Aishabai College of Education is dedicated to fostering excellence in teacher education through comprehensive support in academic, psychological, professional, and financial aspects. The institution emphasizes holistic development, ensuring students receive a rich blend of academic, co-curricular, and extracurricular activities. Students from financially constrained backgrounds are supported through scholarships, while career counseling and placement services guide them toward higher education and suitable employment opportunities.

The college integrates leadership and participation through its democratically elected Student Council, which represents student views on academic and administrative matters. The council, along with various committees and clubs, encourages leadership skills and active involvement in institutional decision-making bodies.

A key feature of the college is its registered active Alumnae Association name as Alumina Alliance of Aishabai College Educators , which provides mentorship, financial aid, and student development programs. The Placement Cell plays a vital role in preparing students for their careers, offering workshops on resume writing, interview techniques, personality development, and organizing campus interviews.

The college's infrastructure is designed to prepare students to become technology-proficient educators capable of using blended learning techniques. Regular online sessions and workshops with national and international experts ensure students benefit from global knowledge resources. Additionally, the college conducts NET/SET/TET/CTET orientation and guidance sessions to prepare students for competitive exams.

Aishabai College of Education prioritizes the overall well-being of students through personal counseling, life

skills development, and communication enhancement programs, particularly in English proficiency. The institution regularly organizes co-curricular activities, competitions, and social extension programs that nurture students' interpersonal skills, emotional maturity, and social integration.

In essence, Aishabai College is not just a physical space but a transformative environment that helps students discover and develop their potential as educators. The college remains committed to continuous student-oriented planning, ensuring that every student is equipped with the skills and opportunities necessary to succeed in their future teaching careers.

Governance, Leadership and Management

Aishabai College of Education promotes transparent decision-making, inclusive leadership, and efficient management through a well-structured governance framework focused on strategic planning and continuous improvement.

Governance Structure: The college follows a participative approach involving the Principal, faculty, staff, and committees working together to ensure academic and administrative excellence. Regular meetings and documented decisions maintain transparency.

Leadership: Collaborative leadership, led by the Principal, empowers various committees like IQAC, Anti-Ragging Cell, and Placement Cell, ensuring broad input in decision-making processes.

Management Practices: E-governance tools like ERP, biometric systems, and online portals streamline finance, attendance, admissions, and examinations, enhancing operational efficiency.

Quality Assurance: The IQAC drives quality through audits, feedback, and professional development, while value-added courses and ICT integration ensure continuous improvement in teaching and student support.

Challenges: Despite progress, the college faces challenges like limited ICT infrastructure in partner schools. Efforts are ongoing to enhance technology integration and community outreach.

In summary, the college's governance and leadership prioritize transparency, innovation, and continuous growth, fostering a dynamic learning environment.

Institutional Values and Best Practices

Aishabai College of Education is committed to upholding values of inclusivity, sustainability, and social responsibility, integrating these into its educational framework to benefit students, staff, and the wider community.

Institutional Values:

- 1. Inclusivity and Equity:** The college promotes equal opportunities for students from diverse backgrounds, offering scholarships and support mechanisms, with a focus on gender equity through initiatives like the Women's Cell.
- 2. Environmental Sustainability:** The institution prioritizes eco-friendly practices such as e-waste

management, energy conservation, and tree plantations, fostering environmental responsibility among students.

3. **Social Responsibility:** The college encourages community service, organizing outreach programs that provide students with experiential learning while contributing to societal welfare.

Best Practices:

1. **Sustainability Initiatives:** The college implements waste management systems, promotes energy efficiency, and minimizes paper use through digital communication, involving students in environmental awareness.
2. **E-Governance:** Digital platforms streamline admissions, finance, and academic administration. Biometric attendance and the use of Google Classroom enhance efficiency and accountability.
3. **Collaborations:** The college has 21 MoUs with national and international organizations, offering academic collaborations, research opportunities, and student exchanges for broader educational exposure.

In conclusion, Aishabai College of Education's focus on sustainability, inclusivity, and social responsibility fosters well-rounded, socially conscious educators and citizens.

Research and Outreach Activities

Aishabai College of Education is dedicated to promoting research and outreach, fostering academic growth for both faculty and students, while actively engaging with the community. The college emphasizes a research-driven culture by organizing seminars, conferences, and publishing journals. It encourages faculty members to undertake research projects, attend conferences, and publish in peer-reviewed journals. Faculty are also supported in securing research grants and developing skills through Faculty Development Programs (FDPs) and workshops. This commitment has resulted in increased research output and conference participation, enhancing the college's academic standing.

The college regularly hosts national and international seminars and workshops, providing a platform for educational discourse. Events like the National Education Policy (NEP) 2020 conference have attracted educators, researchers, and policymakers. Faculty contribute to academic publications, strengthening the college's intellectual environment.

Aishabai College has established 21 Memoranda of Understanding (MoUs) with universities and industry partners, facilitating collaborations in research, student exchange, and professional development. Partnerships with institutions such as Yashwantrao Chavan Maharashtra Open University (YCMOU) and Jamia Millia Islamia University (JMI) have expanded academic offerings, such as the Diploma in School Management (DSM) and Diploma in Early Childhood Care and Education (ECCEd) respectively.

Outreach is a key component of the college's mission, with community-based programs like educational camps, health and environmental awareness drives, and workshops empowering local communities. These activities, in which students and faculty are actively involved, create experiential learning opportunities and extend the college's influence beyond the classroom.

The college also celebrates national and international days, organizing events that promote national pride, cultural awareness, and social responsibility. Through its commitment to research, outreach, and partnerships,

Aishabai College of Education continues to serve as a center for academic excellence and social engagement, preparing students to be both skilled professionals and responsible citizens.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AISHABAI COLLEGE OF EDUCATION
Address	Municipal School Building, Near Gate No,14, J.J. Hospital Compound, Byculla, Mumbai 400008
City	Mumbai
State	Maharashtra
Pin	400008
Website	www.aishabaicollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shumaila Saif Siddiqui	022-69069004	9987877122	-	aishaedu@aishabaitrust.com
IQAC / CIQA coordinator	Madhuri Bendale	022-69069001	8691010752	-	aishaedu@aishabaitrust.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority letter.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Smt. Nathibai Damodar Thackersey Women's 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	12-08-2015	24	Validity Month is not mention in it

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	Municipal School Building, Near Gate No,14, J.J. Hospital Compound, Byculla, Mumbai 400008	Urban	0.741316	2000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educational,Guidance and Counselling	24	Graduation	English	100	23

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				6			
Recruited	0	1	0	1	0	0	0	0	0	6	0	6
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				9
Recruited	5	4	0	9
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	2	0	0	0	0	0	4	0	6
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

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	1	0	1
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		Total
	0		0		
	0		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	0	0	0	0	0
	Female	22	1	0	0	23
	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	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	17	12	13	11
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	51	36	72	82
	Others	0	0	0	0
Total		68	48	85	94

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Aishabai College of Education, an institution situated in the heart of Mumbai, is committed to evolving into a holistic multidisciplinary institute in line with the New Education Policy (NEP) 2020. Spanning with a built-up area of 2000 sq. mtr., the college is strategically positioned to implement significant changes. The college envisions transitioning into a multidisciplinary institution. Plans are underway to collaborate with a prestigious Arts, Commerce and Science College in the city to offer an integrated B.Ed. Program. This program is designed to integrate humanities commerce and sciences, reflecting a commitment to a comprehensive educational framework. The B.Ed. curriculum incorporates both
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theoretical and practical elements from diverse disciplines. Key components include Psychology, where students from humanities and science backgrounds collaborate on experiments, and core courses like assessment & Evaluation, and Educational Evaluation and Statistics. These courses require mathematical calculations and statistical analysis, promoting a well-rounded understanding of educational assessment. Perspective & EPC courses such as ICT, Drama and art, Understanding self and other courses like Basic Computer Applications and Digital Technology in Pedagogy further enhance students' teaching and assessment capabilities, fostering a lifelong learning attitude. The college emphasizes community service through NSS like "Wealth Out of Waste" and "Inclusive Learning." Students engage in training less privileged children and differently-abled students, record lessons for visually challenged individuals, and provide companionship to the elderly. These initiatives reflect the NEP's vision of addressing real-world issues and promoting inclusivity. Workshops on innovative constructivist approaches combine environmental science with pedagogy, equipping students to integrate sustainability into their teaching practices. This approach broadens subject knowledge and instills skills for fostering environmental consciousness. The college integrates skill-based and value-based education within its programs. Courses on life skills, communication, and entrepreneurship are offered alongside traditional teacher training, preparing students for varied roles within the education sector. The college has established MOUs with various institutions to enhance teacher education and research. Workshops, seminars, and faculty development programs are conducted to address societal challenges and improve educational practices. Peer teaching in multidisciplinary groups, initiated in 2015, further underscores the college's commitment to integrating diverse educational perspectives. Aishabai College of Education is proactively embracing the NEP's multidisciplinary and interdisciplinary mandate through a robust curriculum, innovative teaching practices, collaborative research, and community engagement. Our efforts ensure that students are not only well-prepared academically but also equipped to be versatile, innovative, and socially responsible

<p>2. Academic bank of credits (ABC):</p>	<p>educators in the 21st-century classroom.</p> <p>Aishabai College of Education is leading the way in implementing the Academic Bank of Credits (ABC) system since 2021 , a key initiative under the National Education Policy (NEP) 2020. This system is designed to promote a flexible, multidisciplinary approach to higher education, allowing students to earn, store, and transfer credits across various courses and institutions. At Aishabai College, the integration of the ABC system reflects a commitment to enhancing academic flexibility and student autonomy. At Aishabai College of Education, affiliated with SNTD Women’s University, we are committed to ensuring that our students have easy access to their academic records and certifications. Recognizing the challenges students face in obtaining copies of their certificates or mark sheets when lost or damaged, our institution is taking proactive steps to streamline the process through digital record-keeping. In line with the government’s directives, SNTD Women’s University has registered with the National Academic Depository (NAD) portal, a centralized digital platform for storing and maintaining students’ academic records. By utilizing this portal, students can easily access, retrieve, and verify their academic awards online. This initiative not only ensures convenience but also combats fraudulent practices such as the forging of certificates and mark sheets. As a college dedicated to fostering student-centric practices, we have initiated the process of depositing students' earned credits into the Academic Bank of Credits (ABC). This initiative supports the vision of a more flexible and interdisciplinary approach to higher education, as outlined in the National Education Policy (NEP) 2020. Through the ABC system, students can store and accumulate credits from various programs, allowing them to pursue higher studies with greater flexibility and autonomy. The digital depository system will significantly benefit students by providing a credible, authentic, and convenient mechanism for accessing and validating their academic achievements. Whether they are seeking to further their studies or applying for jobs, students will have a secure and reliable platform to showcase their academic qualifications. Awareness campaigns and orientation programs are conducted to inform</p>
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	<p>students about the ABC system. Personalized academic counseling helps students navigate their educational journey, select appropriate courses, and maximize the benefits of credit transfer. Our institution is fully committed to embracing technology to enhance student experiences and promote academic transparency. By integrating with both the NAD and ABC systems, Aishabai College of Education is empowering its students with greater control over their educational journey, ensuring that their academic achievements are preserved and easily accessible whenever needed.</p>
3. Skill development:	<p>Aishabai College of Education is dedicated to providing a holistic learning environment where students are equipped with essential skills that go beyond traditional classroom teaching. In alignment with the National Education Policy (NEP) 2020, the college focuses on integrating skill development into its teacher education programs, ensuring that future educators are well-rounded, creative, and adaptive to the evolving demands of the education sector. The institution has introduced a variety of workshops and courses aimed at enhancing the overall skill set of student-teachers, promoting both personal and professional growth. One of the key partnerships in this endeavor is with Pidilite, a leader in innovative craft and art products. Through this collaboration, the college offers specialized courses such as Resin Art, Calligraphy, Communication, and Storytelling, which not only foster creativity but also equip students with skills that can be utilized in classroom activities and beyond. Resin Art, for instance, allows student-teachers to explore their artistic talents, while Calligraphy encourages precision and creativity in written communication. These courses serve to inspire innovation in lesson planning and teaching methodologies. Storytelling and Puppetry, which are essential tools in early childhood education, provide students with engaging ways to enhance learning experiences for young learners, making complex concepts more accessible through narrative and visual aids. Additionally, the college offers hands-on training in practical life skills, such as Paper Bag Making and other eco-friendly crafts. These activities help instill a sense of environmental responsibility among student-teachers and offer creative alternatives for use in the classroom. Such skills not</p>

	<p>only promote sustainability but also encourage students to integrate creativity into their teaching practices, fostering a more engaging and dynamic learning environment for their future students. The institution's holistic development approach is not limited to these craft-based courses. It also emphasizes the importance of soft skills, communication skills, and technological proficiency. Students are trained to be effective communicators, problem solvers, and leaders, all of which are critical for successful teaching careers. The college incorporates regular sessions on spoken English and interview preparation to ensure that students are well-prepared for professional settings, whether in the classroom or in administrative roles. The inclusion of value-added courses and skill development programs in the curriculum reflects the college's commitment to producing educators who are not only proficient in pedagogy but also creative, empathetic, and innovative. Through these initiatives, Aishabai College of Education prepares its students to contribute positively to society, equipping them with the necessary skills to inspire, lead, and adapt in the modern educational landscape. In conclusion, Aishabai College of Education's focus on holistic skill development through its partnership with Pidilite and the introduction of value-added courses underscores its dedication to fostering creativity, leadership, and professional growth among its students. These initiatives ensure that graduates are well-prepared to face the challenges of today's educational world, equipped with both practical skills and the emotional intelligence needed to excel in their teaching careers.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Aishabai College of Education is deeply committed to integrating the Indian Knowledge System (IKS) into its educational framework, in alignment with the National Education Policy (NEP) 2020. The college incorporates traditional Indian pedagogies, philosophies, and values into the curriculum, offering students a holistic understanding of ancient wisdom and its relevance to modern teaching practices. Through modules on the teachings of Indian scholars such as Aryabhata, Panini, and Chanakya, students explore historical perspectives on education and apply them to contemporary settings. Workshops and seminars on these themes are organized regularly,</p>

fostering a deeper connection to India's intellectual traditions. Aishabai College also emphasizes the importance of teaching in Indian languages, offering courses in regional languages like Marathi, Hindi, and Urdu, alongside English. Student-teachers engage in language immersion programs, enabling them to gain practical experience in teaching multilingual classrooms. This respect for linguistic diversity prepares them to navigate India's culturally and linguistically varied educational landscape, promoting inclusive and effective teaching. Additionally, the college's curriculum includes pedagogical instruction in Urdu, ensuring students can offer lessons in this widely spoken language. The promotion of Indian culture is an integral part of college life. Cultural events are held throughout the year, such as celebrations of Diwali, Eid, and Teacher's Day, where students and faculty partake in traditional performances, discussions, and exchanges. The History Department plays a key role in organizing visits to historical and cultural landmarks such as Mani Bhavan, the Prince of Wales Museum, and other significant sites that provide students with firsthand insights into India's rich historical and cultural heritage. These activities not only deepen students' appreciation of Indian traditions but also give them a more profound understanding of the country's intellectual and cultural contributions. In the realm of digital learning, the college leverages online platforms such as SWAYAM and NPTEL to offer courses on Indian Knowledge Systems, regional languages, and cultural studies. These online resources supplement the college's offline programs, giving students access to a broader array of academic materials. Students can enroll in courses such as the history of Indian education, enhancing their knowledge through flexible learning opportunities. Aishabai College's institutional support and infrastructure further bolster these initiatives. The library is well-equipped with both physical and digital resources on Indian Knowledge Systems, and the college has dedicated spaces for cultural and language learning, including a language lab and cultural center. These facilities ensure that students can engage deeply with India's educational and cultural legacies. Through these combined efforts—whether it's integrating the Indian Knowledge System, fostering linguistic diversity, or celebrating

	<p>India's rich cultural heritage—Aishabai College ensures its students emerge as well-rounded educators. They are not only skilled in modern educational practices but also deeply rooted in their cultural identity, ready to contribute meaningfully to India's evolving educational landscape.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Education is a transformative force in society, and Aishabai College of Education is dedicated to adopting modern educational practices to foster comprehensive development in future educators. In response to the evolving educational landscape, the college has implemented Outcome-Based Education (OBE), a learner-centered method focusing on achieving specific competencies and measurable learning outcomes. This approach is integrated across all undergraduate and postgraduate programs, aligning with the institution's mission of empowering educators, particularly women, to excel in community service. OBE enables Aishabai College to systematically review and adjust its curriculum, ensuring that teaching, learning, research, and extension activities are interconnected. The college meticulously aligns Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and the institution's broader Vision and Mission. This alignment ensures that each course contributes to developing essential skills and attributes in future educators. The curriculum review process at Aishabai College is continuous. Course instructors and academic experts are pivotal in finalizing CLOs, structuring syllabus units, and designing meaningful learning experiences. Practical courses are especially emphasized, providing hands-on training that complements theoretical knowledge. This integration of theory and practice is crucial for developing well-rounded educators capable of meeting contemporary classroom demands. The college utilizes Bloom's Taxonomy and Anderson's revised taxonomy to guide CLO development, focusing on higher-order thinking skills. Each CLO is mapped to specific competencies required for course completion, which contribute to achieving POs. This mapping extends to co-curricular activities, ensuring a holistic approach that supports overall student development. Continuous monitoring and evaluation are central to the OBE approach at Aishabai College. A robust system assesses student attainment levels, enabling</p>

	<p>the institution to implement improvements as needed. This data-driven evaluation helps maintain academic quality and ensures that programs remain relevant and effective in preparing future educators. Aishabai College adheres to the guidelines of the National Council for Teacher Education (NCTE) and state regulations, committed to producing educators who can navigate the modern education system's challenges. The college organizes workshops, webinars, conferences, and expert talks to keep student-teachers updated on recent innovations, instructional strategies, and technological advancements. These initiatives ensure that students are well-versed in current educational practices and pedagogical developments. By incorporating OBE into its educational framework, Aishabai College of Education reinforces its commitment to delivering high-quality education. This approach equips student-teachers with the knowledge, skills, and competencies necessary to excel as educators in India's diverse and dynamic educational environment. Consequently, graduates are well-prepared to contribute effectively to the educational community and support the nation's educational goals.</p>
6. Distance education/online education:	<p>Aishabai College of Education is dedicated to expanding educational access through flexible learning options, including distance and online education. Embracing technology post-pandemic, the college offers high-quality learning experiences, enabling diverse learners to succeed despite geographical or personal constraints. The college has become a key player in distance learning by partnering with respected universities. As a center for Yashwantrao Chavan Maharashtra Open University (YCMOU), it offers programs like the Diploma in School Management (DSM), Bachelor of Arts (B.A.), and Bachelor of Commerce (B.Com.), aimed at enhancing employability and professional skills for various learners, including working professionals and fresh graduates. Aishabai College is also in the process of becoming a center for Indira Gandhi National Open University (IGNOU), with plans to offer postgraduate and diploma programs such as M.A. in English, History, Education, M.Com, Postgraduate Diploma in Management Education (PGDME), and Diploma in Counseling. These</p>

programs will cater to a wide range of fields, reflecting the college's mission for inclusive education. Additionally, the college partners with Jamia Millia Islamia University to offer a Diploma in Early Childhood Care and Education (ECCEd). This collaboration focuses on training educators in early childhood development, aligning with the National Education Policy (NEP 2020) to promote quality early education. During the COVID-19 pandemic, Aishabai College adeptly transitioned to online learning, maintaining educational continuity through virtual classes, exams, and webinars. The college also supported self-learning via MOOCs under the SWAYAM initiative, and invested in ICT infrastructure, including a video recording studio for digital lesson plans. The college is prepared for future educational demands by integrating distance and online learning into its strategy. It provides robust support systems, such as digital resources, online tutoring, and mentoring, to ensure distance learners receive quality education. Future plans include expanding online offerings and developing Open Educational Resources (OER) and e-learning content. Aishabai College of Education is a leader in flexible, technology-enhanced learning, with partnerships with YCMOU, IGNOU, and Jamia Millia Islamia - CDOL highlighting its commitment to accessible education. By equipping students through distance learning, the college aligns with NEP 2020 and addresses future educational challenges.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, an Electoral Literacy Club (ELC) has been set up in the College. It was established on July 16, 2023, with the aim of promoting civic and electoral awareness among students. The club has 105 student members, and two students serve as student co-coordinators. The Principal of the college is the chairperson of the club, while a faculty member has been designated as the club's coordinator. This initiative marks a significant step towards enhancing the understanding and engagement of students in the electoral process. Yes, an Electoral Literacy Club (ELC) has been set up in the College. It was

