YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution   Aklia College of Education

- Name of the Head of the institution   Dr.Tara Singh Gill

- Designation   Principal

- Does the institution function from its own Yes
  campus?

- Alternate phone No.   01642262631

- Mobile No: 9501108142

- Registered e-mail ID (Principal)   edu@akliinstitute.org

- Alternate Email ID   document@akliainstitute.org

- Address   Village-Akliakalan Post office-
                                             Goniana Mandi

- City/Town   Akliakalan

- State/UT   Punjab

- Pin Code   151201

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   Women

- Location   Rural

- Financial Status **Self-financing**

- Name of the Affiliating University **Punjabi University**

- Name of the IQAC Co-ordinator/Director **Jagsir Singh**

- Phone No. **01642262631**

- Alternate phone No.(IQAC) **01642262632**

- Mobile (IQAC) **9501108144**

- IQAC e-mail address **document@akliainstitute.org**

- Alternate e-mail address (IQAC) **edu@akliainstitute.org**

3.Website address
www.akliainstitute.org

- Web-link of the AQAR: (Previous Academic Year)
https://www.akliainstitute.org/downloads/files/n656184cd744fd.pdf

4.Whether Academic Calendar prepared during the year?
Yes

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.60**	**2011**	**27/03/2011**	**26/03/2016**

6.Date of Establishment of IQAC
17/07/2007

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	**NA**	**NA**	**Nil**	**00**

8.Whether composition of IQAC as per latest NAAC guidelines
Yes

- Upload latest notification of formation of [View File]

IQAC

9.No. of IQAC meetings held during the year   **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

All the departments are encouraged to conduct seminars/workshops, conferences etc. So Two workshops are conducted during this academic year (2020-2021) All the staff are encouraged to attend seminars, workshops, conferences etc. so faculty attended state level, national level workshops, conferences and seminars during this academic year Collection, analysis of Feedback from all stakeholders New Value Added courses Introduced Provided Microsoft Team to all departments for conducting online classes. Survey of students regarding their future Planning Curriculum feedback from students as well as staff Launched Research Policy for the faculty members to develop research aptitude among them

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

Plan of Action	Achievements/Outcomes
Online Feedback system is to be developed by the initiative of IQAC	online Feedback system developed and successfully implemented
Online access for the admission to be provided to the the students	Online access for admission is provided to the students
Arrange workshops for Teaching and Non-Teaching Staff	Successfully access for admission is provided to the Students
Conduct on campus COVID-19 vaccination Programme	Free vaccination camp was successfully conducted for all the stakeholders
Strengthening and improvement of Library Facilities	Library facilities are regularly upgraded
Coaching for competitive examination	coaching for the students for competitive examination organized throughout the years

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	05/06/2020

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
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• Name of the Head of the institution	Dr.Tara Singh Gill
• Designation	Principal
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• Mobile No:	9501108142
• Registered e-mail ID (Principal)	edu@akliinstitute.org
• Alternate Email ID	document@akliainstitute.org
• Address	Village-Akliakalan Post office-Goniana Mandi
• City/Town	Akliakalan
• State/UT	Punjab
• Pin Code	151201
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• Name of the IQAC Co-ordinator/Director	**Jagsir Singh**
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• Alternate e-mail address (IQAC)	**edu@akliainstitute.org**
3.Website address	www.akliainstitute.org
• Web-link of the AQAR: (Previous Academic Year)	https://www.akliainstitute.org/downloads/files/n656184cd744fd.pdf
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5.Accreditation Details

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• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
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11.Significant contributions made by IQAC during the current year (maximum five bullets)

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Name of the statutory body	Date of meeting(s)
IQAC	05/06/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	03/03/2022

15.Multidisciplinary / interdisciplinary

This approach incorporates the study of the humanities, language, arts, dance, drama, music, visual arts, media and more alongwith the study of Science, Technology, Engineering, and Mathematics. Integrating art and design with STEM increases the happiness and well-being of students. In developed parts of the world, higher

education is multidisciplinary which exposes students to diverse disciplines, thoughts, perspectives and skill sets. Exposure to diverse disciplines enables one to amalgamate different perspectives of the subject matter, leading into a wholesome personality. Multidisciplinary and holistic education aims to develop diverse capacities of human beings including intellectual, aesthetic, social, physical, emotional, interpersonal, humanistic and moral capacities in an integrated manner. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students.