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<p>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?</p>	<p>Yes, the students' coordinator and the coordinating faculty members of the Electoral Literacy Club (ELC) are appointed by the College. At Aishabai College of Education, the Principal appoints both the faculty coordinator and the student coordinator. Dr. Nafisa Roopawalla has been appointed as the faculty coordinator. The ELC is fully functional and active, ensuring that all tasks related to electoral literacy are distributed among willing students. This not only promotes responsibility but also encourages participation in the electoral process in a neutral and non-partisan manner. The ELC is representative in character, as every student at the College is a member of the club. By involving all students, the ELC fosters a strong sense of commitment to civic duties and instills the values of responsibility and integrity. Through this program, the institution underscores the importance of creating an informed and responsible electorate, safeguarding the political process. The involvement of students in various tasks ensures that the ELC remains an essential and impactful part of the college community.</p>
<p>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 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>The Electoral Literacy Club (ELC) of Aishabai College has undertaken several innovative programs and initiatives to promote electoral awareness and civic engagement among students and the community. Some of the key activities include:</p> <ul style="list-style-type: none"> • Right to Vote - Oath Taking Ceremony: A collective oath-taking event emphasizing the importance of voting as a civic duty. • School-Level Quiz on Electoral Process (15th February 2024): A quiz competition aimed at increasing awareness about the electoral process among school students. • Survey for Electoral Literacy at the Community Level (16th February 2024): A community-wide survey to gauge the level of electoral literacy and promote awareness. • Expert Talk and EVM Demonstration (17th February 2024): An informative session featuring

	<p>speakers from the Byculla Election Division, including Mr. Sandesh Tambe, Mr. Dheeraj Charniya, and Mr. Rakesh Sagathiya, who demonstrated the Electronic Voting Machine (EVM) system and the process of obtaining voter IDs. • Voter Awareness Street Play (20th February 2024): A skit performed by students to raise awareness about the importance of voting. • Voter Registration Camp: The College organized voter registration camps on campus for eligible students, as well as in the surrounding community, including slum areas, disabled individuals, and senior citizens. • Voter Awareness Guest Lectures: In-house guest lectures were held to further enhance voter awareness among students. These initiatives reflect the College's commitment to increasing electoral literacy and ensuring widespread participation in the democratic process.</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>Aishabai College of Education has actively engaged in socially relevant projects and initiatives related to electoral issues, focusing on advancing democratic values and participation in electoral processes. The College's contributions in this area include: • Voter Awareness and Registration Drive: Students of Aishabai College of Education conducted a voter awareness and registration drive in their surrounding residential buildings. They visited local communities, engaging with residents to explain the importance of voting, the process of registering to vote, and how to check their voter registration status. This grassroots-level outreach helped ensure that more people, especially first-time voters and marginalized groups, understood their electoral rights and responsibilities. • Use of Social Media for Awareness: The students used social media platforms like Instagram, Facebook, and WhatsApp to share information about the electoral process, voter registration deadlines, and the significance of voting in a democracy. By creating posts, videos, and infographics, they reached a wider audience, particularly the youth, encouraging digital engagement and participation in the electoral process. • Research Projects and Surveys: Surveys were conducted within local communities to assess the level of electoral literacy and the barriers people face in participating in elections. The findings from these surveys contributed to discussions on improving electoral participation, especially in</p>

	<p>underrepresented areas. • Content Creation and Publications: The College also created educational content related to voting rights, the electoral process, and the importance of an informed electorate. These publications were distributed among students and the community, furthering efforts to build a more engaged and informed voter base. Through these initiatives, Aishabai College of Education has made a substantial contribution to fostering democratic values and encouraging active participation in the electoral process.</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>Aishabai College of Education ensures that all students above the age of 18 are aware of their voting rights and encourages them to register as voters. A dedicated voter registration drive is conducted at the institution to facilitate this process. • Sensitization and Awareness: The College makes a concerted effort to educate its students about the importance of the electoral process through workshops, seminars, and awareness campaigns. The Electoral Literacy Club (ELC) actively engages in these initiatives, ensuring that students understand their civic duties and the steps required to become registered voters. • Identification of Unregistered Students: The ELC regularly identifies students above the age of 18 who have yet to enroll as voters in the electoral roll. These students are notified and encouraged to complete the voter registration process. • On-Campus Voter Registration Camp: To streamline the registration process, the College organizes on-campus voter registration camps. These camps allow eligible students to easily register as voters by providing the necessary documents and assistance from the faculty and volunteers of the ELC. • Collaboration with Local Election Authorities: The College collaborates with local election authorities to ensure smooth and accurate voter registration. Officials are invited to the campus to guide students through the registration process and verify their eligibility. Through these efforts, the College has institutionalized mechanisms to ensure that all eligible students are registered as voters, promoting greater electoral participation among the student body.</p>

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
106	171	131	105	138
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
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..

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50
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..

2023-24	2022-23	2021-22	2020-21	2019-20
83	77	46	57	70
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..

2023-24	2022-23	2021-22	2020-21	2019-20
82	76	44	53	66
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..

2023-24	2022-23	2021-22	2020-21	2019-20
23	94	85	48	68
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..

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	6	6	6
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..

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	6	6	6
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
27.86	15.08	2.12	4.45	6.01
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 33

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:

Curriculum Planning and Review at Aishabai College of Education

Aishabai College of Education, affiliated with SNTD Women's University, follows a dynamic curriculum planning process while adhering to university guidelines. The institution frequently reviews and revises its curriculum to align with national educational reforms, integrating recent trends and developments to maintain relevance.

Comprehensive Academic Calendar

At the start of each academic session, the Academic Section prepares a detailed calendar that outlines all curricular activities, student council events, and significant national occasions. The Internal Quality Assurance Cell (IQAC) formulates an action plan based on this calendar.

Collaborative Curriculum Planning

Curriculum planning involves collective efforts from all faculty members. The Time Table Convenor, in consultation with staff representatives, designs the timetable to meet credit hour requirements specified by the university. This process ensures the curriculum meets academic standards and facilitates effective learning.

Innovative Pedagogical Approaches

The college emphasizes experiential learning through various activities like internships, co-curricular programs, seminars, webinars, field trips, and inclusive school visits. These activities enhance teaching competencies and prepare students for real-world challenges.

COVID-19 Adaptations

During the pandemic, the college swiftly transitioned to online learning, organizing orientation sessions for both teachers and students using Learning Management Systems (LMS). Assessment methods were modified to ensure effective curriculum delivery during this period.

Curriculum Revision and Review

The institution conducts regular curriculum reviews. Faculty members assess teaching plans and action plans during the staff meetings, ensuring the curriculum is aligned with current educational requirements. Feedback is collected from students and faculty at the end of each academic year, identifying areas for improvement.

Reflective Practice and Stakeholder Feedback

Faculty members maintain logbooks to reflect on their teaching practices, fostering continuous improvement. The institution also values feedback from stakeholders, including during Local Inquiry Committee (LIC) visits, and from schools following different educational boards (CBSE, ICSE, and SSC), using this input to make necessary adjustments.

Internal Evaluation

Internal assessments, practical exams, and viva voce are conducted in line with the academic calendar. Results from these evaluations guide future curriculum planning and revisions, ensuring the content remains relevant.

Adapting Curriculum to Local Context

The curriculum is designed to be inclusive, addressing the needs of economically disadvantaged, socially marginalized, and diverse learners. Tailored experiences support both gifted and slow learners, enhancing their employability.

Community and Societal Relevance

Courses like "Gender, School, and Society" and "Inclusive Education" tackle local social issues, including gender disparities and learning disabilities, ensuring the curriculum is responsive to societal and environmental needs.

Collaborative and Experiential Learning

The curriculum promotes collaborative learning through team teaching, practice teaching, internships, and practicums, creating a strong connection between the institution and the community.

Continuous Improvement

The staff reviews the curriculum regularly, incorporating feedback from students and faculty to adapt to local and global challenges effectively.

This comprehensive approach ensures that Aishabai College of Education remains at the forefront of teacher education, evolving to meet the needs of students and society.

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
Any other relevant information	View Document
Paste link for additional information	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: A. Any 5 or more 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
Any other relevant information	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
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional 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: 78.95

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15

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

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	19	19	19

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
Paste link for additional information	View Document

1.2.2

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

Response: 2.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	1	3

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
Paste link for additional 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: 45.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	88	78	48	57

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
Paste link for additional information	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: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	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: 41.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	78	74	43	55

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
Any other relevant information	View Document
Paste link for additional information	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:

The curriculum at Aishabai College of Education (ABCE) is designed to provide aspiring educators with the necessary knowledge, skills, values, and attitudes to become effective and compassionate teachers. Through a comprehensive approach, the B.Ed. program ensures that student-teachers are well-equipped to handle the challenges of the education sector, integrating both theoretical foundations and practical applications.

Knowledge Acquisition

The curriculum facilitates knowledge acquisition through various instructional strategies such as classroom lectures, seminars, workshops, discussions, projects, and assignments. These methods not only enhance students' understanding of theoretical concepts but also encourage critical, analytical, and reflective thinking. Through these approaches, student-teachers are motivated to apply their knowledge in real-world scenarios, such as creating models and simulation exercises that demonstrate their understanding of core educational principles.

The curriculum emphasizes **procedural knowledge**, which includes the integration of 21st-century teaching methodologies and skills. By focusing on the application of pedagogical techniques specific to various subjects, students are prepared to handle the complexities of teaching at elementary, and high school levels. The curriculum encourages students to actively participate in internships, where they are exposed to diverse teaching strategies that enhance their professional capabilities.

Moreover, the knowledge gained through the course syllabi covers key educational foundations, such as **Philosophical, Psychological, and Sociological** aspects of education. These courses offer a holistic understanding of the educational landscape and equip student-teachers to navigate an interconnected global economy. Conferences, e-content modules, and workshops further supplement this knowledge, ensuring that students remain up-to-date with the latest trends and developments in education.

Skill Development

The curriculum places a strong emphasis on the development of essential skills required for effective teaching. Students are trained in **critical thinking, communication, interpersonal skills, ICT proficiency, and collaboration** through a combination of theory, practical exercises, and assignments. These skills are continually refined through self-assessment, lesson observations, and peer feedback, allowing student-teachers to improve their instructional practices.

Additionally, skills in curriculum design, assessment, and the use of ICT in education are honed through courses such as **Curriculum Pedagogy and Assessment, ICT in Education, and many more**. Students are encouraged to experiment with digital tools, conduct research, and actively engage in classroom

simulations, all of which contribute to their overall skill development.

The integration of **Value Added Courses**, such as **Communicative English**, Pidilite, ICT, and **etc**, further enhances the students' proficiency. These courses prepare students to effectively incorporate modern technology into their teaching practices, enabling them to foster an engaging and dynamic learning environment.

During internships, student-teachers have the opportunity to put their skills into practice, whether it be through lesson planning, classroom management, or student assessment. They are also encouraged to participate in **School and Community Based Activities**, where they demonstrate their ability to apply the knowledge and skills acquired in real educational settings.

Value Inculcation

Values are an integral part of the curriculum at ABCE. Through courses such as **Value and Peace Education** and **others**, students are exposed to important moral and ethical principles that guide their behavior both in and outside the classroom. The interdisciplinary approach to teaching values ensures that these principles are seamlessly integrated into the broader educational experience.

The curriculum also emphasizes the importance of **social responsibility**, encouraging students to develop a sense of worthiness and respect for the teaching profession. This is further reinforced through **critical reading strategies**, where students analyze texts and reflect on the broader implications of their actions as educators.

In addition to formal coursework, students are actively involved in co-curricular and extracurricular activities that promote **teamwork, leadership, and communication skills**. These activities, including academic competitions, cultural events, and community service projects, provide students with opportunities to engage with diverse perspectives and develop a strong sense of social justice.

Attitude Formation

The formation of positive attitudes is a key objective of the curriculum at ABCE. Through various competitions, projects, and activities, students are encouraged to cultivate a growth mindset that fosters personal and professional development. The curriculum promotes a holistic approach to education, ensuring that students develop a positive attitude toward learning, teaching, and leadership. Attitudes are further shaped through portfolio projects, which require students to reflect on their personal growth and document the changes in their attitudes over time. This reflective practice encourages students to continuously evaluate their progress, identify areas for improvement, and set goals for future development. The college also emphasizes the importance of emotional intelligence in teaching. By participating in personality development programs, awareness campaigns, and various student clubs, student-teachers are trained to manage their emotions effectively and navigate the complexities of interpersonal relationships in the classroom.

A Holistic Understanding of Teacher Education

ABCE offers a coherent understanding of teacher education, underpinned by its institutional objectives, vision, and mission. The college prospectus outlines the eligibility criteria for admission, courses offered, and other relevant details, providing a clear pathway for aspiring teachers. Students acquire knowledge

not only through course syllabi but also through specific conferences and workshops, which instill in them a comprehensive understanding of the philosophical, psychological, and sociological foundations of education.

Furthermore, the curriculum is designed to develop the **procedural knowledge** required for teaching at different levels of school education. Through courses such as **Development in Indian Education** and **Content Knowledge for Competitive Exams**, student-teachers are equipped with the necessary tools to analyze diverse learner needs, evaluate curriculum designs, and implement effective teaching strategies.

The skills acquired through various value-added courses, including **Communicative English** and **Social Skills**, are demonstrated during internships and other practical experiences. These skills are essential for fostering a positive classroom environment and promoting student engagement.

The curriculum at ABCE is designed to develop well-rounded, skilled, and compassionate educators. It emphasizes knowledge acquisition, skill development, value integration, and attitude formation, preparing students to excel in modern education. Through a blend of theory and practice, student-teachers gain critical thinking, communication, and pedagogical skills while fostering emotional intelligence and leadership qualities. Practical experiences, such as internships and projects, help apply classroom learning to real-world teaching. The program equips future educators to positively impact their students and contribute to the broader educational community.

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
Any other relevant information	View Document
Paste link for additional information	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:

At Aishabai College, students are exposed to the diversity in the school systems in India through a comprehensive curriculum that covers various aspects of educational systems both domestically and internationally. Here's a summary of how students are familiarized with these aspects:

Development of School System

Students explore the evolution of the Indian school system from ancient times through British colonial rule to the post-independence era. The curriculum covers major milestones such as the introduction of the National Policy on Education (NPE), the Right to Education Act (RTE), and the ongoing reforms aimed at enhancing educational quality and accessibility. Emphasis is placed on how these developments have shaped the current educational landscape, including the integration of technology and inclusive education.

Functioning of Various Boards of School Education

Students study the functioning of different Boards of School Education, including the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), and various State Boards. Each board's curriculum, examination patterns, and regulatory frameworks are analysed. Students learn about the roles these boards play in standardizing education across regions, and how they cater to the needs of diverse student populations.

Functional Differences among Boards

The differences in curriculum and examination standards among various boards are examined. For instance, the CBSE emphasizes a holistic approach with a focus on problem-solving skills and project-based learning, while the CISCE offers a more traditional, content-heavy approach. State Boards, on the other hand, often incorporate regional languages and local content into their syllabi. Students analyse how these differences impact teaching methodologies, student learning experiences, and educational outcomes.

Assessment Systems

The assessment systems of different boards are compared, including formative and summative assessments, continuous and comprehensive evaluation (CCE), and high-stakes examinations like board exams. Students study how different boards assess student performance and the implications of these assessments on teaching practices and student progression.

Norms and Standards

Students review the norms and standards set by various educational authorities, including guidelines for teacher qualifications, infrastructure requirements, and curriculum design. This includes understanding how these standards vary between boards and regions and their impact on educational quality and equity.

State-wise Variations

The curriculum includes an analysis of state-wise variations in the school system. This involves examining how regional languages, cultural contexts, and local needs influence educational practices and policies. Students study how state governments implement and adapt national policies to fit regional contexts and the challenges faced in achieving uniform educational standards across diverse states.

International and Comparative Perspective

In an international context, students compare the Indian school system with those of other countries, such as the United States, Finland, and Singapore. They explore different educational models, such as the progressive, student-centered approaches in Finland versus the more structured, high-stakes testing systems in the US. This comparative perspective helps students understand global best practices and innovations in education, and how India can learn from international experiences to address its own educational challenges.

Through lectures, case studies, and field visits, students at Aishabai College gain a well-rounded understanding of the complexities and diversities in school systems, preparing them to address these challenges in their future educational careers.

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
Paste link for additional information	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:

Since its inception in 2005, the institute's vision, purpose, and mission have been to provide comprehensive training to pre-service teachers. The morning session focuses on God's guidance for working in the spiritual sphere. All courses involve theory, practice, and skill-based learning. The key concepts and principles of teaching and learning are offered for the subjects under consideration. EPCs, which are part of the B.Ed. course, are intended to help students improve their communicative writing and transfer skills in order to apply subject information in real-world circumstances. By combining theory and experience, students gain knowledge relevant to professional practice and integrate it. The cultural lesson is portrayed through play. Students can take certificate courses to learn new skills and information. Certificate courses in e.g. Certificate courses in soft skills, English, core skills for counselling are among their strengths. This relationship is reflected in "language across the curriculum," the concept of developing language skills by providing multiple environments to expand a student's second and third language knowledge. Other

than the original language the acquired language skills are used for courses, research and projects. The inclusion of appropriate materials prepares students for the linguistic needs of the international community. Students will design lesson plans that cover a concept introduced in the language classroom of the project class, as well as practice and apply it to project projects. Inclusive and non-gender roles are designed for skills in dealing with social issues. Opting for methods and appearing in various boards like CBSE, ICSE and SSC helps students to prepare their careers. At PG and UG level, elective programs are offered for personal and professional development. Entrepreneurship training is provided with an emphasis on creating your own training portfolio. Some of the activities that allow students to gain relevant subject knowledge and integrate it into academic perspectives are: - keeping an electronic account - writing articles for the college magazine. - Maintaining a visual journal, designing a creative lesson plan - social work to empower women. - Development of electronic information - preparation of multiple choice questions (MCQ). Features of MOOCs like SWAYAM, Open Educational Resources (OER) are requested to improve their professionalism. Guidelines from state and national universities will be read, reviewed, and considered in this course as additional information to update students on current trends in the teaching profession. Workshops, seminars and conferences for NEP 2020 were organized by the university to understand the framework, seek quality and assess the challenges of the education sector. 21st century skills are provided to give students the opportunity to start their careers and develop their personality.

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
Paste link for additional 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: B. Feedback collected, analysed and action has been taken

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: 63.6

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: 64

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	47	43	24	34

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
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 32.39

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	26	28	21	28

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	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:

The assessment process at Aishabai College of Education, part of the Bachelor of Education (B.Ed) program in Maharashtra, is designed to meet the needs of a diverse student body. Students come from various socio-economic and educational backgrounds, each bringing a unique set of perspectives, skills, and experiences that enrich the learning environment. Recognizing this diversity, the college employs a comprehensive assessment process to identify each student's readiness and learning needs, ensuring they are adequately prepared to succeed in their professional education journey.

The admission process begins with the Maharashtra State Common Entrance Test (CET) for B.Ed programs. This entrance exam is an essential part of the selection process, gauging not only academic performance but also other factors like motivation, commitment, and readiness for the program's demands. Once students are admitted, Aishabai College implements an initial assessment to evaluate their communication skills, academic preparation, and existing knowledge base. This assessment helps the college understand the level of support each student requires, enabling tailored academic guidance.

Mentoring plays a crucial role in supporting students throughout the B.Ed program. From the beginning, students receive personal communication regarding career counseling, academic enrichment, and training. This individualized attention helps address their unique challenges and sets them on a path toward becoming effective educators. The college also emphasizes the importance of career guidance to align students' strengths and interests with their future professional goals.

To further support students' transition into the program, Aishabai College conducts an orientation program. This includes ice-breaking activities to help students integrate into the college community and feel comfortable with their peers and faculty. During this program, both students and parents participate in an interactive session where the college staff provide an overview of the two-year B.Ed curriculum. This initial orientation fosters a clear understanding of the academic expectations and available resources, setting the foundation for a successful educational experience.

Throughout the B.Ed course, students' progress is closely monitored through various internal assessments. These include class tests, open-book exams, multiple-choice question (MCQ) tests, and preliminary exams. In addition to traditional assessments, the college integrates micro-learning modules, practice teaching sessions, computer-based learning, and exposure to platforms like SWAYAM, an online self-study resource, to enhance students' learning experiences. This continuous evaluation ensures that students are progressing steadily and are prepared for the professional challenges they will face as future educators.

The assessment process at Aishabai College of Education goes beyond academics, incorporating face-to-face interviews with all freshers to confirm their place and address any doubts. These interviews allow faculty and the principal to motivate and encourage students to pursue their studies with determination. The college's personalized academic support ensures that students, regardless of their background, receive the guidance needed to succeed.

In summary, Aishabai College's assessment process is comprehensive, offering ongoing mentoring and tailored support to meet the diverse needs of its students, preparing them well for their professional journeys as educators.

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
Relevant documents highlighting the activities to address the student diversities	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: 21.2

2.2.4.1 Number of mentors in the Institution

Response: 5

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
Any other relevant information	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:

Aishabai College of Education, the teaching methods revolve around student-centered learning, blending traditional and modern approaches to enhance the effectiveness of education. A multiple-mode approach is frequently utilized, enabling the institution to offer diverse learning experiences that cater to different student needs and learning styles.

Aishabai College places great emphasis on experiential learning, where students actively participate in hands-on exercises such as simulations, dramatisations, and real-world tasks. This method nurtures problem-solving abilities and critical thinking. Students engage in practical

sessions, particularly in micro-teaching, where they are encouraged to practice and refine their teaching skills in a controlled environment. The teacher educators provide opportunities for students to present lessons in different classroom settings, and these presentations are observed to further develop their skills.

The college promotes participative learning, which encourages students to actively engage in the learning process through discussions, group projects, peer teaching, and interactive activities. This method promotes social learning, collaboration, and communication, all of which deepen students' understanding of the material. Regular workshops, seminars, and activities are organized to support this approach. By involving students in diverse methodologies, participative learning ensures that students not only absorb information but also retain and apply it more effectively.

A key element of the college's teaching strategy is the use of problem-solving methodologies. These aim to teach students how to analyze, evaluate, and solve complex problems in both educational and real-life contexts. Students are guided through case studies, action research projects, and classroom problem-solving exercises, all of which help them sharpen their analytical skills and foster creative thinking.

Brainstorming is another creative thinking method utilized at the college, allowing students to generate ideas and solutions in a nonjudgmental and collaborative environment. This technique fosters creativity, innovation, and the exploration of multiple perspectives.

Small-group discussions, also known as focused group discussions, form a vital part of the curriculum. These conversations revolve around specific topics, problems, or case studies, encouraging critical thinking, active participation, and peer interaction.

Incorporating online platforms and digital technology, Aishabai College engages students in virtual learning environments. Through platforms such as Zoom, Google Meet, Google Classroom, and Swayam, the teaching-learning process becomes more flexible, accessible, and interactive. The use of social media platforms like WhatsApp, Instagram, and Facebook further facilitates communication and collaboration among students and educators.

Field visits provide students with enlightening, real-world experiences that deepen their understanding of educational practices and teacher education. During these visits, students participate in activities such as the Swachha Bharat Abhiyan, workshops, and plantation drives, engaging with the community and developing their personalities.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[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: 21.7

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: 23

File Description

Document

Programme wise list of students using ICT support

[View Document](#)

Landing page of the Gateway to the LMS used

[View Document](#)

Data as per Data Template

[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

2.3.5

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

Response:

Aishabai College of Education emphasizes continuous teacher mentoring to promote the development of professional qualities of students. This approach ensures that students receive ongoing guidance and support to help them develop the essential skills and attributes they will need for their future educational careers. Effective mentoring programs can significantly improve the teaching skills, confidence and professional growth of prospective educators.

Regular mentoring helps B.Ed students develop key teaching skills, classroom management techniques and knowledge. Mentoring provides emotional and professional support that helps students believe in their teaching abilities. Continuous feedback from experienced mentors allows students to reflect on their teaching practices and make necessary improvements. Mentoring helps students build professional networks that can be valuable for career advancement and continued professional development. Mentoring prepares students to adapt to different classroom environments and student needs, making them more versatile teachers.

Encourages peer mentoring where B. Ed students can share their experiences, and resources and support each other in their journey of professional development. Creates a supportive community within the institution where mentors and mentees can share best practices, celebrate successes and tackle challenges together. Train mentors in effective mentoring techniques, communication skills, and providing constructive feedback.

Implement mechanisms to evaluate the effectiveness of the mentoring program through feedback from mentees and mentors to continuously improve the mentoring program and ensure it meets the changing needs of B.Ed students.

1. Working in teams: Team mentoring involves leading and supporting a team of students to improve their skills, collaboration and overall effectiveness. This includes providing constructive feedback, sharing knowledge and experience, fostering a positive team culture, resolving conflict and fostering professional growth.

2. Dealing with student diversity: The institution addresses student diversity by recognizing and valuing the unique background, experiences, perspectives and identity of each student. Mentors respect the cultural values, norms and communication styles of students from different backgrounds.

3. Conduct of Self with colleagues and authorities: Mentors guide and support mentees through key elements of self-conduct such as honesty, professionalism, confidentiality, respect, empathy, empowerment and feedback. Providing constant feedback to mentees provides an opportunity to change their behaviour and develop professionally.

4. Balancing home and work stress: The main task of a mentor is to help students balance their stress levels. Educational institution mentors also provide personal support when guiding students, such as motivation, advice on balancing work and family life and dealing with challenges within the educational institution.

5. Keeping oneself abreast with recent developments in education and life: Institutions increasingly recognize the importance of mentoring to promote diversity and inclusion, ensuring equal access to support and growth opportunities for all members. Relationships between mentor and mentee often encourage networking, contact with other professionals in their field, and keeping up with the latest events.

In general, the goal of institutional mentoring is to create a supportive environment in which individuals can succeed academically, professionally, and personally. The nature and structure of mentoring programs can vary greatly depending on the culture, resources and specific goals of the institution.

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:

The teaching and learning process at Aishabai College of Education is designed to foster the creativity, innovation, intellectual and thinking skills and life skills of students. This approach ensures that students are not only well versed in academic knowledge, but also equipped with the skills necessary for personal and professional growth. By requiring an environment that encourages creative and critical thinking, the College aims to prepare students to respond effectively to the challenges of the modern world.

Case 1: Integrating Project-Based Learning

Context and Approach:

At Aishabai College of Education, the faculty employs Project-Based Learning (PBL) as a primary pedagogical strategy. One notable instance is the “Community Solutions Project,” where students are tasked with identifying a local issue and developing a comprehensive solution. This project spans several weeks, integrating various subjects such as environmental science, social studies, and communication skills.

Implementation:

Students are divided into groups, each focusing on different community challenges such as

cleanliness management or literacy. They conduct research, engage with community members, and develop a detailed proposal, including practical solutions and action plans. Throughout the project, they present their findings and receive feedback from peers and faculty.

Impact on Students:

- 1. Creativity and Innovativeness:** Students exhibit enhanced creativity by devising original solutions tailored to real-world problems. For instance, one group developed teaching aids for Special Schools programs tailored to local needs, incorporating unique features such as kite making workshops for home for street people .
- 2. Intellectual and Thinking Skills:** The project challenges students to apply critical thinking and problem-solving skills. Analyzing data, evaluating potential solutions, and anticipating challenges foster higher-order thinking.
- 3. Empathy and Life Skills:** Engaging with community members cultivates empathy and social awareness. Students learn to listen actively, understand diverse perspectives, and collaborate effectively, reflecting on the social impact of their work.

Case 2: Implementing Experiential Learning

Context and Approach:

Another significant initiative at Aishabai College of Education is the use of role-playing exercises in various subjects. For instance, in a course on educational psychology, students participate in role-playing scenarios to simulate classroom management challenges and conflict resolution.

Implementation:

Students are assigned roles that mimic real-life situations, such as managing a disruptive classroom or addressing individual student needs. They prepare and enact strategies to handle these scenarios, with faculty providing guidance and feedback. Debriefing sessions follow each role-play, where students reflect on their experiences and discuss alternative approaches.

Impact on Students:

- 1. Empathy and Life Skills: Role-playing helps students understand the emotional and psychological aspects of teaching. By stepping into the shoes of both students and teachers, they develop a deeper empathy for diverse student needs and gain practical life skills in communication and conflict resolution.**

- 2. Creativity and Problem-Solving: Creating and executing strategies to manage classroom dynamics requires innovative thinking. Students become adept at devising creative solutions to complex problems, enhancing their ability to adapt and think on their feet.**

- 3. Intellectual and Thinking Skills: Analysing and reflecting on their performance during role-plays enhances cognitive skills. Students critically evaluate their approaches, learn from their experiences, and refine their strategies based on feedback.**

Both cases illustrate how Aishabai College of Education integrates various teaching methods to foster a holistic development approach, nurturing essential skills and attributes in students.

File Description	Document
Documentary evidence in support of the claim	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

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: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant 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: B. Any 3 or 4 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: C. Any 3 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

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:

The internship program at the institution is a collaborative initiative that brings together student teachers, school teachers, and teacher educators. Schools for internships are selected based on several factors, including their proximity to student teachers' residences, the availability of qualified staff, and the willingness of the school's head to participate. In certain cases, schools may also be assigned based on specific requests from student teachers. Prior to the internship, a meeting is held with teacher educators, school teachers, and school heads to provide orientation.

This meeting covers the roles and responsibilities of mentors, the assessment methods to be used, and an overview of different school environments to which the student teachers will be exposed.

Before starting their internships, student teachers are required to observe 10 demonstration classes led by senior teachers from a model school. These observations are recorded in an observation log, enabling student teachers to gain insights from experienced educators. The institution also provides training on lesson planning, incorporating the Herbartian approach and the Active Learning Method (ALM), particularly in the areas of Curriculum and Pedagogic Studies (CPS) and Pedagogy of Language (POL). Additionally, student teachers receive guidance on preparing digital lesson plans and are introduced to online teaching practice, ensuring they are ready for the demands of modern, digital learning environments. They also observe 10 peer teaching sessions, documenting their observations in a criticism record.

To ensure a seamless process, the institution secures prior approval from the heads of schools and the Chief Educational Officer (CEO) before the internships begin. Once permission is obtained, student teachers visit their assigned schools, where teaching schedules are created in consultation with school heads and mentor teachers. Each student teacher is expected to prepare 30 lesson plans for CPS, divided between Level-I and Level-II, as well as 15 lesson plans for POL. Additionally, they observe their mentors' lessons before beginning their teaching, providing them with a deeper understanding of classroom management and instructional methods.

The preparation for internships is further enhanced through courses in CPS, POL, and Information and Communication Technology (ICT). These courses equip student teachers with the skills to create effective instructional aids, with particular emphasis on audio-visual materials that improve teaching outcomes. Prior to the start of their teaching practice, student teachers are trained to administer diagnostic tests to assess the knowledge levels of their students.

During the internship, student teachers are trained to address the varied learning requirements of their students, make use of ICT resources, and actively participate in all school activities. These include organizing assemblies, sports events, and national day celebrations. Mentor teachers are provided with assessment sheets to evaluate the student teachers' performance in both traditional and ALM teaching methods.

At the conclusion of the internship, feedback forms are completed by mentors and school heads. These forms evaluate the overall performance of the student teacher, assessing both their classroom teaching and involvement in school activities. This thorough evaluation process ensures that student teachers receive valuable feedback, allowing them to refine their teaching abilities and successfully complete their internship program.

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

2.4.9

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

Response: 6.92

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

Response: 12

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
Wherever the documents are in regional language, provide English translated version	View 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
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Effective monitoring mechanisms are crucial for ensuring that internships in schools have a positive and lasting impact on interns. These mechanisms involve multiple stakeholders, including teacher educators, school principals, school teachers, and peers, each playing a specific role in the process.

Teacher educators are pivotal in setting the standards and expectations for internships. They engage in several monitoring activities. They ensure interns are well-prepared by providing necessary training and orientation about the school environment, curriculum, and professional expectations. Teacher educators schedule periodic visits or virtual meetings to assess the intern's progress, address challenges, and provide feedback. They give valuable suggestions regarding the behaviour and performance of the student teachers based on punctuality, classroom management, lesson plan preparation, teaching aids, discipline, co-curricular involvements and leadership traits. They offer continuous support through mentoring, helping interns with lesson planning, classroom management, and pedagogical strategies. They discuss the accomplishments of the student teachers along with their guide teacher and the head of the school. They evaluate the lesson plans, records related to school activities and teaching aids prepared by the student teachers for the relevant classes in school. Teacher educators conduct formal evaluations based on predefined criteria and provide constructive feedback to guide interns' professional development.

The college principal establishes partnerships with schools and educational institutions to secure quality placements, monitor the effectiveness of these internships, and address any issues that arise. Additionally, they are responsible for guiding and supporting both students and mentor teachers, ensuring that the internship experience is both educational and professionally enriching. The Principal of the institution initiates the internship programme by seeking permission from the Head of the schools nearby through the permission letter. Regular evaluations and feedback mechanisms are placed to continuously improve the internship program and ensure that it meets educational standards and contributes to the students' overall development as future educators.

School teachers are directly involved in the day-to-day monitoring and support of interns. Teachers provide hands-on supervision and mentoring to interns in the classroom, offering real-time feedback on teaching practices and student interaction. They work with interns on lesson plans and instructional strategies, ensuring that the intern's teaching aligns with the curriculum. Teachers assess the intern's performance through observations and evaluations, focusing on teaching skills, classroom management, and interaction with students. They offer detailed feedback and engage in reflective discussions with interns to facilitate their professional growth.

Peer interactions are an essential component of the internship experience. Interns observe their peers and are observed by them, which fosters a collaborative learning environment and provides additional perspectives on teaching practices. Interns exchange feedback with their peers, which can be valuable for refining teaching methods and addressing challenges. Engaging in group discussions and collaborative projects with peers helps interns develop a deeper understanding of teaching practices and educational strategies.

In summary, effective monitoring of internship programs requires a coordinated approach involving teacher educators, school principals, teachers, and peers. Each group has a distinct role: teacher educators prepare and support interns, principals oversee program alignment, teachers provide practical guidance and assessment, and peers offer collaborative learning opportunities. Together, these mechanisms ensure that the internship program is impactful, leading to interns' professional growth and enhancing educational practices within schools.

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: B. Any 4 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
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

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
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 64.52

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 4

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: 9

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

Response: 63

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:

Teachers play a critical role in shaping the future of students and, as such, it is imperative that they continuously evolve in their professional capacity. The educational landscape is dynamic, with new theories, technologies, and methodologies emerging regularly. To maintain their effectiveness in the classroom and provide high-quality education, teachers put forth deliberate efforts to stay professionally updated. One of the primary ways teachers stay updated is through continuous professional development (CPD).

This can take the form of formal training programs, workshops, seminars, and conferences. Such programs are often organized by educational institutions, government bodies, or private organizations and provide teachers with an opportunity to learn new teaching techniques, classroom management strategies, and curriculum updates. For example, many educators participate in workshops on differentiated instruction, technology in education, or inclusive teaching, which equip them with strategies to address the diverse needs of learners.

Integration of Technology

With the rapid advancements in technology, teachers are increasingly integrating digital tools into their classrooms. To stay updated, they engage in training programs focused on educational technology. This may include learning to use tools like Learning Management Systems (LMS), virtual classrooms, interactive whiteboards, and student performance tracking software.

Platforms like Google Classroom, Microsoft Teams, and Zoom have become indispensable, especially with the rise of remote learning. Teachers also learn to use digital assessment tools, educational apps, and online resources to enhance their teaching practices.

Collaboration with peers is another vital method for professional growth. Teachers often engage in peer learning by attending group meetings, participating in professional learning communities (PLCs), and collaborating on lesson planning or curriculum development.

Mentorship programs also serve as a means for professional development. Senior teachers or educational leaders mentor less experienced teachers, offering guidance on effective teaching strategies, classroom management, and professional conduct.

Many teachers actively engage in research to stay informed about the latest developments in their fields. This may involve reading scholarly articles, attending webinars, or subscribing to educational journals. By keeping up with current research, teachers can incorporate evidence-based practices into their classrooms. Moreover, self-study enables teachers to reflect on their own teaching methods and identify areas for improvement.

To be truly effective, teachers must continuously update their understanding of student psychology, learning preferences, and socio-cultural contexts. By attending workshops on student diversity, special education, and mental health, teachers are better equipped to create inclusive learning environments. Understanding the cognitive and emotional needs of students allows teachers to adapt their teaching approaches, fostering a supportive and engaging classroom atmosphere.

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:

Continuous Internal Evaluation (CIE) of Students' learning is conducted effectively in the Institution.

Aishabai College of Education operates under a well-established structure and implements rules, laws, and policies that contribute to the continuous and comprehensive evaluation of students during the session. Aishabai College has implemented the following methods to ensure the quality of internal assessment.

1. Pupils' attendance is examined regularly, and any pupils who report absences are notified.
2. Under formative techniques, teachers often issue marks or grades to students based on their assignments, files, and extracurricular activities, and their attendance in the classroom is monitored.
3. The faculty maintains the students' records, and they are judged based on their performance in both curricular and co-curricular areas.
4. All students undergo internal assessment by university norms.
5. Cumulative records of students' participation in various activities is carefully kept.
6. The faculty is involved in helping the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are taken to ensure the rigor of the internal assessment:

1. Internal Exams-Internal examinations are administered at the end of each semester. The college closely monitors the regular and timely conduct of Internal Examinations. The Examination Committee sees the Internal Examination process as a viable factor for achieving the highest learning results. That is why there has

been no delay in declaring examination results. Students are shown the answer sheets, and appropriate verbal or written feedback is offered bilingually.