16.Academic bank of credits (ABC):

It is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. The Creation of a hyperlink to the ABC URL, i.e., www.abc.gov.in on your institution's respective website's home page. Depute the Nodal Officers for implementing ABC and reflecting their details on their websites. Higher Educational institutions should get all their students to fill up ABC ID on all examination forms. "Academic Bank of Credits" means an academic service mechanism as a digital/virtual/online entity established by University Grants Commission to facilitate students to become its academic accounts holder, thereby paving the way for seamless students' mobility between or within degree granting HEIs

17.Skill development:

The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills. The initiative works with an approach where academic knowledge is imparted. For this purpose the secondary schools to collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. According to NEP 2020, by 2025, at least 50% of learners shall have vocational exposure through school and higher education. Every child is supposed to learn at least one vocation and be exposed to several more. The NEP 2020 stated that there will be 'no hard separation' between the vocational and academic streams. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12; Ensuring quality

early childhood care and education for all children between 3-6 years; New Curricular and Pedagogical Structure (5+3+3+4).

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

Indian Knowledge System (IKS) is an innovative cell under Ministry of Education (MoE) at AICTE, New Delhi. It is established to promote interdisciplinary research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications. IKS seeks to promote interdisciplinary research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications, actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Arts and literature, Agriculture, Basic Sciences, Engineering & Technology. While reviving the vast repository of ancient knowledge, these courses can instil pride in our youth with their inclusion in mainstream education," says Anil Sahasrabudhe, chairperson, AICTE, that has under its purview, the Indian Knowledge System division to promote interdisciplinary research on all aspects of IKS. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga. The promotion of Indian languages will be integrated into school and higher education at every level. In order to help students learn these languages, there will be ensured availability of high-quality learning materials in the form of workbooks, textbooks, magazines, videos, poems, plays, novels, etc

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

"Outcome-Based Education" (OBE) is the buzzword in Indian higher education today. It is being adopted at a fast pace in various colleges at the moment. OBE is considered as a giant leap forward to improve the quality of higher education, particularly technical education and help Indian graduates compete with their global counterparts. Now, how is OBE going to change education sector in India? Here are four things which you need to know about Outcome-based education (OBE) and why it is important for higher education in India.
What is OBE?
OBE is an educational approach and a learning philosophy, focusing and organizing the entire academic programs (curriculum) and instructional efforts around clearly defined 'outcomes' we

want all students to demonstrate when the complete the program. It is a student-centered instruction model that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience.

Why OBE?

The traditional system of education focuses on teachers inputs and presume that learning has occurred. OBE is focusing on "what the students are capable of doing". There is clarity on what is to be achieved and that achievement (outcome) is pre-determined. OBE goes beyond usual 'structured tasks'. It demands the students to actively engaged in the learning process and demonstrate his/her skills through more challenging tasks and higher order of thinking. OBE provides a focus for assessment and help employers understand program benefits.

Why Institutions needs to follow OBE?

The induction of India in the Washington Accord in 2014 with the permanent signatory status of The National Board of Accreditation (NBA) is considered a big leap forward for the higher education system in India. It means that an Engineering graduate from India can be employed in any one of the other countries who have signed the accord. For Indian Engineering Institutions to get accredited by NBA according to the pacts of the accord, it is compulsory that engineering institutions follow the Outcome Based Education (OBE) model. So, for an Engineering Institution to be accredited by NBA it should compulsorily follow the OBE model. Similarly, NAAC is also now following the same path and OBE is benchmarked as a standard for accreditation.