2. The college faculty reviews student presentations as part of the internal evaluation process. Continuous evaluation occurs through the testing of developed skills. The instructors take the written/oral test after completing each module

3. Assignments, Presentations, and Activities In this area, teachers are free to create their evaluation techniques, with students invited to participate in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments. Students are also encouraged to apply theoretical concepts learned in class to real-world situations/problems through projects, assignments, and so on. The curriculum provides ample possibilities for skill development through practical sessions in EPC-1, EPC-2, EPC-3, EPC-4, EPC-5, EPC-6, and EPC-7, as well as practice teaching in EWF-1 and EWF-2. During Internship students are sent to various schools for conducting normal and constructivist lessons as well as various activities as per learner's diversity. With the help of EPC courses and Internship phase I, II, III student's internal evaluation is done. Assignments are given to students as per theory courses mentioned in the syllabus of the university. With the help of assignments of theory courses student's understanding of that particular course is evaluated internally.

Students get the opportunity to enhance their performance through assessments and one-on-one discussions throughout class. Personalized and individual attention is occasionally provided based on the requirements of the pupils, particularly for those who struggle to study. Remedial classes are also available in a variety of subjects to provide additional assistance.

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: A. Any 4 or more 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:

Aishabai College of Education follows a meticulously planned and transparent process for conducting examinations, ensuring a smooth and fair experience for all students. The examination is conducted by SNTD University. The college has prepared the examination committee within the college. This committee is responsible for overseeing every aspect of the exam process, from preparation to completion, ensuring that all procedures are carried out efficiently and with the highest level of integrity.

On the day of the exam, the process begins with the release of question papers through the university's online portal, exactly one hour before the start of the exam. The college has a designated secure room where these question papers are downloaded and printed. This room is carefully controlled to ensure that only authorized personnel have access, maintaining the confidentiality of the exam materials.

Once the question papers are printed, they are immediately sorted and sealed into envelopes corresponding to the different exam blocks. This process is highly organized to prevent any mix-ups or errors. The sealed envelopes are not opened until they are in the exam hall, and this is done in the presence of two students and the invigilators. This step is crucial in maintaining transparency and trust in the examination process.

Before students are allowed to enter the examination hall, they must go through thorough checks. These checks include verifying the mandatory hall tickets, which serve as proof of registration and eligibility to take the exam. Any student found attempting to cheat is subject to immediate and severe disciplinary action. The college's commitment to upholding academic integrity is demonstrated by the strict enforcement of these rules.

During the exam, invigilators play a key role in ensuring that the examination environment is fair and secure. They are tasked with closely monitoring the students, ensuring that no unauthorized

materials are used and that all students adhere to the rules. The presence of vigilant invigilators helps deter any attempts at cheating and ensures that the exam process remains fair for all participants.

As soon as the exam time concludes, invigilators are instructed to promptly collect all answer sheets from the students. The collected papers are then taken back to the secure room, where they are prepared for submission. This final submission process is conducted with the utmost confidentiality, ensuring that the integrity of the examination process is maintained throughout.

If students have concerns or grievances regarding the examination, they are encouraged to report these issues directly to the examination committee. This lack of complaints is a strong testament to the effectiveness and fairness of the examination process at Aishabai College of Education.

Overall, the examination process at Aishabai College of Education is characterized by its careful planning, strict adherence to protocols, and commitment to transparency. The college's dedication to maintaining a fair and secure examination environment is evident in every step of the process, from the release of question papers to the final submission of answer sheets.

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:

The academic calendar serves as the central scheduling system of the institution, guiding all academic and administrative activities and ensuring the smooth operation of the academic year. At Aishabai College of Education, the academic calendar is meticulously developed by the principal and all faculty members before the commencement of the academic year. This collaborative approach ensures that the calendar reflects the needs and expectations of the entire academic community, providing a clear and structured outline of the year's activities.

The academic calendar is prepared at the beginning of each academic year. It provides detailed information about the teaching and learning schedule, various events, internal assessment dates, prelim examinations and more. This organized approach helps in setting expectations and planning the academic and administrative tasks throughout the year, ensuring that all activities are conducted in a timely and systematic manner.

The calendar includes specific details about the internship programs and practical sessions, which

are crucial components of the teacher education curriculum. Since attendance is mandatory, these programs are scheduled with precision to ensure that students gain hands-on experience and practical knowledge in real classroom settings. The internship programs are aligned with the calendar, allowing students to apply their theoretical learning in practice, enhancing their professional skills, and preparing them for their teaching careers.

The academic calendar is developed in compliance with the rules and regulations of SNDT University, ensuring alignment with university standards. After the completion of the academic year, the college conducts examinations as per SNDT University's guidelines. These activities are planned meticulously, ensuring that students have sufficient time to prepare, participate, and excel in each area.

One of the critical aspects of the academic calendar is the allocation of submission dates for assignments related to theory courses. These deadlines help students manage their time effectively, ensuring that all required submissions are completed promptly. The calendar also includes detailed schedules for the EPC (Enhancing Professional Competencies) courses, which are essential for the professional development of students. These courses include microteaching, integrated lessons, reading and reflecting on texts, and preparing constructivist teaching-learning materials. Demonstrations and guidance are provided by faculty members to help students understand and implement these skills effectively.

The academic calendar also highlights the process of conducting action research, an integral component of the teacher education program. Students are divided into groups, and specific faculty members are assigned to provide continuous guidance throughout the research process.

Internal evaluations of all EPC courses are conducted according to the rules and regulations of SNDT University, providing students with feedback on their progress and areas for improvement. The evaluations are designed to ensure that students achieve the expected competencies and are well-prepared for their future roles as educators.

Through its comprehensive academic calendar, Aishabai College of Education ensures a well-organized and supportive learning environment, promoting academic excellence and professional growth among its students.

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:

The institution prepares Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for B.Ed. which reflects the vision and mission of the institution. These results take into account the diversity of the student program. PLOs and CLOs are mentioned in the textbook and course wise design. They appear on the college website and are communicated to teachers and students. The course is delivered to faculty and students at the beginning of the program. Alignment of teaching and learning with Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) is essential to ensure effective achievement of educational goals. PLOs and CLOs clearly define what students must learn by the end of the program (PLO) and each course (CLO). Design the curriculum so that each course contributes to the achievement of OLP objectives. Use a curriculum map to visualize how each course outcome supports program outcomes. includes teaching methods such as cooperative learning, problem-based learning, and project-based learning, where students are actively involved in achieving CLO.

Program Learning Outcomes and Course Learning Outcomes are highlighted and communicated to students during orientation and orientation programs. In addition, they are addressed through additional courses and activities such as seminars, webinars, civic education camps, field trips, community service and competitions organized by the department.

Performance of students in annual examinations and various internal assessments is a parameter for evaluating results. Student assessment is based on a summative and formative approach to achieve the planned learning outcomes. Quizzes, tests, written assignments, seminars, projects that are directly related to CLOs and finally supporting PLOs are the most appropriate assessments to improve student learning. Implement regular feedback mechanisms such as student evaluation, peer evaluation, and self-evaluation to monitor the effectiveness of teaching methods. Use assessment data to make informed decisions about changes and instructional strategies.

Provide continuing professional development to faculty to keep them abreast of the latest teaching strategies and assessment techniques. Encourage faculty collaboration to share best practices and develop common instructional strategies compatible with CLOs and PLOs. Provide academic advice and guidance to help students understand how their learning aligns with PLOs and CLOs. Provide resources to support student learning, such as study guides, tutoring and workshops. The feedback received from the students about the teaching-learning process helps to understand the expected learning outcomes.

Regularly review programs and course outcomes to ensure relevance and compatibility with industry standards and student needs. Involve stakeholders (students, alumni, employers) in the evaluation process to gain different perspectives on the effectiveness of the program. By systematically aligning teaching and learning with PLOs and CLOs, institutions can ensure consistent and effective learning that achieves desired outcomes.

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

2.7.2

Average pass percentage of students during the last five years

Response: 96.4

2.7.2.1 Total number of students who passed the university examination during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
82	76	44	53	66

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:

Formative assessment plays a crucial role in continuous evaluation throughout the B.Ed. program, allowing for systematic monitoring of students' learning progress. This method provides educators with valuable insights into each student's development of knowledge, skills, analytical thinking, decision-making, critical thinking, and problem-solving abilities. The assessment framework is designed to integrate continuous engagement, evaluation of student work, and participation in various activities that enhance professional and personal capacities.

Each student is required to submit assignments for each course, with a weightage of 25 marks per assignment. Additionally, the B.Ed. program includes a series of Enhancing Professional Capacities (EPC) courses, each evaluated for 50 marks. The EPCs aim to develop a variety of competencies and are integral to the overall learning experience.

EPC 1 focuses on skill development, and students present their work as part of the assessment. EPC 2 is centered around teaching-learning competency, where students' presentations are evaluated. EPC 3 is a computer project that helps students enhance their technological skills, with student presentations forming the basis of evaluation. EPC 4 emphasizes understanding the self, delivered through a workshop format led by multiple resource persons, requiring students to participate and present. EPC 5 integrates drama and art in education, allowing students to creatively express and explore educational concepts through presentations.

Another critical component is the "Engagement with Field" (EWF) initiative. EWF 1 involves practice teaching, where students conduct lessons in assigned schools, contributing 50 marks to their overall score. In the second year, students take part in the internship program under EWF 2, which spans 20 weeks. This engagement includes practice teaching, evaluated for 250 marks, and the internship itself, evaluated for 150 marks. Additionally, second-year students complete four credits each in Perspectives in Education and their optional course, with 25 marks allocated to assignments for each course.

The program also includes EPC 6, a research project evaluated for 50 marks, and EPC 7, the preparation and submission of a portfolio, which carries 16 credits and is evaluated for 400 marks. These activities ensure that students are not only gaining theoretical knowledge but also applying it in practical, hands-on contexts.

Summative assessment, on the other hand, is conducted at the end of an academic year or semester, offering a comprehensive evaluation of students' learning outcomes. Exams are offered in multiple languages, including Marathi, Hindi, English, and Gujarati, and students must complete internal assessments to qualify for the semester examination. Internal assessments are a mandatory component of the program, with students required to secure at least 40% marks in both theory and practical components to pass.

Students have three attempts to clear the exams for each course, after which they must re-enroll in the entire program. Promotion from the first to the second year is automatic for those with less than a 40% backlog, while exemptions can be claimed by those who score 40% or more in individual components but fail overall.

The comprehensive nature of both formative and summative assessments ensures that students in the B.Ed. program are continually supported and evaluated, preparing them for their future roles as educators.

File Description	Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment**Response:** 85.54**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 71

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:**

In educational institutions, the performance of students in various assessment tasks offers valuable insights into the effectiveness of addressing their initially identified learning needs. Assessments are designed to align with the specific learning objectives outlined at the beginning of the course. Good performance on these tasks signifies that teaching methods and materials are effectively meeting these objectives, reflecting well on both the instructional process and student engagement.

Institutions assign various tasks to prospective teachers, such as utilizing the library, engaging in extracurricular activities, developing motor skills, and employing multimedia resources. These tasks cater to the comprehensive development of the students' academic and practical skills. Theoretical assignments are integral to the training process and are evaluated as part of internal assessments. At the entry level, institutions encourage new students to actively participate in these assessment activities, along with curricular and co-curricular engagements, to foster well-rounded development.

The learning needs of prospective teachers are carefully identified based on their initial knowledge, skills, and attitudes. In addition to core teaching skills, institutions offer Communicative English programs for trainee teachers who require improvement in their language and communication abilities. Gifted students are encouraged to participate in competitive exams, while slow learners receive individualized lessons as part of the institution's structured schedule. Lecturers provide guidance to help students develop their professional capacities, and during internships, students are trained to evaluate their teaching effectiveness. Demonstrations, role-playing, and group discussions foster teamwork and collaboration, crucial skills for establishing strong social relationships among future educators.

Computers are used for coursework, preparing presentations, searching educational websites, and

accessing Open Educational Resources (OERs). Students are trained to utilize electronic resources such as N-lists and e-books and are guided on how to incorporate internet-based resources and projectors into their seminar presentations. Moreover, prospective teachers are encouraged to enhance their IT skills by developing videos and creating multimedia content for presentations.

NSS camps are another essential component of teacher training, helping raise awareness among trainee teachers about social issues, including the needs of special children. Students visit special schools to interact with differently-abled children, develop specialized teaching materials, and employ creative teaching strategies to cater to the needs of these children.

Educational visits and field trips further enrich the learning experience by strengthening students' critical thinking abilities. These activities encourage them to think from different perspectives, deepening their understanding of the subjects they are studying. Regular assessments, along with feedback mechanisms, allow educators to identify areas where students may need additional support, ensuring continuous improvement in both teaching practices and student outcomes.

The ongoing process of tracking and analyzing student performance helps refine the learning approach, ensuring that the initially identified learning needs are continuously addressed and adjusted, ultimately enhancing the educational experience.

File Description	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: 3.88

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..

2023-24	2022-23	2021-22	2020-21	2019-20
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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Any additional information

[View Document](#)

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: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	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: B. Any 3 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: 0.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	1	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 6

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	9	3	3

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
Any other relevant information	View Document

3.3.2

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

Response: 45.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	85	74	46	68

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
Any additional information	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: 39.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	70	45	50	69

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 additional information	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:

Community service is an integral part of a teacher education program, including the Bachelor of Education (B.Ed) degree. It not only fosters a sense of responsibility but also develops the personal and professional skills required in future educators. The integration of community service in the B.Ed curriculum helps pre-service teachers understand their role in shaping society, encourages empathy, and promotes civic engagement. Implementation of Community Service in the B.Ed program, community service activities are usually planned and organized under the supervision of faculty members and in collaboration with local communities.

Aishabai College of Education has strived to live its vision, and mission statements of selfless service to the community and abiding by the college motto, “Serve with smile, Love and care” especially women empowerment. The college has involved itself in the women empowerment programme.

N.S.S camps are arranged in slums and for street children, cooperating with the government schemes for Shramadham activities, enrolling for adopting government school students, remedial programmes for below socio-economic strata.

Trust’s of Aishabai College of Education serves free food every day (lunch and dinner) to the relatives of the patients at J.J. Hospital to identify the need of an individual from the pandemic 2020. Our students voluntarily go to the hospital with the food that is to be served. Students also visit inclusive schools to teach the students and also to serve the purpose of internship. Students prepare and donate teaching aids to the schools.

Our Students have distributed masks and sanitisers in the areas to spread awareness during the pandemic 2020. Students planted trees on the college campus and organized tree planting activities to promote environmental conservation and also brought awareness to ‘No use of plastic’ while teaching/learning process and by preparing teaching aids.

Colleges sometimes adopt nearby villages or underprivileged areas to help with education, healthcare, sanitation, and sustainable livelihood projects.

Our college NSS volunteers promote extension activities in the surrounding communities that educate students about community issues, gender injustices, social unfairness, and other challenges, as well as instill social ideals and devotion to society. Active participation in government schemes like Swachh Bharat (Clean India), Beti Bachao Beti Padhao (Save the Girl Child)

Children from lower socioeconomic groups and inclusive education are impacted by the students who assist them with their schoolwork and raise awareness about issues such as cleanliness, sanitation, and disease control through fun activities such as cultural activities, movie screenings, and an annual sporting event sports in which the children are encouraged to showcase their talents. Awareness on Aids to students and importance to donate organs.

The NSS Volunteers effectively utilized social media platforms to share informative content about cleanliness through the Swachata Abhiyan Program and its significance. They emphasized the crucial role of a clean environment in promoting overall well-being.

Through such initiatives, Aishabai College can help shape socially responsible students who are conscious of their role in contributing to society while making a direct impact on the local community's development.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Any other relevant information	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.

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	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

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	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
Link for 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: 20

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: 20

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: A. All 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
Link for additional information	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:

Infrastructure and Facilities at Aishabai College of Education

Aishabai College of Education boasts a sprawling campus spread over **0.7413161** acres, with a built-up area of **2000** square meters. The campus is not only spacious but also adorned with lush greenery, creating an enchanting environment that enhances the overall educational experience.

Library:

Our library is a cornerstone of academic excellence, housing an extensive collection of Around 5000 books, reference materials, encyclopedias, yearbooks, and journals. The library is fully automated using SOUL Library Management System (LMS), providing seamless access to digital and e-resources. Students and faculty can utilize N-List login credentials to explore a vast array of electronic resources, enriching their teaching and learning experiences. The library's serene environment offers an ideal space for study and research.

ICT and Network Facilities:

The institution is equipped with cutting-edge technology to support modern educational needs. A 100 Mbps speed internet facility ensures high-speed connectivity across the campus. The Network Resource Centre (NRC) houses 61 computers with Wi-Fi access, facilitating hands-on training and workshops. Additionally, 4 classrooms are outfitted with comprehensive ICT facilities, including desktop, laptops, projectors, fostering an interactive and multimedia-rich learning environment.

Laboratories:

Our campus features well-equipped laboratories for Science, Mathematics, Language, Commerce & Economics and Psychology. These laboratories are designed to provide students with practical, hands-on experience, essential for understanding complex scientific concepts and conducting experiments. There is a spacious Curriculum lab set for the students & teachers.

Studio and Audio-Visual Facilities:

The studio facility is utilized for developing high-quality e-content by teacher educators, enhancing digital learning resources available to students. Additionally, an audio-visual room is dedicated to storing electronic equipment securely, ensuring that all technology is well-maintained and protected.

Sports and Recreational Facilities:

Aishabai College of Education prioritizes physical well-being and recreational activities. The campus features a basketball court, and a throwball court. These facilities support a range of sports and fitness activities, promoting a healthy and active lifestyle.

Safety and Maintenance:

Safety is a top priority at our institution. We adhere to all government safety norms, including obtaining building stability certificates, building licenses, sanitary certificates, and fire safety certificates. Fire extinguishers are strategically placed around the campus, and regular disaster management sessions are conducted for students and staff. Its marked as No smoking zone On-campus maintenance staff, including plumbers, electricians, and carpenters, ensure that all facilities and equipment are in optimal

condition.

Additional Facilities:

The institution also features a multipurpose hall, IQAC room, conference room, examinations office, extension services department, guidance and counseling room, pantry and administrative office. These facilities are integral to the smooth functioning of academic and administrative operations, supporting both teaching and student services.

In summary, Aishabai College of Education is committed to providing a comprehensive and supportive learning environment. Our extensive infrastructure, modern facilities, and commitment to safety and maintenance ensure that students and faculty have access to all the resources needed for academic success and personal development.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	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: 100

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

Response: 7

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

Response: 7

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	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:** 13.18**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
6.25	0	0	0	1.07

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
Any additional information	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:****Aishabai College of Education Library: A Modern Academic Resource Center**

The Aishabai College of Education Library, located in Room No. 14, spans 60.21 square meters and has evolved into a modern resource hub that significantly enhances the academic experience for both students and faculty. The library, equipped with 19 bookshelves, has expanded its services and resources to better support learning and research.

Advanced Library Management with SOUL 3.0

A key component of the library's modernization is the adoption of SOUL 3.0, an advanced Integrated Library Management System (ILMS) developed by the INFLIBNET Centre. Initially subscribing to SOUL 2.0 in 2019, the library upgraded to SOUL 3.0 in 2023, enabling full automation of its operations.