20.Distance education/online education:

Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Compared to distant learning, online learning is far more interactive. In this form of learning, students get access to a vast e-learning content and online lectures (live and recorded). Many discussions take place between teachers and students through an online digital platform. In the open learning module, candidates are allowed to take admission in any courses without any age limit. Meanwhile, distance learning is a form of open learning where candidates can pursue a desired course without any classroom

presence. During COVID-19 lock down period, distance learning has been imparted by the institution to cover the syllabus of undergraduate and PG classes and the teachers have made online contact with their students.

Extended Profile	
1.Student	

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

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

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

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**20**

File Description	Documents
Data Template	No File Uploaded

2.4 Number of outgoing / final year students during the year:	**100**

File Description	Documents
Data Template	No File Uploaded

2.5Number of graduating students during the year	**100**

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

2.6	**100**

Number of students enrolled during the year	

File Description	Documents
Data Template	No File Uploaded

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**15**
4.2 Total number of computers on campus for academic purposes	**38**

3.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**16**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The college strictly follows the curriculum prescribed by the Punjabi University and give its valuable inputs by participating in curriculum revision workshops and in the meetings of Board of Studies. Here are certain "Quality Enhancing Academic Strategies" of our institution, which add value to the effectiveness of teaching- learning process of prospective teachers. These are detailed below:

>Induction meeting by IQAC to plan out the detailed schedule of curricular and co-curricular activities in the session.

>Daily Planners are maintained by the staff members, in which they enter their weekly planning, and the head of the institution does periodic review and if any drawback is traced, it is reported to the concerned person for remedial purpose.

>National level workshops/seminars are organized to discuss revision of curriculum construction as per the requirements of contemporary global world

>The faculty contributed actively in critically analyzing the section related to Teacher Education in National Policy of Education 2019, and attended the meeting with the higher authorities to discuss the agenda. >Educational tours with the purpose to supplement the theoretical knowledge with practical one are frequently organized by the institution.

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

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

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

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

File Description	Documents
Data as per Data Template	*View File*
URL to the page on website where the PLOs and CLOs are listed	*https://www.akliainstitute.org/downloads/files/n657d2b68e9f06.pdf*
Prospectus for the academic year	*View File*
Report and photographs with caption and date of student induction programmes	*View File*
Report and photographs with caption and date of teacher orientation programmes	*View File*
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

`10`

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	**No File Uploaded**
Any other relevant information	http://punjabiuniversity.ac.in/syllabi/Academic%20Session%202020-21/Faculty%20of%20Education%20and%20Information/Post%20Graduate/B.Ed%20Two%20Year%20Programme%20(Regular%20&%20Distance)%202020-21.pdf

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

`4`

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

`4`

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

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

`100`

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

`100`

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

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

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

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

`163`

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

`163`

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The teacher educators focus on educating the minds and spirit of student teachers by providing them value-based education and provide such learning environment (NSS camp, blood donation camp, visit to various outdoor clubs mentioned in the prospectus) that fosters character building and helps them to lead a life of learning and service. They develop critical capacities among students to use research findings through assignments and meaningful projects as a basis for improving their teaching. The college aims at producing competent teachers, who have the theoretical knowledge and understanding, combined with practical skills, proficiencies and commitment for work to enhance the quality of education. The curriculum also aims to provide them exposure of diverse people and cultures through youth festivals, seminars/workshops, indoor club activities etc.. The institution provides well- resourced infrastructure having a clean, warm, comfortable and attractive ambience and acquaints the student teachers with the impact of globalization on education and prepares the students to imbibe such qualities which would prove beneficial

to them to meet the emerging needs such as: Exposure to technology .The ultimate aim is to assist the prospective teachers with career advice and progression as appropriate

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

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

As per the syllabus of Punjabi University of B.Ed. Semester 1, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further they are also sensitized regarding different assessment criteria adopted in schools, norms and standards being followed in different schools. During their pre-internship programs of 15 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in social background of students, medium of instruction, methodology adopted by the teachers, infrastructure, scholarships offered etc

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The students undergo training programmes in different schools. With the introduction of two year B.Ed. course the internship programme is divided into three parts i.e., two pre- internship programmes of Micro Teaching 15 days and second semester and one comprising of the whole third semester. Before going to the schools for practice teaching, the prospective teachers are familiarised to the teaching learning process through simulated teaching, and are provided with the feedback by their peers and the concerned subject teachers. . To foster the attitude of respect for people of all walks and to promote the spirit of oneness in students, community Service forms the integral part of the curriculum. This is addressed in our objectives as well. To inculcate the feeling of social responsibility, various indoor and outdoor clubs have been formed which the student joins according to their own interest. . To assist with career advice and progression as appropriate, the College strives to place students in premier institutions. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage. Keeping in mind the recommendations of NCF2005, we understand the importance of protecting and conserving the environment

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders	Feedback collected, analyzed,

is processed and action is taken; feedback process adopted by the institution comprises the following	action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

100

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

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

30

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

30

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

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

00

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

00

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

2.2 - Honoring Student Diversity

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

The learning levels of the students are assessed by teachers using

Entry behaviour tests in the initial classes of every subject. After

appropriate assessment of the test, Specific teaching-learning

methodologies to cater the different needs of students are then

implemented. The faculty follows an integrated approach. Traditional

teaching methods are aided by new age technological methods to make

learning more engaging and relatable. Tutorials, value added courses

and extra classes are organized for students so as to provide

special coaching in areas where they need support.

Additional reading material and books are suggested and are made

available to increase their understanding of the subject. Web-links

are also suggested to the students to help them gain an in-depth

knowledge of the subject. Bilingual approach is adopted for

explanations and discussions in the class with the aim of reaching

out to each and every learner so that they can be brought at par

with the rest of the class. Personal, academic and career-related

counselling is given from time to time. Assignments and group

projects are given and evaluated on a regular basis.

Peer learning is encouraged through group discussions and presentations.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

16

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences Faculty strived to make the learning activity more interactive by adopting the below-mentioned student-centric methods. ACEW focuses and adopts following student-centric methodologies.

Experiential Learning: It is the process of learning through hands-on experience. It is also defined as "learning by doing".3rd semester of course are dedicated to Macro Training in the nearby

schools as allotted Punjab School Education Board. During this training students take the classes and have the hands-on experience of teaching. Through this internship students directly come in-touch of students and face & resolve the problems on their own Laboratory Sessions are conducted with content beyond

syllabus experiments. Visit to Book Fair, historical place and other academic tours & trips are the regular feature.

Participatory Learning:

Students are encouraged to participate in various activities such as Class Presentations, Seminar, Workshops, Group

Discussion, Debates, Wall-Papers etc. College organizes

various inter-college activities to make effective

participatory learning.

ACEW adopt the Teaching Assistant methodology wherein TA is

appointed for a group of students who help the teacher in T-L process.

Participation in Committees/Cells/Associations

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	No File Uploaded

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

15

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to LMS	https://www.youtube.com/watch?v=Oco5JxgD4FY
Any other relevant information	**No File Uploaded**

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

200

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.youtube.com/watch?v=Oco5JxgD4FY
Any other relevant information	No File Uploaded

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

The college provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students.The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students). Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, inclusiveness and Life skills. A faculty member is a mentor for a group of 10-15 students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of main stream