This advanced system streamlines various functions through six essential modules:

- **Acquisition Module:** Manages the procurement of new resources, ensuring the library's collection remains current and relevant.
- **Catalogue Module:** Organizes resources using the MARC21 format, making it easier for users to locate materials.
- **Circulation Module:** Oversees user data, membership renewals, and transactions, ensuring smooth and efficient operations.
- **Serial Control Module:** Handles the management of periodicals, from title entry to schedule generation, ensuring efficient handling of serial publications.
- **OPAC Module:** The Online Public Access Catalogue (OPAC) offers both basic and advanced search options, enhancing resource accessibility for all users.
- **Administration Module:** Manages system parameters, user data, and master data, supporting the library's administrative functions.

These modules, along with a user-friendly interface, transform the library into a seamless academic hub, catering to the diverse needs of the college community.

Subscription to N-LIST Programme

The library's resources are further enriched by its subscription to the N-LIST Programme, funded by the Ministry of Education (MoE) under the e-ShodhSindhu Consortium. This subscription provides access to an extensive collection of digital resources, including:

- **Over 6,000 e-journals and 199,500 e-books:** These digital resources are essential for research and academic study across various disciplines.
- **600,000 e-books via the National Digital Library (NDL):** Expanding the library's digital collection, the NDL offers a wide range of e-books to support the learning and research needs of the college community.

Comprehensive Library Resources and Facilities

In addition to its extensive digital resources, the library maintains a robust physical collection of over 5,000 printed books, 14 printed journals, and 5 newspapers, ensuring users have access to a diverse range of materials. The library is also equipped with essential tools like printers and scanners for barcoding, enhancing the overall user experience. The 19 bookshelves are meticulously organized to facilitate easy access to books and journals.

The modernization of the Aishabai College of Education Library underscores its commitment to fostering a rich academic environment. By integrating advanced technology with a comprehensive collection of physical and digital resources, the library plays a crucial role in supporting the educational and research endeavors of the college community.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for 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:

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

Response:

Remote Access N-LIST Programme

The Aishabai College of Education Library is committed to providing extensive digital resources to support the academic and research needs of its users. As part of this commitment, the library has subscribed to the N-LIST Programme, funded by the Ministry of Education (MoE) and part of the e-ShodhSindhu Consortium. It offers access to a vast collection of electronic journals and books, significantly enhancing the resources available to students, faculty members, and researchers. The program was initiated in March 2024, however due to technical issues at their end it was delayed and launched in the college in May 2024.

Resources Available Through N-LIST

E-Journals and E-Books: Through N-LIST, users can access over 6000 e-journals and 199,500 e-books across various discipline

National Digital Library (NDL): An additional 600,000 e-books are available through the National Digital Library, further enriching the library's offerings with an extensive array of digital resources.

Accessing N-LIST Resources

User Access: It is assumed that the Aishabai College of Education is already registered with N-LIST. Each user, including faculty and students, has been provided with a unique username and password.

Login Process: Users can visit the N-LIST website at <https://nlist.inflibnet.ac.in/> and click on the "Member's Login" link. By entering their username and password, users can log in and view a list of e-resources subscribed under the N-LIST Programme.

User Guide: Detailed instructions on navigating and utilizing the resources effectively can be found in the user guide and tutorials available on the N-LIST website.

Benefits of the N-LIST Programme

Anywhere Access: Faculty and students can access e-resources from any location, offering flexible and convenient research and study options.

Wide Range of Resources: The extensive collection of high-quality digital resources ensures that users have access to the latest and most relevant information in their fields.

Support for Academic Success: This extensive collection supports deeper learning and more comprehensive research, contributing to the overall academic success of the college community.

The N-LIST Programme significantly enhances the Aishabai College of Education Library's ability to support academic and research activities, providing a wide range of benefits and extensive digital resources to the college community.

Wi-Fi

The LAN connection is available 24/7 for infrastructure enhancements such as high-speed networks 50 mbps updated 100mbps, Wi-Fi, and LAN portals.

Library Website

The Aishabai College of Education Library website provides access to various Open Access e-resources, MOOCs, newspapers, and other important links. Some important links are below.

Open Access E-resources

The college website provides Open Access e-resources. The Open Access e-resources offered by the college are listed below.

E-Balharati, PDF Drive (e-books), e-PGPathshala, Shodh Gangotri, Shodh Ganga, NCERT, UGC, Central Teacher Eligibility Test (CTET), National Council for Teacher Education, National Testing Agency, e-GyanKosh, Google Book,

Massive Open Online Course (MOOC)

The Aishabai College of Education Library website also provides MOOC links for users' reference.

Swayam, Swayam Prabha, Coursera, Udemy, Khan Academy

File Description	Document
Details of users and details of visits/downloads	View 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
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	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: 0.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.52	0.58	0	0	0

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
Link for 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: 0.91

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: 20

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: 19

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: 37

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: 11

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: 16

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
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

4.3.1 Institutional ICT Facilities and Wi-Fi Upgrades

Aishabai College of Education has recently undertaken substantial enhancements to its Information and Communication Technology (ICT) infrastructure to improve learning outcomes across all courses. A key component of these improvements is the significant upgrade of the campus Wi-Fi, which now offers a

high-speed 100 Mbps broadband connection, a marked improvement from the previous 50 Mbps. This upgrade ensures broader coverage and faster internet speeds throughout the campus, enhancing the overall connectivity experience for students, faculty, and staff. Additionally, to address previously identified weak signal areas, the institute has installed extra access points and conducts regular maintenance checks to ensure optimal network performance.

Available Resources

The college's modern ICT infrastructure includes a total of 29 computers distributed strategically across the campus. The ICT lab houses 15 computers, the library has 3, the staff room is equipped with 4, and both the multipurpose hall and seminar hall have 1 computer each. In addition, the institute has 5 laptops: one in the principal's office, two in the administrative office, one in the accounts department, and one for the COO. All computers and laptops are updated with Windows 10 and come equipped with essential software such as MS Office 365, MS Office 2010, and MS Office 2013. The Wi-Fi infrastructure is further bolstered by two 5G routers and one 4G router, ensuring reliable and fast internet access across the campus.

In addition to these primary ICT resources, the college benefits from 14 additional computers located on the second floor, shared by the Trust. These computers share the same specifications as the primary devices, ensuring consistent performance across different locations. The institute has also equipped labs and classrooms with Wi-Fi, four projectors, and smart classroom setups, facilitating an interactive and engaging learning environment. Furthermore, the library is equipped with two printers and a printer-scanner for barcoding, as well as a biometric machine for faculty and staff attendance tracking. The Teach Us App is used for efficient student attendance management.

Software and Other Resources

The college library utilizes SOUL software, enhancing its functionality and accessibility. The institution also maintains a well-developed website, providing easy access to various resources. To further support communication and security, the college has installed 7 telephone instruments and CCTV cameras across the premises.

ICT Literacy and Sustainable Practices

Recognizing the critical importance of ICT literacy, the institution regularly conducts comprehensive training sessions for both faculty and students, empowering them to effectively utilize these resources. The air-conditioned multipurpose hall, equipped with a public address system and high-speed internet, can accommodate up to 100 individuals, making it an ideal venue for a wide range of events and programs.

The institute is committed to fostering sustainable ICT practices by continuously enhancing its Wi-Fi infrastructure, ensuring seamless connectivity, and prioritizing network security. Technical assistance is readily available to users, ensuring that the ICT resources support a dynamic and enriching learning environment. Through these efforts, Aishabai College of Education reaffirms its commitment to leveraging technology to advance educational excellence and foster a conducive learning environment.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.21

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
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 50**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	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
Any additional information	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: 22.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
10.11	1.76	0.10	0.14	0.47

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
Any 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:

Facility Upgrades and Maintenance at Aishabai College of Education

Multipurpose Hall and Seminar Hall

Seating and Comfort: Added around 200 new chairs to accommodate events of varying sizes.

Air Conditioning: Regular servicing ensures optimal performance of air conditioning units.

Lighting and Ventilation: Installed new LED lights and fans, with routine maintenance to ensure continuous operation.

Audio-Visual Support: Projectors and sound systems installed and maintained to support presentations and events.

Podium and Windows: Annual carpentry checks on the podium and regular inspections of windows to ensure they remain functional and in good condition.

Classrooms

Seating Upgrades: New chairs have been added to improve seating capacity and comfort.

Lighting and Ventilation: Classrooms are equipped with new LED lights and fans, regularly maintained for optimal performance.

Technology Integration: Installed projectors and sound systems to enhance the teaching and learning experience.

Window and Podium Maintenance: Regular inspections and repairs of windows, with podiums receiving carpentry maintenance.

Library

Storage and Organization: Installed 2 wooden racks to enhance book storage and organization.

Technological Enhancements: Added 2 new PCs, barcode scanners, and library management software to streamline operations.

Lighting and Comfort: New lights, fans, tables, and chairs provided for a comfortable reading environment.

Resource Expansion: The library collection has been expanded with new books, journals, and access to N-List e-resources.

Staff Room

Workstation Upgrades: Fully furnished with new tables, cupboards with lockers, and 4 new PCs for faculty use.

Storage Solutions: Enhanced storage and organization with new cupboards and lockers.

Administrative Office

Aesthetic and Functional Upgrades: Walls have been painted and plastered, with 2 new wooden racks installed for better organization.

Technology and Comfort: Added 2 new laptops, new tables, and chairs to enhance administrative efficiency and staff comfort.

Lighting and Ventilation: Installed new LED lights and fans, with regular window repairs ensuring a comfortable workspace.

Principal's Office

Aesthetic Improvements: Upgraded with wall painting, plastering, and installation of a new door with glass.

Functional Enhancements: New wall racks, desk cupboards, and principal's desk installed for improved organization.

Communication Tools: A telephone, digital watch, CCTV access of college premise and printer have been added to support administrative tasks.

Comfort Upgrades: New chairs, LED lights, air condition and fans provided to ensure a conducive working environment.

General Maintenance and Support

Sports and Music Equipment: Regular inventory checks and maintenance ensure all equipment remains functional.

Lab Equipment: Routine checks and maintenance to keep lab equipment operational.

Pest Control: Ongoing pest control measures maintain a hygienic environment.

Workshops and Seminars: Hosted workshops, national seminars, and conferences to support academic and professional growth.

Educational Trips: Organized trips for experiential learning opportunities.

Pantry Upgrades: Added a new microwave and fridge for staff convenience.

Other Facility Enhancements: Installed a new water filter, wash basin, and sanitary machine, with bathroom repairs completed for improved hygiene.

Utilization Procedures

Efficient Scheduling: Facilities are scheduled to maximize utilization and avoid conflicts.

Maintenance Logs: Detailed records are kept of all maintenance activities.

Feedback Mechanism: Regular feedback is collected to identify and address areas for improvement.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	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: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View 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
Paste link for additional information	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: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	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
Institutional guidelines for students' grievance redressal	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: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 67.91

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
51	48	29	40	50

File Description	Document
Upload any additional information	View 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
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 26.83**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 22

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
Upload any additional information	View Document
Documentary evidence in support of the claim	View 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
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 3.74**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	4	0	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	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:

Aishabai College of Education is dedicated to fostering excellence in teacher education through comprehensive support in academic, psychological, professional, and financial aspects. The institution emphasizes holistic development, ensuring students receive a rich blend of academic, co-curricular, and extracurricular activities. Students from financially constrained backgrounds are supported through scholarships, while career counseling and placement services guide them toward higher education and suitable employment opportunities.

The college integrates leadership and participation through its democratically elected Student Council, which represents student views on academic and administrative matters. The council, along with various committees and clubs, encourages leadership skills and active involvement in institutional decision-making bodies.

A key feature of the college is its registered active Alumnae Association name as **Alumnai Alliance Aishabai College Educator's i**, which provides mentorship, financial aid, and student development programs. The Placement Cell plays a vital role in preparing students for their careers, offering workshops on resume writing, interview techniques, personality development, and organizing campus interviews.

The college's infrastructure is designed to prepare students to become technology-proficient educators capable of using blended learning techniques. Regular online sessions and workshops with national and international experts ensure students benefit from global knowledge resources. Additionally, the college conducts NET/SET/TET/CTET orientation and guidance sessions to prepare students for competitive exams.

Aishabai College of Education prioritizes the overall well-being of students through personal counseling, life skills development, and communication enhancement programs, particularly in English proficiency. The institution regularly organizes co-curricular activities, competitions, and social extension programs that nurture students' interpersonal skills, emotional maturity, and social integration.

In essence, Aishabai College is not just a physical space but a transformative environment that helps students discover and develop their potential as educators. The college remains committed to continuous student-oriented planning, ensuring that every student is equipped with the skills and opportunities necessary to succeed in their future teaching careers.

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
Documentary evidence for alumni role in institution functioning and for student welfare	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: 8

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	6	6	7	8

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	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:

Introduction

The Alumni Alliance Aishabai College Educators (AAACE) is a registered association that plays an indispensable role in the ongoing development and enhancement of Aishabai College of Education. The contributions of AAACE span various functional areas, significantly impacting academic excellence, industry connections, research and development, community engagement, and institutional governance.

1. Enhancing Academic Excellence

AAACE significantly contributes to academic excellence at Aishabai College of Education through several key initiatives:

- **Curriculum Enrichment:** Alumni members, many of whom are accomplished professionals and educators, provide invaluable insights into the curriculum development process. Their real-world experiences and feedback help ensure that the college's academic programs remain relevant and aligned with industry standards. Alumni involvement in curriculum committees aids in integrating contemporary practices and emerging trends into the educational framework.
- **Guest Lectures and Workshops:** AAACE organizes guest lectures, workshops, and seminars featuring distinguished alumni. These events expose students to a variety of perspectives and expertise, enriching their academic experience. By sharing their knowledge and experiences, alumni contribute to a deeper understanding of subject matter and industry practices.
- **Mentorship Programs:** The association facilitates mentorship programs where alumni guide current students. These mentorship relationships provide students with personalized advice on academic and career matters, enhancing their learning experience and helping them navigate their professional paths effectively.

2. Strengthening Industry Connections

The AAACE plays a pivotal role in bridging the gap between academia and the professional world, which is crucial for the career development of students:

- **Establishing Partnerships:** Through its extensive network, AAACE fosters partnerships with educational institutions, corporations, and non-profit organizations. These partnerships lead to valuable internships, job placements, and collaborative projects, providing students with practical experience and career opportunities.
- **Career Services:** The association aids in organizing career fairs, recruitment drives, and professional development workshops. These events connect students with potential employers and offer opportunities for networking, thereby enhancing their employability and career prospects.
- **Industry Insights:** Alumni actively participate in industry panels and advisory boards, sharing their expertise and providing insights into current trends and challenges. This involvement helps the college tailor its programs to meet industry needs and better prepare students for the workforce.

3. Supporting Research and Development

Research and development are central to academic progress, and AAACE supports these activities in several ways:

- **Funding and Grants:** The association contributes financial resources to support research initiatives, educational innovations, and development projects. This funding helps faculty and students undertake meaningful research and contribute to the advancement of knowledge in the field of education.
- **Collaborative Research:** Alumni engaged in research and academia often collaborate with the college on research projects. These collaborations bring diverse perspectives and expertise, enhancing the quality and impact of research conducted at the institution.
- **Publication and Dissemination:** AAACE supports the dissemination of research findings by assisting in the publication of papers and presentations at academic conferences. This support helps showcase the institution's research achievements and contributes to its reputation in the academic community.

4. Fostering Community Engagement

Community involvement is a key area where AAACE makes a significant impact, contributing to the college's outreach and societal development:

- **Community Service Projects:** The association organizes and participates in various community service projects, such as educational outreach programs, health camps, and environmental initiatives. These projects enhance the college's role in societal development and foster a sense of social responsibility among students and alumni.
- **Public Relations:** Through its community engagement efforts, AAACE helps build and maintain a positive public image of the college. The association's involvement in community-based activities strengthens the institution's relationships with local communities and stakeholders.
- **Volunteering and Advocacy:** Alumni often volunteer their time and expertise for community

initiatives and advocacy programs. This active participation demonstrates the college's commitment to social causes and reinforces its role as a responsible and engaged educational institution.

5. Strengthening Institutional Governance

Effective governance is crucial for the smooth operation and strategic development of Aishabai College of Education. AAACE contributes to governance in several ways:

- **Advisory Roles:** Alumni with experience in educational management and leadership often serve as advisors to the college administration. Their guidance helps in strategic planning, policy formulation, and decision-making processes, ensuring that the institution's governance is informed by diverse perspectives.
- **Feedback Mechanisms:** The association provides a platform for alumni to offer feedback on institutional policies, practices, and programs. This feedback helps identify areas for improvement and implement necessary changes to enhance the college's operations and effectiveness.
- **Advisory Committees:** AAACE members are actively involved in advisory committees and boards, contributing their expertise to various aspects of institutional governance. Their participation ensures that alumni perspectives are considered in decision-making processes and strategic initiatives.

6. Enhancing Infrastructure and Facilities

AAACE also contributes to the improvement of the college's infrastructure and facilities, which are essential for creating a conducive learning environment:

- **Infrastructure Development:** The association raises funds for the development and enhancement of campus infrastructure, including classrooms, laboratories, and library facilities. These funds support the creation of modern and well-equipped learning spaces for students.
- **Technology Integration:** AAACE supports the integration of advanced technologies into the educational process by funding the acquisition of technological tools and resources. This support enhances the learning experience and prepares students for a technology-driven world.
- **Campus Improvement Projects:** The association organizes initiatives to improve campus facilities and maintain the college's physical environment. Alumni contributions help in the beautification and upkeep of the campus, creating an inviting and productive atmosphere for students and staff.

The Alumni Alliance Aishabai College Educators (AAACE) plays a crucial and multifaceted role in the development of Aishabai College of Education. Through its contributions to academic excellence, industry connections, research and development, community engagement, institutional governance, and infrastructure enhancement, AAACE exemplifies the significant impact that alumni associations can have on educational institutions.

The active involvement of AAACE not only supports the college in achieving its educational goals but also fosters a strong and enduring relationship between the institution and its alumni. By leveraging the expertise, resources, and networks of its alumni, the college is well-positioned to navigate the evolving educational landscape and achieve its mission of excellence in teaching and learning.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 10**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	2

File Description	Document
Upload any additional information	View 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
Paste link for additional information	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:**The Role of Aishabai College of Education's Alumna Association as an Effective Support System**

The Alumna Association of Aishabai College of Education plays a crucial role as a dynamic support system for the institution, particularly in motivating students and recognizing and nurturing their special talents. This association, comprising accomplished alumni, bridges the gap between academic learning and real-world application, offering invaluable support to both students and the college.

Motivating Students

Inspiration and Motivation: Alumnae inspire current students by sharing their diverse experiences and success stories. For instance, Kehkasha Ansari, a successful alumna in education, conducts motivational sessions and workshops, offering practical insights and encouragement.

Personal Journey Insights: Alumnae like Ansari provide students with real-life examples of overcoming challenges and achieving success, helping them understand the relevance of their studies, instill purpose, and build resilience.

Career Experience Sharing: The association organizes events where alumnae discuss their career paths in education, motivating students to excel academically and visualize their future career prospects.

Perspective on Potential: Interactions with alumnae give students a clearer perspective on their own potential and career possibilities by highlighting successes and hurdles faced by their predecessors.

Recognizing and Nurturing Special Talents

Identifying and Nurturing Talents: The Alumna Association helps identify and nurture student talents through alumni-led talent showcases, workshops, and competitions.

Workshops by Successful Alumnae: For example, Fatema Lakdawala conducts First Aid and emergency preparedness workshops, equipping students with life skills and showcasing their real-world potential.

Support for Talent Development: During events like the annual inter-school competition, alumnae serve as judges, mentors, and organizers, ensuring recognition for students with talents in arts, sports, and other activities.

Event Organization: The association supports events such as debates, cultural performances, and project exhibitions, providing platforms for students to display their skills and creativity.

Examples of Impact

"Viksit Bharat" Competition: Alumnae significantly contributed to organizing and evaluating the "Viksit Bharat" competition, which showcased India's progress through creative presentations. Their expertise in media and arts greatly enhanced the event's quality and impact.

Support for Student-Led Initiatives: Alumnae, such as Kehkasha Ansari, guide student-led projects like environmental awareness campaigns and community outreach programs. Their mentorship helps students execute their projects effectively and make meaningful societal contributions.

Enhanced Educational Experience: The Alumna Association supports Aishabai College's mission by motivating students, recognizing their talents, and providing real-world insights. Alumnae's active engagement inspires and prepares students to positively impact their fields.

In summary, the Alumni Association at Aishabai College of Education acts as a bridge between past and present, offering a robust support system that mentors and nurtures special talent. Through their active involvement, alumni ensure that the institution not only upholds its legacy but also evolves to meet the challenges of the future.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	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:

Aishabai College of Education, with over 19 years of excellence, is dedicated to nurturing future educators through innovative programs and collaborative planning. The college aims to develop competent, dedicated, and compassionate educators, reflecting its mission and vision.

Motto: "Empowering Educators, Enriching Lives"

Mission: To prepare educators and professionals who positively impact students, families, and communities, continuously improving through high-quality faculty and resources.

Vision: To lead education at regional, national, and international levels.

Nature of Governance: Under the Fazlani Aishabai and Haji Abdul Latif Charitable Trust, the college follows a democratic governance model. The Management Committee and Internal Quality Assurance Cell (IQAC) guide institutional initiatives.

Since 2005, the college has focused on women's empowerment and social justice. Governance involves faculty, staff, students, alumni, and stakeholders. The Chairman and Board of Management handle long-term planning, with the Trustee managing administration and the Principal focusing on academics.

The governance framework includes the Governing Body, Finance Committee, IQAC, and specialized committees like the Planning and Evaluation Committee and Student Welfare Committee, all working to enhance teacher development and societal progress.

Strategic Plan (2019-2029):

1. Curricular Management:

- Develop digital resources and Learning Management System (LMS)
- Provide 24x7 learner support
- Implement ICT-integrated teaching methods
- Introduce skill development courses
- Enhance research culture

2. Co-Curricular and Extracurricular Management:

- Improve physical fitness
- Promote entrepreneurship
- Develop student mentoring

- Encourage online courses
- 3.Extension Management:
 - Strengthen NSS activities
 - Organize outreach programs
- 4.Administrative Management:
 - Enhance admissions and digitalize processes
 - Optimize resource management
 - Strengthen the Alumni Association and eco-friendly practices

Strategic Objectives:

1. Provide quality education to marginalized and first-generation women students.
2. Continuously update the curriculum.
3. Utilize digital technologies to enhance learning.
4. Upgrade infrastructure.
5. Expand digital resources and library facilities.
6. Foster personality development.
7. Offer professional development and financial support.
8. Promote interfaith understanding and moral values.
9. Facilitate inter-collegiate exchanges.
10. Address needs of economically disadvantaged students.

Future goals include expanding staff and programs, applying for advanced qualifications, and establishing distance education centers, communicated through prospectuses, academic calendars, and stakeholder meetings.

Participation in Decision-Making Bodies: Teachers influence policies through roles in committees like the Management Committee and IQAC. They hold administrative positions such as Dean of Students. Non-teaching staff contribute to finance and Admission committees. Students participate through the Board of Studies and Grievance Cell, fostering leadership skills. This inclusive approach ensures diverse input and a responsive educational environment.

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
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

At Aishabai College of Education, decentralization is pivotal for effective administration. Responsibilities are distributed among various committees and staff members to streamline both academic and administrative functions. A designated committee, in collaboration with the IQAC and Principal, prepares the academic calendar and timetable. Other academic and administrative tasks, such as admissions, research journal publication, website maintenance, and event organization, are handled by specialized committees composed of faculty and student representatives.

Student councils, elected by their peers, serve as intermediaries between the management and students. These councils, alongside other committees like the Anti-Ragging Committee, Various Subjects Club, and Grievance Redressal Committee, are integral to college life. They offer students opportunities to develop leadership skills and engage actively in institutional functions. The Principal oversees planning and evaluation meetings, while the Examination Incharge manages the conduct of examinations and result publication.

Participative Management Practiced in the Institution

Participative management at Aishabai College is evident in its inclusive decision-making processes. Committees are composed of members from various sections of the institution, including students, faculty, and administrative staff. This inclusivity fosters a collaborative environment where diverse perspectives contribute to institutional development.

Key committees, including the Governing Body, College Development Council, and co-curricular committees (e.g., Student Welfare, Anti-Ragging, Discipline), feature representatives from students, parents, alumni, and teaching and non-teaching staff. This broad representation fosters transparent and inclusive decision-making, enhancing ownership and commitment among all members.

Committees in Administration

The governance structure includes several statutory and non-statutory bodies to ensure effective administration. The Appointment Committee selects candidates based on merit, adhering to UGC and government norms. The Accounts Review Committee, Finance Committee, and Governing Body oversee financial management and budgetary decisions. The Building Committee provides technical assistance for renovations and maintenance of college facilities.

Administrative and academic functions are managed by dedicated officials. The Principal coordinates the academic section, including curriculum planning and evaluation. The Research Incharge manages research activities and publication. The Librarian oversees library operations, and Extension Services Coordinator implements socially relevant programs. The Placement Coordinator handles student placements, while the Secretary monitors staff performance and development. The Alumni Association, coordinated by the Director, plays a crucial role in institutional growth.

IQAC

The Internal Quality Assurance Cell (IQAC) at Aishabai College drives quality enhancement through

structured meetings. It holds two levels of meetings: the first with teaching staff to gather feedback and generate ideas, and the second with a broader group of stakeholders, including students, administrative staff, school heads, and alumni. These meetings focus on maintaining quality in both academic and non-academic activities.

The IQAC collaborates closely with the Management Committee and Principal, integrating feedback from various levels to inform institutional strategies and improvements. This approach ensures that quality assurance processes are comprehensive and reflective of the collective input of all stakeholders, reinforcing the institution's commitment to excellence.

In summary, Aishabai College of Education exemplifies decentralization and participative management through its structured committees, inclusive decision-making processes, and active engagement of all stakeholders. This approach enhances administrative efficiency and fosters a collaborative and empowered educational environment.

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:

At Aishabai College of Education, transparency is a fundamental principle guiding its financial, academic, administrative, and auxiliary functions.

Financial Transparency:

The Finance Committee plays a pivotal role in planning, executing, and monitoring the institution's financial needs. Prior to budget preparation, the Secretary gathers requirements from staff for curricular and co-curricular activities. The Finance Committee deliberates on these needs and recommends fund allocations for infrastructure, library resources, lab equipment, and other necessities. Additionally, it approves budgets for training, seminars, and workshops. All financial transactions are processed through secure methods, including online payments, Demand Drafts, and account payee cheques. Annual internal and external audits ensure accuracy, with reports. Financial transparency is further supported by clear communication of the fee structure and available scholarships, with fees and scholarships managed through online transfers to minimize financial strain on students.

Academic Transparency:

The institution fosters academic transparency through inclusive curriculum development and evaluation. The curriculum construction involves input from all stakeholders, including students, parents, and experts. Feedback is regularly collected and incorporated into the curriculum to maintain relevance and quality. External evaluations for undergraduate programs enhance transparency in assessment. Academic meetings are documented, and minutes are reviewed to ensure accurate recording of decisions. The academic calendar, detailing syllabi and regulations, is available on the college website. Faculty members are encouraged to innovate in curriculum design and teaching methods, with their suggestions reviewed by external experts.

Administrative Transparency: The institution ensures transparency in its administrative functions through regular updates and accessible information. The Governing Body, which includes management representatives, senior staff, and external nominees, oversees policy approvals and administrative decisions. Details of teaching and non-teaching staff, including their roles and appraisals, are posted on the college website. Annual Academic and Administrative Audits (AAA) assess institutional performance, with recommendations presented for improvement. The Student Council serves as a liaison between management, staff, and students, promoting democratic administration. Regular meetings of the Management Committee and IQAC ensure that decisions are communicated effectively to staff and students.

Other Functions: Various committees handle additional functions, including grievance redressal and guidance. The Grievance Redressal Committee addresses student concerns, while the Guidance and Counselling Committee provides support for personal and academic issues. Literary, cultural, and sports activities are managed by dedicated faculty and student members, with reports shared for transparency. Issues of indiscipline are managed through the Code of Ethics Monitoring Committee, and mentoring systems address personal student matters.

In summary, Aishabai College of Education upholds transparency across all its functions, ensuring clear communication, inclusive decision-making, and accountable practices to foster a well-managed and effective educational environment.

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

Aishabai College of Education implements its strategic plan effectively, fostering academic excellence, professional development, and social responsibility. This plan serves as a roadmap for the institution's growth, aligning its mission, vision, and values with educational and community needs.

Alignment with Mission and Vision:

The strategic plan reflects the college's mission to nurture competent educators while promoting inclusivity, sustainability, and innovation. Each initiative aligns with its vision to lead in teacher education through ethical practices and educational excellence.

Governance and Leadership:

The college leadership oversees the plan's deployment, setting priorities through collaborative efforts involving the Principal, faculty, and committees like the Internal Quality Assurance Cell (IQAC) and Grievance Redressal Cell. Regular meetings and transparent decision-making ensure effective implementation and accountability.

Focus on Academic Excellence:

A core aspect of the plan is enhancing academic standards through innovative teaching, ICT integration, and faculty development. Value-added courses, digital classrooms, and e-governance tools streamline academic and administrative operations, ensuring effective communication and resource access.

Research and Community Engagement:

Research and outreach are integral to the plan. Faculty and students engage in research through provided resources and training. The college's 21 MoUs with national and international organizations facilitate collaborations, internships, and research. Community outreach programs, aligned with the strategic plan, extend the college's impact by addressing social issues.

Infrastructure Development:

The strategic plan prioritizes infrastructure enhancement, modernizing the campus with advanced ICT tools, a larger library, and improved facilities. Biometric systems, Learning Management Systems (LMS), and virtual classrooms further support the college's commitment to innovation.

Continuous Quality Assurance:

The IQAC ensures continuous quality improvement by conducting internal audits, gathering feedback, and assessing teaching methodologies. The strategic plan is regularly updated in response to stakeholder input and evolving educational trends.

Aishabai College of Education's strategic plan is deployed through strong governance, academic rigor, and a commitment to research, infrastructure, and community engagement. This approach ensures the college remains a leader in teacher education, continuously adapting to meet student and societal needs

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

At Aishabai College of Education, the institutional framework is meticulously designed to ensure effective and efficient functioning across all academic and administrative aspects. The governance and operational structure are spearheaded by the Aishabai College of Education, governed by the Chairman Managing Trustee. The C.O.O and the Principal serve as the operational head. The College Management Committee, comprising the Managing Trustee and principal, is the apex decision-making body, while the Internal Quality Assurance Cell (IQAC) plays a crucial advisory role in maintaining quality standards.

The IQAC, alongside the Principal cum IQAC Coordinator, is pivotal in guiding both academic and administrative management. This body oversees quality assurance and implements strategic initiatives. The entire institutional framework is designed to address the needs of students and stakeholders effectively.

Academic Management

Academic affairs are structured into curricular, co-curricular/extracurricular, and extension domains. The Curriculum Planning Committee, supported by the Library Committee and various subject clubs (e.g., SubjectClub, English Club, Social Science Club, Mathematics Club etc.), curriculum planning. Co-curricular and extracurricular activities are managed by bodies such as the Sports and Games Committee, Student Council, Green Club, and others, under IQAC guidance. Extension services are handled by groups like the Women Development Cell and NSS, focusing on community engagement and outreach.

Administrative Management

Administrative functions are handled by dedicated committees such as the Admission Committee, Academic Calendar Committee, and Grievance Redressal Committee. These bodies operate under the guidance of IQAC, ensuring streamlined processes and efficient decision-making. The College Management Committee drafts institutional policies, while IQAC formulates implementation procedures.

Recruitment and Service Rules

The recruitment and service rules are governed by the University, State Government, UGC & NCTE

guidelines, and the college constitution. Recruitment for teaching and non-teaching staff follows NCTE norms. Periodic appraisals and internal audits ensure quality and compliance.

Institutional Bodies

The institution comprises four statutory bodies: Anti Ragging Committee, Grievance Redressal Cell, Minority Cell ICC and along with nine non-statutory bodies. The University revises and prepares syllabi so college does not have BOS. The Principal and the IQAC formulates strategic plans for development. The Library Committee and IQAC further support quality enhancement in teaching, research, and consultancy.

Grievance Redressal Mechanisms

To address grievances, the institution has established the Prevention of Sexual Harassment Cell, Anti-Ragging Cell, and Grievance Redressal Cell. They are part of statutory bodies. These bodies are tasked with examining complaints and implementing appropriate measures to resolve issues.

The organogram of the college provides a clear visualization of reporting relationships and responsibilities, ensuring accountability and effective communication across all institutional levels. This structured approach ensures that all stakeholders are aligned with the institution's goals and objectives, fostering an environment of continuous improvement and excellence.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for 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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

Effectiveness of Various Bodies/Cells/Committees at Aishabai College of Education

The structure of Aishabai College of Education is built on various committees, bodies, and cells that ensure the institution runs smoothly and effectively. These operations are carried out through regular meetings, where decisions and action points are discussed in detail. The minutes of these meetings are meticulously recorded, reviewed, and signed by the Principal. In the spirit of transparency, these minutes, along with the decisions taken, are also reflected on the college website for public access.

The effectiveness of these bodies is demonstrated through the successful implementation of their resolutions. One example is the decision to strengthen **ICT skills** as discussed in a Staff Council meeting. This was effectively implemented and became a vital part of the curriculum, helping teacher trainees develop their technological competencies. Another resolution led to a focus on **outreach activities, national conferences, and the Independence Day school/college competitions**, all of which were successfully organized, enhancing both the professional and cultural growth of the students.

Further recommendations made during these meetings have been implemented as follows:

1. The introduction of **value-added courses** and more co-curricular activities and outreach programs to be organised
2. A **computer literacy program for students** was introduced to ensure that students are well-versed in essential digital skills.
3. The college's **curriculum transaction** was enriched through ICT integration, adding numerous activities that contributed to students' capacity building.
4. A key decision was to convert **practice lessons into technology** during the teaching practice sessions, making it compulsory for all teacher trainees.

The impact of these initiatives was clearly evident during the students' internship programs. With the use of audio-visual aids, PowerPoint presentations, and other technology tools, AI, tools for

Teaching learning, with which were able to make their classroom teaching far more engaging and effective. This hands-on use of technology during teaching practice helped students gain the knowledge needed to integrate ICT tools in real-world classroom settings. Workshops and seminar / conferences organised

During the internship programs, one challenge encountered was the lack of proper computer lab facilities in some schools. This made it difficult for students to conduct digital classes in certain environments. However, despite these limitations, students were still able to utilize the available technology effectively to enhance their classroom teaching.

The overall success of the various bodies, committees, and cells at Aishabai College of Education is evident in the improvements made in teaching, student capacity building, and institutional growth.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	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:

Effective implementation of welfare measures for teaching and non-teaching staff plays a pivotal role in fostering a supportive, motivating, and healthy working environment. Below is detailed account of welfare measures categorized into academic, physical, financial, medical, and emotional assistance.

1. Academic Support and Professional Development:

- **Travel and Registration Expenses:** The institution reimburses travel expenses for staff participating in academic activities across districts or states. Additionally, seminar and conference registration fees are reimbursed when staff present papers.
- **Recognition for Research:** Faculty members are acknowledged with cash awards for research publications in reputed journals, motivating academic excellence.
- **Seminar Sponsorships:** Sponsorships are offered to faculty to attend and present papers at

conferences, enhancing their professional development.

- **In-House Research Funding:** Faculty members are provided seed money to conduct in-house research, supporting scholarly growth.
- **Faculty Development Programs (FDPs):** Regular FDPs are conducted to update staff knowledge and skills, including the encouragement to take online courses for technological and pedagogical advancements.

2. Physical Support:

- **Space and Equipment:** Each teaching staff member is provided with an individual space equipped with computers and internet access, promoting effective preparation for teaching and research.
- **Recreational Facilities:** The college provides sports grounds and game materials for staff recreation. There is also a provision of a separate parking area and restrooms for male and female staff.

3. Financial Benefits:

- **Emergency Loans:** The institution provides emergency loans to management-paid staff, easing financial strain during unforeseen circumstances.
- **Children's Fee Concessions:** A fee concession is provided to the children of staff pursuing education at the institution or other schools managed by the organization.
- **Festival Bonuses:** Staff members, both teaching and non-teaching, receive bonuses during major festivals, creating a sense of inclusion and motivation.
- **Retirement Benefits:** On retirement, staff members are rewarded with cash awards along with regular retirement benefits, recognizing their dedicated service.
- **Support in Crises:** In case of a non-teaching staff member's death, the management provides financial aid for funeral expenses, supporting the family in their time of need.

4. Medical and Leave Benefits:

- **Maternity Leave:** Women staff appointed under management-paid posts are entitled to five months of maternity leave, promoting work-life balance.
- **Medical Leave:** Medical leave is granted to staff per the organization's leave policy.
- **Health Assistance:** In case of a medical emergency, faculty members are taken to the hospital in the college vehicle, ensuring prompt medical attention.

5. Emotional and Social Welfare:

- **Personal Events and Gatherings:** The management actively participates in personal events of the staff such as weddings or religious functions, fostering emotional bonds.
- **Counseling Services:** Group and individual counseling services are provided to teaching and non-teaching staff to address their emotional and psychological well-being.

6. Additional Benefits:

- **Uniforms for Support Staff:** Uniform materials and stitching charges are provided to non-teaching supportive staff.

- **Retired Staff Engagement:** The expertise of retired staff is utilized whenever required, benefiting both the institution and the retired faculty.

Through these comprehensive welfare measures, the institution effectively creates a conducive work environment, enhancing the personal, academic, and professional well-being of its teaching and non-teaching staff.

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
Link for 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: 16.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	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: 8

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	0	1	1	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
Link for additional information	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: 22.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Link for additional information	View Document

6.3.5

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

Response:

Aishabai College of Education has a well-structured Performance Appraisal System designed to enhance the performance of both teaching and non-teaching staff. This system fosters accountability, commitment, and continual growth, enabling the identification of strengths and areas for improvement. The ultimate goal is to contribute to the development of individuals and the institution, ensuring a culture of progress and success.

APPRAISAL OF TEACHING STAFF

The teaching staff undergoes an annual appraisal that covers various aspects of their performance, promoting continuous professional development.