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

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

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

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

All the time students are encouraged to make best use of various opportunities provided to them in the teaching learning process and otherwise as well to nurture their creativity e.g. there was this student aarti, very talented in music and art skills but due to some personal reasons didn't have enough confidence to come forward and moreover would start crying at small instances and was diagnosed with Borderline Personality Disorder. She was facing complexes as she had no experience of face to face formal education before B.Ed. But with the encouragement of the principal, her mentors, college counsellor and few other teachers she not only participated in various music and art events but gave some solo performances also. Her notes are always ready. Sometimes she will remind the teachers if they forget anything. She is so

good in Technology always comes forwards to help the teachers for making online brochures and invites etc. Vaishali had performed poorly on entry behaviour tests initially and had no idea about the B.Ed programme. She also had a variety of emotional issues, but due to constant academic mentoring and encouragement she turned out to be a brilliant student academically as well as emerged as a strong student organizer

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning	Ten/All of the above

objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

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

Before the start of internship programme, the list of identified schools is sent to D.P.I. office for approval. On receiving the

approval, the school principals, teacher incharges, and the concerned students are also notified .Orientation of students is held regarding regulations and guidelines of attendance etc. Teachers personally visit the schools to meet the principals and school mentors regarding distribution of time table etc. Students and school teachers are oriented regarding various assessment criterias. So the internship is carried out in a very well planned manner. The pre internship is held once in Rural and Urban schools in Second semesters

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

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

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

Effective monitoring mechanisms during an internship program involve regular check-ins between interns and supervisors, setting clear performance expectations, and utilizing feedback channels. Weekly progress meetings, goal-setting sessions, and periodic evaluations ensure alignment with learning objectives. Continuous communication fosters a supportive environment, allowing interns to voice concerns and seek guidance. Utilizing performance metrics and project milestones helps assess individual contributions. Additionally, mentorship programs and peer-to-peer feedback enhance overall growth. These mechanisms collectively enhance the internship experience, facilitating skill development, and ensuring alignment with organizational goals.

Monitoring mechanisms for optimal internship impact in schools involve regular evaluations, mentor feedback, and structured assessments. Supervisors assess interns' performance, providing constructive feedback to address strengths and areas for improvement. Continuous communication between interns and mentors ensures alignment with learning objectives. Periodic reflections and goal-setting sessions help track progress and adjust strategies. Additionally, schools may employ surveys to gather feedback from both interns and host institutions, enabling a comprehensive understanding of the program's effectiveness. These multifaceted monitoring approaches enhance the overall quality and impact of school internships, fostering a conducive learning environment for aspiring educators.

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

`14`

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

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

`2`

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

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

`94`

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

`15`

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

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

colleagues and with other institutions on policies and regulations

Teachers put-forth efforts to keep themselves updated professionally Describe the nature of

efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In

house discussions on current developments and issues in education 2. Share information with

colleagues and with other institutions on policies and regulations

Teachers keep on attending various seminars, conferences, workshops,

FDPs (online and offline), present papers at various forums,

organise all such events. They are invited to various forums to

present papers, chair the sessions, give expert lectures. All these

experiences help the teachers to grow professionally. Lot of them

have written and are writing books, have published papers in

journals, contributing chapters to books. Most of the teachers are

members of various online libraries. The institution has subscribed

various online journals which are a great source of latest

information to teachers. The teachers of Dev Samaj College of

Education put in their best efforts to grow professionally. The

documentary evidence of the same is presented under criteria 3 and

6.

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Internal evaluation as prescribed by PUnjabI University norms is

strictly followed by the college. The students are evaluated at two

levels, college and the University. In theory papers, 20% component

of the evaluation is carried out at the college level .The remaining

80% of the evaluation is done at the university level by way of

semester-end examinations. In the case of papers with the practical

component, methods as per their course requirements and in the best

interest of students are adopted. The internal assessment is carried

out based on a Continuous evaluation process using internal

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

details of the Continuous Internal Evaluation in the institution highlighting its major components in

not more than 100-200 words

Internal evaluation as prescribed by Panjab University norms is

strictly followed by the college. The students are evaluated at two

levels, college and the University. In theory papers, 20% component

of the evaluation is carried out at the college level .The remaining

80% of the evaluation is done at the university level by way of

semester-end examinations. In the case of papers with the practical

component, methods as per their course .