- **Student Feedback:** Students provide feedback on course content and teaching performance at the end of each semester. This feedback is shared with faculty to help them refine their teaching strategies and improve classroom transactions.
- **Self-Appraisal:** Faculty members submit a self-assessment using the UGC's Academic Performance Indicator (API) format, highlighting teaching innovations, research activities, and professional development participation. This ensures a comprehensive review of their contributions.
- **Local Inquiry Committee:** An audit team from the university reviews academic and administrative activities, including classroom effectiveness and student interactions, providing an external perspective on faculty performance.
- **Principal's Review:** The Principal evaluates the overall performance of the faculty, offering personalized feedback to foster continuous growth and development.

The performance appraisal for teaching faculty focuses on five key areas:

I. Pedagogical Knowledge

- a. Subjects Handled
- b. Teaching-learning methodologies

II. Enhancement of professional competence

- a. Faculty Development Programmes, Refresher Courses
 1. Participation
 2. Papers Presented/Participation
 3. Invited for Lectures

III. Research contributions:

- a. Research Guidance
- b. Publications
- c. Research Project (Individual/Group)
- d. Details of Seminars, Conferences and Symposia organised

IV. Extension work/Social/Community Services

1. Co-Curricular Activities
2. Enrichment of campus Life (hostels, Sports, games, cultural activities)
3. Student welfare and discipline

V. Participation in Corporate Life

1. Membership/ Participation
2. if any, specify

Faculty members are encouraged to conduct a SWOC analysis to reflect on their experiences and identify areas for improvement, ensuring a holistic approach to professional development.

APPRAISAL OF NON-TEACHING STAFF

Non-teaching staff are evaluated through a structured system that focuses on their professional and personal development. This appraisal emphasizes:

1. Professional Competence: Assessment of skills, knowledge, and duty execution.
2. Quality of Work: Evaluation of accuracy, punctuality, and interactions with colleagues and students.
3. Personal Characteristics: Consideration of teamwork, discipline, and behavior.

Feedback is gathered orally from teaching staff and students and then analyzed. The Principal and Bursar monitor the performance of non-teaching staff to ensure alignment with the institution's standards and goals.

High-performing staff are rewarded through increment schemes, and career advancement guidance is provided. Faculty members are encouraged to contribute to in-house and external publications, while non-teaching staff are evaluated on their ability to learn and improve technical skills, ensuring they remain competent in their roles.

Aishabai College of Education's Performance Appraisal System plays a crucial role in maintaining high standards and motivating staff. By offering opportunities for growth and development, the system ensures that both teaching and non-teaching staff contribute effectively to the institution's overall success and progress.

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
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Aishabai College of Education ensures rigorous financial oversight through a structured system of internal and external audits. These audits are vital for maintaining transparency, ensuring compliance, and safeguarding institutional funds.

Internal Audit:

The internal audit at Aishabai College of Education is conducted annually by SARDA SONI ASSOCIATES LLP, Chartered Accountants. This process involves a thorough examination of financial transactions, including income-expenditure statements, receipts, and vouchers. The internal auditor reviews various accounts such as the College General Fund, and EPF, Conference and Seminar account, and all other. The auditor verifies all bills and vouchers, identifying any discrepancies, which are then reported to the senior accountant and then to the C.O.O and the Principal. The college administration ensures that any audit objections are addressed promptly, adhering to stipulated timeframes.

External Audit:

The external audit is performed once a year. This audit encompasses several financial aspects including salary accounts, special fee accounts, non-salary accounts, and scholarship accounts. The external auditor reviews all payments to ensure they are properly authorized and complies with government rules. The findings and recommendations are reported to the management for review and necessary action. Queries raised during the audit are addressed promptly with supporting documents.

Financial Management and Budgeting:

1. Budget Proposal and Allocation:

- Before each financial year, the Principal submits a budget proposal to the management, based on IQAC and staff recommendations. It includes recurring expenses (salaries, utilities, maintenance)

and non-recurring expenses (lab equipment, furniture).

2. Monitoring and Compliance:

- The accounts department tracks expenses against the approved budget and includes depreciation costs in financial planning.

3. Audit Process and Mechanisms:

- Internal audits by SARDA SONI ASSOCIATES LLP review financial documents for compliance. External audits provide additional scrutiny to ensure adherence to governmental regulations.

4. Infrastructure and Resource Enhancement:

- Investments include a new furniture fixtures, Computers, Projectors sports room, music room, and library updates with SOUL software and N-LIST subscriptions. These enhancements are monitored through financial audits to ensure efficient use of funds.

5. Financial Oversight:

- The Senior Accountant from the trust monitors transactions with a double-signatory system and ensures accurate record-keeping. The internal audit team verifies assets and stock, and reviews financial documents.

Aishabai College of Education upholds a high standard of financial management and transparency through its rigorous internal and external audit processes. By engaging SARDA SONI ASSOCIATES LLP for internal audits and collaborating with external auditing agencies, the college ensures effective oversight and adherence to financial regulations. The structured approach to budgeting, monitoring, and infrastructure investment reflects the institution's commitment to maintaining financial integrity and supporting its educational mission.

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
Link for additional information	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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.00	0.00	0.00	0.00

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Mobilization of Funds and Optimal Utilization of Resources at Aishabai College of Education

Aishabai College of Education, operated by the Fazlani Aishabai & Haji Abdul Latif Charitable Trust, ensures effective mobilization and utilization of funds to support its operations and development. The college's financial strategy incorporates multiple funding sources and rigorous management practices to optimize resources.

Sources of Funds:

- 1. College Fees:** The primary income source is the fees paid by students. These fees are collected in installments, with examination fees due before each year examination. This revenue covers salaries for self-financed staff, maintenance of college facilities, and students' welfare programs. Fees collected are invested in the bank, and the interest earned is reinvested into college programs.
- 2. Charitable Trust Support:** The Fazlani Aishabai & Haji Abdul Latif Charitable Trust provides substantial financial support, including scholarships for students identified and scrutinized by the scholarship committee. The Trust also contributes to major institutional needs, such as infrastructure development and new equipment purchases. In cases of funding shortfalls, the Trust steps in to ensure smooth operations.

Strategies for Optimal Utilization:

- 1. Budgeting and Financial Management:** The Principal prepares an annual budget proposal based on recommendations from IQAC and staff, which includes both recurring (salaries,

utilities) and non-recurring (equipment, infrastructure) expenses. The budget is reviewed and approved by the trustess, ensuring that funds are allocated efficiently.

2. **Monitoring and Compliance:** The accounts department continuously monitors expenses to ensure adherence to the approved budget. Depreciation costs are considered in financial planning to account for asset wear and tear.
3. **Audit Processes:** Internal audits, conducted by SARDA SONI ASSOCIATES LLP, and external audits provide comprehensive reviews of financial transactions.
4. **Infrastructure and Resource Enhancement:** The college has invested in significant infrastructure improvements, including the establishment of a sports room, a music room, and the upgrading of the library with SOUL software and N-LIST subscriptions. These investments are monitored through regular financial audits to ensure optimal use of resources.
5. **Financial Oversight:** The Senior Accountant, appointed by the Trust, oversees transactions with a double-signatory system to ensure proper authorization. The internal financial audit team conducts physical verifications of assets, reviews financial documents, and ensures accurate record-keeping.

Resource Mobilization:

1. **Student Fees:** Regularly collected fees contribute significantly to the college's operational budget.
2. **Interest on Fixed Deposits:** Income generated from interest on fixed deposits supports various institutional activities.
3. **Financial Support:** Trust wholly supports the college during its financial crisis.

Optimal Utilization of Funds:

1. **Transparency and Accountability:** The institution maintains transparency through detailed budgeting processes, regular financial audits, and adherence to statutory regulations. Funds are used for curriculum development, operational expenses, infrastructure maintenance, and community service.

By employing a structured approach to budgeting, monitoring, and auditing, Aishabai College of Education ensures that funds are utilized effectively to support its educational mission and infrastructure development. The institution's commitment to financial integrity and resource optimization reflects its dedication to providing quality education and fostering institutional growth.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for 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:

The Internal Quality Assurance Cell (IQAC) at Aishabai College of Education plays a critical role in ensuring quality across academic and administrative functions. Its vision is to create a culture of continuous improvement, maintaining high standards in teaching, learning, and infrastructure. IQAC implements various strategies to enhance quality and foster institutional excellence.

Key Strategies and Initiatives:

1. **Role Definition for Members:** IQAC assigns clear responsibilities to its members, ensuring a focused approach in collaborating with universities, schools, and organizations through MOUs and partnerships.
2. **Student-Centric Approach:** IQAC adopts a student-first perspective by involving mentors in meetings, ensuring student concerns are addressed and prioritizing their academic and personal growth.
3. **Focused Annual Themes:** Each year, the institution selects a theme aligned with its mission, guiding curricular planning and helping maintain a clear focus on quality enhancement.
4. **Curriculum Planning and Review:** At the start of each academic year, teaching plans are developed by the Curriculum Planning Committee, with regular evaluations through Teacher Evaluation Surveys to ensure teaching methods meet student needs.
5. **Professional Development of Faculty:** IQAC supports faculty development through workshops, Faculty Development Programs (FDPs), and research projects, fostering a culture of research and innovation.
6. **Feedback Mechanism:** IQAC systematically collects feedback from students, faculty, alumni, and internship schools to refine curriculum, teaching methods, and co-curricular activities.
7. **Documentation and Reporting:** IQAC ensures thorough documentation of institutional activities, maintaining digital posting on social media to highlight achievements and support transparency.
8. **Audit :** Regular audits provide external evaluations of the institution's strengths and challenges. AAA and LIC Results are discussed in IQAC meetings to devise improvement strategies.
9. **Infrastructure Augmentation:** Significant infrastructure upgrades include ICT-enabled classrooms, new computers for staff, and modernized library facilities. Dedicated staff rooms equipped with desktops support faculty needs.
10. **Technology-Enhanced Learning:** IQAC promotes the use of ICT tools to improve teaching and learning. During the COVID-19 pandemic, the college upgraded its online learning capabilities, enabling a smooth transition to virtual teaching.
11. **Student Mentoring System:** The mentoring system assigns each mentor 10 students, facilitating personalized guidance on academics, career planning, and personal development, which has improved student attendance and performance.
12. **Collaborations and Seminars:** The college has hosted national-level seminars/ conference on the National Education Policy (NEP) 2020 and established distance learning programs in

collaboration with Yashwantrao Chavan Maharashtra Open University (YCMOU) for B.A, B.Com, DSM and Jamia Millia Islamia (JMI) for Diploma in ECCEd.

Through these initiatives, IQAC has significantly improved academic outcomes, faculty development, infrastructure, and student success at Aishabai College of Education. The institution remains committed to high-quality education and continuous improvement.

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
Link for additional information	View Document

6.5.2

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

Response:

At Aishabai College of Education, the teaching-learning process is subject to periodic reviews to ensure academic excellence and continuous improvement. The Internal Quality Assurance Cell (IQAC) is pivotal in this review process, employing various mechanisms to evaluate and enhance the quality of education provided.

Role of IQAC:

The IQAC plays a crucial role in overseeing the teaching-learning process. It conducts regular audits and assessments to ensure that the institution's educational standards meet both internal benchmarks and external accreditation requirements. The cell is responsible for implementing and monitoring quality assurance strategies, facilitating feedback mechanisms, and promoting best practices in teaching and learning.

Periodic Reviews and Evaluations:

The institution's review process involves systematic evaluations of teaching methodologies, course content, and pedagogical approaches. The IQAC schedules periodic meetings with faculty members to discuss the effectiveness of current teaching strategies and identify areas for improvement. These reviews are based on various parameters, including student performance, feedback from students and parents, and advancements in educational practices.

Feedback Mechanisms:

A key component of the review process is the collection and analysis of feedback from students, faculty,

and other stakeholders. The college utilizes structured feedback forms, surveys, and focus group discussions to gather insights into the teaching-learning experience. This feedback is analyzed by the IQAC to identify trends, strengths, and areas needing enhancement.

Professional Development and Training:

To address any gaps identified during the reviews, the IQAC organizes professional development programs for faculty. These programs focus on contemporary teaching methods, technology integration, and pedagogical innovations. By equipping faculty with the latest knowledge and skills, the college ensures that teaching practices remain current and effective.

Curriculum and Pedagogical Updates:

The periodic reviews also encompass curriculum evaluation. The IQAC assesses whether the curriculum aligns with industry standards and emerging educational trends. Based on these evaluations, the curriculum may be revised or updated to better meet student needs and expectations.

Use of Technology:

Technology plays a significant role in the review process. The institution uses Learning Management Systems (LMS) and other digital tools to track student progress, evaluate teaching effectiveness, and facilitate online learning. These tools provide valuable data and insights that inform the review process and support evidence-based decision-making.

Through the IQAC and its comprehensive review mechanisms, Aishabai College of Education ensures that its teaching-learning process is continuously assessed and refined. This systematic approach to quality assurance promotes academic excellence, supports faculty development, and enhances the overall educational experience for students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Link for additional information	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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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: D. Any 1 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	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:

Internal Quality Assurance Cell (IQAC) at Aishabai College of Education

The Internal Quality Assurance Cell (IQAC) at Aishabai College of Education is pivotal in fostering a culture of continuous improvement and maintaining high standards in both academic and administrative functions. Here's a summary of its key strategies and institutional achievements:

Key Strategies and Initiatives

- 1.: The IQAC assigns clear responsibilities to its members, ensuring effective collaboration through MOUs and partnerships.
2. **Student-Centric Approach:** By involving mentors in meetings, the IQAC prioritizes addressing student concerns and focuses on their academic and personal growth.
3. **Curriculum Planning and Review:** Teaching plans are developed at the beginning of each academic year by the Curriculum Planning Committee. Regular evaluations through Teacher Evaluation Surveys ensure teaching methods meet student needs.
4. **Professional Development of Faculty:** The IQAC supports faculty development with workshops, Faculty Development Programs (FDPs), and research projects, fostering a culture of research and innovation.
5. **Feedback Mechanism:** Systematic feedback is collected from students, faculty, alumni, and internship schools to refine curriculum, teaching methods, and co-curricular activities.
6. **Documentation and Reporting:** The IQAC maintains thorough documentation of institutional activities, utilizing digital platforms to highlight achievements and ensure transparency.
7. **Audit:** LIC/ AAA results are reviewed in IQAC meetings to devise improvement strategies.
8. **Infrastructure Augmentation:** Infrastructure upgrades include ICT-enabled classrooms, new computers for staff, modernized library facilities, and dedicated staff rooms with desktops.
9. **Technology-Enhanced Learning:** The IQAC promotes ICT tools for improved teaching and learning. During the COVID-19 pandemic, the college upgraded its online learning capabilities for a smooth transition to virtual teaching.
10. **Student Mentoring System:** Each mentor is assigned 10 students, providing personalized guidance on academics, career planning, and personal development, resulting in improved attendance and performance.

Additional Institutional Achievements

- 1.: The college is actively involved in outreach programs for community development, supporting student growth beyond academics.
2. **DSM Program under YCMOU:** The college offers a Diploma in School Management (DSM) program, broadening its academic scope.
3. **Diploma in Early Childhood Care and Education (ECCE):** Affiliated with Jamia Millia Islamia University, the college offers ECCE as a Centre for Distance and Open Learning (CDOL).
4. **Faculty and Staff Appointments:** All required staff have been appointed with proper approvals, ensuring effective operations.
5. **National Conferences:** The college has organized national conferences on significant topics like the NEP 2020, promoting academic discussion and knowledge sharing.
6. **Inter-School, College, and B.Ed. Competitions:** Various competitions have been conducted to encourage academic and cultural interaction among students.
7. **Active MOUs:** Several Memoranda of Understanding (MOUs) with educational and industry

partners enhance academic and professional opportunities.

8.IGNOU Study Centre Application: The college has applied for an study center to offer programs such as B.A., B.Com, M.A. (History, English, Education), M.Com, PGDME, and a Diploma in Counseling. All formalities are complete, and the inspection is pending.

Through these initiatives, IQAC has significantly enhanced academic outcomes, faculty development, infrastructure, and student success, demonstrating the institution’s commitment to high-quality education and continuous improvement.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for 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:

Aishabai College of Education's Energy Policy: Commitment to Sustainability

Aishabai College of Education is committed to sustainability through a comprehensive energy policy focused on conservation and alternative energy sources. This policy aims to reduce the college's ecological footprint and promote environmental responsibility.

Energy-Efficient Lighting:

The college has transitioned to low-energy LED lighting, significantly reducing energy consumption while enhancing lighting quality. LED lights are more efficient and durable, aligning with the institution's environmental goals.

Natural Light Utilization:

Maximizing natural light in classrooms and common areas is a key strategy. By designing spaces to optimize daylight, the college reduces dependence on artificial lighting, conserves energy, and creates a more pleasant learning environment.

Reflective Murals for Efficiency:

Murals painted with reflective materials help improve energy efficiency by reducing the need for artificial lighting and lowering cooling costs. These murals not only enhance aesthetics but also contribute to sustainability.

Tree Planting for Natural Cooling:

Tree planting around the campus provides natural shade and cooling, reducing the need for artificial cooling systems. This initiative conserves energy and improves the campus environment, reflecting the college's sustainability commitment.

Appliance Maintenance:

Regular supervision and maintenance of electrical appliances ensure they operate efficiently, preventing energy waste. This proactive approach extends the lifespan of equipment and supports energy conservation efforts.

Student Involvement in Conservation:

The college educates students on energy conservation by providing guidelines that encourage practices like turning off lights and appliances when not in use. This initiative raises awareness and supports the broader sustainability goals.

Teacher Responsibilities:

Teachers conduct regular checks to ensure lights and fans are turned off when not needed, further conserving energy and reinforcing the college's commitment to sustainability.

Promotion of Fuel-Less Vehicles:

The college promotes the use of bicycles and electric vehicles to reduce reliance on fossil fuels, supporting alternative transportation methods in line with its sustainability objectives.

Cross Ventilation:

Emphasizing cross ventilation enhances natural airflow, reducing the need for mechanical cooling systems and conserving energy while maintaining comfortable indoor temperatures.

Sign Boards for Conservation Awareness:

Sign boards across the campus remind the community to conserve resources, such as turning off lights, reducing water and plastic use, and properly disposing of waste, supporting the college's broader energy conservation efforts.

Plastic and Waste Reduction:

Reducing the use of plastic across the campus aims to reduce waste and minimize environmental impact, promoting responsible resource use and environmental conservation.

Smoke and Litter-Free Campus:

Maintaining a smoke-free and litter-free campus aligns with the college's commitment to a healthy and sustainable environment.

Eco-Friendly Initiatives:

The college has implemented various green initiatives, including increased LED lighting, regular cleaning of light fixtures, student-led green projects, plastic usage reduction, a smoke-free environment, litter-free policies, sapling plantations, water-saving faucets, and weekly campus cleanings. These efforts reflect the college's dedication to sustainability and environmental stewardship.

Aishabai College of Education's energy policy integrates these strategies to create a sustainable and efficient campus, showcasing its commitment to environmental responsibility and energy conservation.

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

7.1.2

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

Aishabai College of Education has implemented a comprehensive and well-structured waste management policy, emphasizing sustainability and environmental responsibility. To ensure the effective execution of this policy, the following actions are recommended, addressing various types of waste, including organic, recyclable, hazardous, and electronic waste (e-waste):

Waste Classification

- **Recyclable Waste:** Covers paper, plastics, glass, and metals. Proper sorting and directing these materials to recycling centers is essential.
-
- **Electronic Waste (E-Waste):** Comprises discarded electronic devices such as computers and smartphones. Proper collection and disposal are vital to prevent environmental contamination. The college partners with authorized e-waste recyclers for safe disposal.

Segregation and Collection

- **Colour-Coded Bins:** Utilize green bins for organic waste, blue for recyclables, and dedicated bins for e-waste. Clear labeling ensures efficient segregation.
- **Collection Schedule:** Implement a regular collection schedule to prevent bin overflow and maintain campus cleanliness.

Recycling Programs

- **Recycling Stations:** Establish dedicated recycling areas with clear signage to guide students and staff. Include specific stations for e-waste disposal.
- **Awareness Campaigns:** Organize workshops and campaigns to educate the college community about recycling and proper waste management practices, including e-waste.

Waste Reduction

- **Digital Documentation:** Encourage electronic communication and documentation to reduce paper waste.
- **Reduce Single-Use Items:** Promote the use of reusable containers, utensils, and bottles, focusing on reducing single-use plastics.
- **Reusable Materials:** Support initiatives that encourage the use of reusable products, such as cloth bags and refillable water bottles.

Disposal Procedures

- **Proper Disposal Guidelines:** Develop and distribute guidelines for disposing of each waste type, ensuring compliance with regulations.
- **Hazardous and E-Waste Disposal:** Designate areas for hazardous and e-waste collection. Partner with licensed companies for safe disposal.

Education and Training

- **Training Programs:** Offer training sessions on waste management practices, with a focus on hazardous and e-waste handling.
- **Resource Materials:** Provide guides and manuals outlining proper waste management procedures, emphasizing responsible e-waste disposal.

Monitoring and Evaluation

- **Effectiveness Assessment:** Regularly review waste management practices to identify areas for improvement.
- **Continuous Improvement:** Adjust practices based on assessments to enhance the policy's efficiency and effectiveness.

Compliance and Record-Keeping

- **Regulatory Compliance:** Stay informed on waste management regulations to ensure the college's practices comply with local and national standards.
- **Waste Records:** Keep detailed records of waste generation, including quantities of recycled, composted, or disposed waste, with particular attention to e-waste management.

Reporting and Feedback

- **Feedback Mechanisms:** Set up channels for students and staff to provide feedback on waste management practices.
- **Issue Resolution:** Address concerns raised through feedback promptly to ensure continuous improvement.

By implementing these actions, Aishabai College of Education can effectively enhance its waste management policy, fostering a cleaner, more sustainable campus environment, and setting a benchmark for responsible waste handling, including in managing e-waste.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for 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: B. Any 3 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
Any additional information	View Document
Link for additional information	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
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

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

Aishabai College of Education is committed to creating a clean, healthy, and green environment through various initiatives. Throughout the year college used to organize various activities for pollution free healthy environment.

Cleanliness Activities:

The college prioritizes campus cleanliness with regular drives where students and staff collaborate to clean classrooms, corridors, and common areas.

Designated days focus on campus-wide cleaning, including litter removal and material organization.

Awareness programs, posters, and collaborations with local authorities for proper waste disposal further reinforce the importance of cleanliness.

The college also supports the "Swachh Bharat Abhiyan" by organizing events that promote hygiene and a clean environment.

Waste Management:

An efficient waste management system is in place, with clearly labeled bins for wet (biodegradable) and dry (non-biodegradable) waste throughout the campus.

Students are educated on the importance of waste segregation, and the college responsibly manages waste by composting wet waste and recycling dry waste.

Health and Hygiene:

To ensure the well-being of students and staff, the college has installed water purifiers at various locations on campus, providing clean drinking water. Additionally, a sanitary pad vending machine is available in the girls' washroom to promote menstrual hygiene.

Regular maintenance and health awareness sessions are conducted to uphold the quality of these facilities and educate students about personal hygiene and wellness.

Water Conservation:

The college actively promotes water conservation by using water-saving sprinklers on taps and pipes to reduce water wastage.

Regular maintenance of plumbing systems prevents leaks, and the institution educates the campus community on mindful water usage, encouraging responsible conservation practices.

Greenery Maintenance: The college is dedicated to enhancing its green cover through several initiatives:

Tree Plantation Drives: Organized tree plantation drives involve students, faculty, and staff in planting trees and saplings around the campus, often in collaboration with local environmental organizations.

Gardening Clubs: A gardening club engages students in maintaining the college gardens, including planting seasonal flowers, shrubs, and maintaining lawns. Club members receive training in basic gardening skills and work together to beautify the campus.

Green Campus Initiative: This initiative focuses on creating an eco-friendly campus by promoting the use of less paper, reducing carbon footprints, and green spaces for relaxation and study. Regular audits assess the environmental impact of campus activities, leading to the adoption of sustainable practices

such as composting and solar energy use.

These initiatives collectively foster a clean, healthy, and sustainable environment at Aishabai College of Education, enhancing the quality of life for the entire college community.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for 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: C. Any 3 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
Link for 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**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.00	0.00	0.00	0.00

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:**Aishabai College of Education: Fostering Sustainability, Inclusivity, and Community Engagement**

Aishabai College of Education leverages its unique environment and resources to create a dynamic, sustainable, and inclusive educational atmosphere. The campus, lush with greenery, emphasizes environmental consciousness through initiatives such as tree plantation camps and the promotion of natural ventilation, minimizing the need for air conditioning. QR codes placed on trees blend technology with nature, providing students and visitors with detailed information.

Sustainability Initiatives:

- **Waste Management:** The college implements an efficient waste management system with color-coded dustbins for segregation. Sanitary pad machines in washrooms, along with separate disposal bins, ensure hygiene and environmental responsibility.
- **Green Campus:** The campus is designed with sustainability in mind, featuring tree plantations, natural ventilation, and informative QR codes on trees.
- **Outdoor Activities:** Encouragement of outdoor sports and games promotes physical fitness and well-being among students.

Community Engagement:

- **Collaborations:** Partnering with Fazlani Aishabai & Haji Abdul Latif Charitable Trust, students participate in food distribution at JJ Hospital, instilling values of empathy and social responsibility.
- **Field Visits:** Visits to the Yusuf Meherali Centre in Panvel involve students in Shramdan (voluntary labor) and discussions on environmental conservation and historical figures.
- **Celebrations:** The college marks global and national events like World Yoga Day, World Population Day, and National Sports Day to ensure well-rounded development.
- **Creative Competitions:** Competitions such as Meri Mati Mera Desh and Swachhta Hi Sewa (SHS) Campaign promote environmental awareness and national pride.

Health and Wellness:

- **Workshops:** The college organizes workshops on important topics like gender, culture, and healthcare, with a focus on empowering women's health. Observances like National Week of Nutrition and Mental Health Week highlight the importance of well-being.

Strategic Location:

- **Accessibility:** The college's location offers easy access to Western, Central, Harbour, and Trans-Harbour railway lines, facilitating convenience for staff and students.
- **Essential Services:** Within a one-kilometer radius, the campus is near banks, hospitals with ambulance services, temples, bakeries, stationery shops, pharmacies, an on-campus police station, and a post and telegraph office.
- **Proximity to Schools:** The college's closeness to cooperating schools enhances academic

collaborations, allowing for joint seminars, workshops, and conferences.

Academic Partnerships:

- **Expert Collaborations:** The college taps into the expertise of professionals from nursing and medical colleges, education faculty, police personnel, and cooperating schools, enriching the academic experience through seminars and conferences.
- **University Affiliation:** Close ties with the parent university support collaborative academic efforts, including paper setting, translation work, and result evaluations.

Aishabai College of Education is committed to creating an enriching, holistic, and sustainable educational experience. Through strategic use of its environment, resources, and community partnerships, the college upholds academic excellence, inclusivity, and social responsibility.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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: B. Any 3 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
Any additional information	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:

Best Practice 1: National Service Scheme (NSS)

Through NSS one of the activity the college conduct is Distribution of Food Packets at J.J. Hospital

Objectives:

- **Understand the role of community service in healthcare.**
- **Recognize the impact of food distribution on patient families.**
- **Foster empathy and compassion through volunteering.**

Context: Aishabai College of Education focuses on character development and social responsibility through community service. All students, as part of NSS, participate in various outreach programs, including food distribution at J.J. Hospital in collaboration with Haji Abdul Latif Charitable Trust. This initiative aims to instill compassion and social awareness among students.

Practice:

- **Duration: 28th February to 14th March, 2024.**

- **Daily Activity:** Everyday, 5 NSS volunteers visit the hospital from 12:00 pm to 1:30 pm.
- **Process:** Volunteers organize the distribution line, collect coupon cards, and distribute food packets (one per coupon). They also interact with the recipients, gathering information about their patients' health and challenges.

Evidence of Success:

- **Enhanced empathy and social awareness among students.**
- **Geotagged photos and student testimonials documenting their experiences and the emotional connections formed.**

Challenges and Solutions:

- **Timing Conflict:** Food distribution overlaps with college hours, causing students to miss classes. Teachers compensate by providing extra sessions.
- **Resources:** food packets provided daily by the trust.

Best Practice 2: Inclusive Education

Objectives:

- **Understand "Education for All."**
- **Analyze rights protection for special children.**
- **Develop skills to support special needs education.**
- **Cultivate social consciousness and readiness for educational challenges.**

Context: Inclusive education is crucial for providing equal learning opportunities. It enhances academic performance, social skills, and fosters a sense of belonging and respect for diversity.

Practice: Academic Year 2021-2022:

- **Schools:** Gilderlane School, Central Poibawadi.
- **Activities:** Skill development programs, workshops, and practical teaching in special schools.

- **Special Camp: 8th March to 17th March, 2022.**
 - **Inauguration: 8th March, 2022.**
 - **Skill Development & School Visits: 9th-16th March, 2022.**
 - **Valedictory & Exhibition: 17th March, 2022.**

Academic Year 2022-2023:

- **Schools: Gilderlane, Central Poibawadi, Govandi, GPM College.**
- **Special Camp: 23rd January to 2nd February, 2023.**
 - **Activities: Art and craft sessions, including jewelry making, card making, paper bag making, and more.**

Academic Year 2023-2024:

- **Special Camp: 15th January to 21st January, 2024.**
 - **Workshops: Topics ranged from career opportunities in special education to first aid.**

Evidence of Success:

- **Students consistently attended college for skill development and successfully implemented activities in special schools. Documentation includes photos and detailed reports.**

Challenges and Solutions:

- **Coordination: Managing a large batch of students required meticulous planning and prior permissions from schools.**

Resources: Teaching aids and specialized tools were developed during skill programs, ensuring effective teaching for special children.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	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:

Vision: Becoming a Leading Institution in Regional, National, and International Education

Aishabai College of Education aims to be a leading institution recognized for its excellence in teacher education at regional, national, and international levels. The college is dedicated to creating transformative educators who contribute significantly to society. This vision is deeply rooted in a commitment to holistic education, where academic excellence is balanced with a strong focus on community outreach. Aishabai College believes that educators should not only be proficient in teaching but also possess the empathy and leadership skills necessary to positively impact their communities.

Priority: Empowering Communities through Education

- **Broader Role of Educators:** The college emphasizes that educators' responsibilities extend beyond the classroom into the community.
- **Focus on Marginalized Groups:** Programs are designed to empower underserved and marginalized communities through education and promote inclusive education.
- **Educational Workshops and Literacy Campaigns:** Significant outreach efforts include workshops and campaigns in underprivileged areas to improve literacy and numeracy skills for children and adults.
- **Active Participation:** Students and faculty are involved in these initiatives, gaining practical experience while positively impacting community members.
- **Collaborations for Sustainability:** The college partners with local schools and NGOs to ensure the sustainability and broader reach of its outreach programs.

Thrust: Integrating Community Outreach into the Curriculum

- **Seamless Curriculum Integration:** Community outreach is embedded in the curriculum, enhancing students' practical experience and compassion as future educators.
- **Community-Based Projects:** Students engage in projects like developing educational programs for marginalized communities, researching local educational challenges, and conducting action research to address community needs.
- **Educational Seminars and Workshops:** Regular events focus on community engagement and social responsibility, allowing students to learn from experts, share experiences, and collaborate on social change initiatives.
- **Fostering Leadership:** The college cultivates a culture of community involvement, ensuring graduates are not only skilled teachers but also leaders committed to societal impact.

Institutional Essence:

Aishabai College of Education is dedicated to nurturing well-rounded educators who integrate academic excellence with holistic development, ethical values, and social responsibility.

In essence, the institution believes in **“CULTIVATING EDUCATORS, ENRICHING COMMUNITIES.”**

Learning Outcomes:

- Equip students to understand and address societal needs.
- Train students to create awareness programs addressing various community issues.
- Cultivate an understanding of environmental challenges.
- Enable students to solve environmental problems using sustainable techniques
- Encourage participation in activities aimed at environmental conservation
- Assist students in developing a sense of purpose, integrity, ethical practices, and civic responsibility.
- Strengthening leadership skills.

Aishabai College of Education's focus on community outreach reflects its vision of becoming a leading institution recognized at regional, national, and international levels. By prioritizing

community empowerment through education and integrating outreach into the curriculum, the college distinguishes itself as an institution that produces not only skilled educators but also socially responsible leaders. This commitment to community service is central to the college's mission of nurturing educators who are prepared to make a difference in the world.

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

5. CONCLUSION

Additional Information :

Aishabai College of Education offers a well-equipped library with a diverse collection of books, journals, and digital resources, supporting academic growth for students and faculty. ICT tools are integrated into classrooms to enhance interactive learning. The college promotes holistic development through cultural activities like drama, music, sports, and art, fostering creativity and teamwork. Alumni events offer valuable mentoring and career guidance for current students.

Future Plans:

1. **Academic Expansion:** Introducing new programs, including postgraduate courses and specialized certifications, based on educational trends.
2. **Infrastructure Upgrades:** Renovating facilities, expanding the library, and incorporating advanced tech tools in classrooms.
3. **Green Initiatives:** Strengthening sustainability practices across the campus.
4. **Collaborations:** Forming partnerships with leading institutions and industry for joint research, internships, and training.
5. **Community Outreach:** Expanding service programs to address social issues and deepen community engagement.
6. **Digital Enhancements:** Implementing advanced Learning Management Systems (LMS) and digital tools for a flexible learning environment.
7. **Accreditation:** Seeking national and international accreditation to validate and improve educational standards.

By focusing on these areas, the college aims to enhance academic excellence, foster research, and maintain strong community ties, ensuring continued growth in teacher education

Concluding Remarks :

Aishabai College of Education excels in teacher education, emphasizing academic quality, holistic development, and community engagement. Its commitment to innovation, professional growth, and research has positioned it as a leader in the field.

Academic Excellence: The college integrates modern and traditional teaching methods, offering a comprehensive curriculum. Faculty development, research initiatives, seminars, and workshops contribute to continuous improvement and scholarly advancement.

Research and Outreach: The college promotes research among faculty and students and extends its influence through community programs. With 21 MoUs, it fosters collaborative learning and professional growth.

Infrastructure: The college provides state-of-the-art facilities, including ICT-equipped classrooms, a modern library, and hostel accommodations, ensuring a supportive learning environment.

Future Plans: The institution aims to expand its programs, enhance research, upgrade infrastructure, and

strengthen collaborations to address emerging educational trends.

Institutional Values: Guided by integrity, innovation, inclusivity, and excellence, Aishabai College fosters ethical practices, student-centered approaches, and continuous improvement.

Overall Impact: By prioritizing academic excellence, research, and community service, the college prepares its graduates to make meaningful contributions to education and society.

In conclusion, Aishabai College of Education embodies a progressive approach to teacher education and is poised for continued leadership in shaping the future of the field.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>79</td> <td>74</td> <td>43</td> <td>55</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>78</td> <td>74</td> <td>43</td> <td>55</td> </tr> </tbody> </table> <p>Remark : HEI has only provided 10 certificates 2 per year as per (https://www.aishabaicollege.org/wp-content/uploads/2024/10/1.2.5-Certificates-evidences-for-completing-the-self-study-courses-1.pdf)</p>	2023-24	2022-23	2021-22	2020-21	2019-20	18	79	74	43	55	2023-24	2022-23	2021-22	2020-21	2019-20	18	78	74	43	55
2023-24	2022-23	2021-22	2020-21	2019-20																	
18	79	74	43	55																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
18	78	74	43	55																	
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : DVV has downgraded as the link to website is not provided by HEI</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>84</td> <td>73</td> <td>37</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>47</td> <td>43</td> <td>24</td> <td>34</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	18	84	73	37	51	2023-24	2022-23	2021-22	2020-21	2019-20	12	47	43	24	34
2023-24	2022-23	2021-22	2020-21	2019-20																	
18	84	73	37	51																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
12	47	43	24	34																	

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	5	4	5	6

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	6	8	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	1	0	0

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	0	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	10	16	09	58

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	6	9	3	3

Remark : DVV has made changes only considering activities of community outreach conducted out of the premises as per supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made the necessary changes

3.4.1	<p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as none of the claims are relevant to the intent of the metric</p>	2023-24	2022-23	2021-22	2020-21	2019-20	11	6	6	6	6	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
11	6	6	6	6																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	0	0	0	0																	
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification : 21</p> <p>Answer after DVV Verification: 20</p> <p>Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1536 1046 1671"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>13.43</td> <td>0</td> <td>0.16</td> <td>0</td> <td>1.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1749 1046 1883"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>6.25</td> <td>0</td> <td>0</td> <td>0</td> <td>1.07</td> </tr> </tbody> </table> <p>Remark : DVV has made changes only considering expenditure for infrastructure augmentation excluding salary</p>	2023-24	2022-23	2021-22	2020-21	2019-20	13.43	0	0.16	0	1.07	2023-24	2022-23	2021-22	2020-21	2019-20	6.25	0	0	0	1.07
2023-24	2022-23	2021-22	2020-21	2019-20																	
13.43	0	0.16	0	1.07																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
6.25	0	0	0	1.07																	
4.2.6	<p>Efforts are made to make available National Policies and other documents on education in the</p>																				

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14.51	4.36	1.02	0.67	2.20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10.11	1.76	0.10	0.14	0.47

Remark : DVV has made changes only considering Expenditure incurred exclusively on maintenance of physical and academic support facilities excluding salary

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
21	7	6	7	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	6	6	7	8

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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.**

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**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	1	1	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	0	1	1	0

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	5	2	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	0	0	0

Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
95	38	49	26	32

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes as relevant documents as per SOP are not provided.

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as no proper documents for the AY are provided by HEI</p>															
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes where there is mismatch in input and supporting documents shared by the HEI</p>															
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1823 1046 1957"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>2.77</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2036 1046 2085"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	0.00	0.00	0.00	0.00	2.77					
2023-24	2022-23	2021-22	2020-21	2019-20												
0.00	0.00	0.00	0.00	2.77												

2023-24	2022-23	2021-22	2020-21	2019-20
0.00	0.00	0.00	0.00	0.00

Remark : DVv has made changes not including house keeping charged for this metric

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as reports for the programs are not available

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>94</td> <td>85</td> <td>48</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>171</td> <td>131</td> <td>105</td> <td>138</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	23	94	85	48	68	2023-24	2022-23	2021-22	2020-21	2019-20	106	171	131	105	138
2023-24	2022-23	2021-22	2020-21	2019-20																	
23	94	85	48	68																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
106	171	131	105	138																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>4</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	6	5	4	5	6	2023-24	2022-23	2021-22	2020-21	2019-20	7	6	6	6	6
2023-24	2022-23	2021-22	2020-21	2019-20																	
6	5	4	5	6																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
7	6	6	6	6																	
2.2	<p>Number of Sanctioned posts year wise during the last five years..</p>																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	6	6	6

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	6	6	6