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

A robust mechanism for grievance redressal related to examinations involves several key steps. Firstly, THE INSTITUTE established a dedicated Grievance Redressal Committee comprising impartial members.

Create transparent channels for submitting grievances, such as online portals or in-person submissions.

Ensure a defined timeline for grievance resolution, investigating each case thoroughly.

Communicate outcomes to the concerned parties and implement corrective actions if needed.

Regularly review and refine the grievance redressal process based on feedback for continuous improvement and fairness. This approach fosters accountability and upholds the integrity of the examination system

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

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

dhering to the academic calendar for internal evaluation involves a systematic process to ensure timely and organized assessment within an educational institution. The mechanism begins with the establishment of a well-defined academic calendar, outlining key dates for assessments, submission deadlines, and result declarations. Faculty members collaborate to design assessment tools, distribute guidelines, and communicate expectations to students. The calendar incorporates staggered evaluation periods, allowing faculty ample time for grading and feedback. Continuous monitoring and coordination among academic departments help address any unforeseen challenges. Regular updates and reminders are disseminated to both faculty and students to maintain adherence. This mechanism fosters a structured approach to internal evaluation, promoting fairness, consistency, and efficiency in the assessment process, ultimately contributing to the overall success of the academic program.

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

2.7 - Student Performance and Learning Outcomes

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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve performance levels of student learning are tests, presentations, performance in workshops, written assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual

student level.

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

2.7.2 - Pass percentage of Students during the year

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

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

Attainment of programme outcomes and course outcomes are evaluated by the institution Response: The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are mentioned below: Attainment of the Programme Outcomes The program outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods. Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and home assignment. Finally, program outcomes are assessed and Program Assessment Committee concludes the PO attainment level. At the end of each semester, university conducts examinations based on the result published by university the course outcomes are measured. Assignments are given at the end of each module. The assignments are provided to students and they refer the text books and good reference books to find out the answers and understand the expected outcome of the given problem. Attainment of the Course Outcomes: Three internal tests are conducted per semester for the following purposes:

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

2.7.4 - Performance of outgoing students in internal assessment

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

163

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

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.Average attainment in Evaluation Process: Students under university examination are evaluated for external theory and practical and internal theory and practicals. Internships are also evaluated externally (by school Principal and

school teacher) as well as internally (by respective mentor/teacher incharge). Generally, students secure more than 70% marks in theory as well as practicals, both in external as well as internal assessment. Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

nill

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

00

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

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

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

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

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

3.2 - Research Publications

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

00

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

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

00

File Description	Documents
Data as per Data Template	**No File Uploaded**
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

15

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

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

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

160

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

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

160

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

160

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

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

The college organizes a number of extension activities to promote institute neighbourhood community to sensitize the students towards community needs. The students of our college actively participate in social activities leading to their overall development. The college runs NSS unit effectively. Through this unit the college undertakes various extension activities in the college. NSS unit organizes various activities such as vigilance awareness week, national road safety month, covid -19 vaccination drive, world environment day, yoga sessions, webinar on facts and myths about covid - 19 vaccination. IQAC and community welfare committee of college organize two free skill development courses

for community. One course is in Basics in computer and another in Stitching and Embroidery. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, self-reliant and ideal of self service.

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

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

00

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	**No File Uploaded**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories,

computing equipment etc.

Class Rooms 2 ICT Wi-FI enabled Class room with projector facility.

Laboratories:

Well equipped with sufficient number of required experimental setups.

Projectors and Over Head Projectors

Language Lab:

Language laboratory is available to prepare the students to

be effective communicators.

Computational Resources:

College have 30 computers in computer lab.

Internet facility with 155 MB lease line is available.

Seminar Hall:

Seminar hall with facilities like projectors, sound system,

and Wi-Fi. and having a capacity of 500 students to organize

cultural & academic activities.

Conference Room:

One conference room Well-equipped with projector, Wi-Fi and

multimedia facilities.

Library:

Library is well-stacked with 3166 titles,8325 volumes of

books, international Journals and Magazines

Reading room is available with seating capacity 60.

Digital library with e-books and e-journals.

Misc.

15 computers, 1DVD Writer, 3 Printers, 1 LED, 1 Handy Cam, 1

DVD Player, 1 Tape Recorder,1 Radio etc. are available in

Playgrounds

Medical room, girls common rooms.

The Institution has adequate infrastructure and physical

facilities for teaching- learning. viz., classrooms, laboratories,

computing equipment

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	https://www.akliainstitute.org/infrastructure.html
Any other relevant information	**No File Uploaded**

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

1458.84

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

4.2 - Library as a Learning Resource

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

Library is automated using Integrated Library Management System (ILMS) Aklia College of Education for women has a well-equipped centrally air conditioned Library equipped with integrated library Management. College is using Integrated Library Management Software

(ILMS) "E-Granthalya" of version 3.0 Rev no. 31 for day-to-day activities with open access for everyone with the help of OPAC system. E-Granthalya creates its own database of holdings. All the books are issued and returned through bar coding system. The students and faculty of the college can check & access the availability of the books in the library on their own mobile, computer or laptop. Maintaining issue/return records, etc. is being done in an automated manner. Bibliographical details of the library collection and their availability.

Online Public Access Catalogue (OPAC) can be searched from anywhere. Log-in creation and updation of user accounts. Maintains procurement details such as accession register. Generates lists and statistics of records, catalogues, users, use of the material, etc. based on specific filters / categories according to the particular needs. Digital library is also available with NDL and Open Access databases. and open-access e-resources like e-journals, e-books, manuscripts, magazines and video lectures. CCTV cameras are installed in the library for strict surveillance.

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

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

The teachers and students can have access to e-journals subscribed by the Aklia college of Education for Women library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through the E-granthalya programme of DELNET, the membership of which is renewed on monthly basis by the college library. All the stakeholders and research scholars from different universities and colleges from different states can have access to check the titles of B.Ed.dissertations.theses available in the college library from the college website.

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	**No File Uploaded**

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

21,370/-

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

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

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

28

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

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

4.3 - ICT Infrastructure

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

New computers are added as per the requirement on regular basis. It was much needed due to Covid-19 as online classes were going on and staff as well as students were in need of more space in their Google accounts.

- The institution is equipped with 35computers with

internetconnectivity of 100 MBPS.
- The teachers have developed various e-content modules (online/MOOC courses) by using ICT and other facilities available in the College.
- The students of B.Ed. use computer lab and internet service to do their dissertation work.
- They are also given training in SPSS and excel so as to enable them to analyse data for their dissertation.
- The students are allowed to work in the computer lab during the computer hour.
- The staff members also have open access to the computer lab for browsing and preparing multimedia presentations.
- There are four computers in the college office. Computers are used in the office for keeping all the records of the students and faculty. Records pertaining to accounts, correspondence, and all types of official information are stored.
- Scanner is used to scan important documents, clippings, or photographs for writing reports or documentation.
- Computers are also available in various labs, staff room, IQAC room, counselor's room etc.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:5

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

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

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

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

Five or more of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

1517

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

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

The Aklia College of Education for Women has adopted vigorous systems and procedures along with manpower monitoring to ensure proper maintenance and utilization of physical, academic, and support facilities- laboratories, library, sports facilities, classrooms, seminar halls, computers, etc. To keep the whole College including office, laboratories, library etc. clean and hygienic, separate staff has been engaged.The upkeep of computers, LAN, internet, Wi-Fi, and other ICT facilities and design, is a regular feature of the College. The Aklia College of Education for Women has qualified regular staff for the maintenance of electrical work, civil work, etc. To meet power break down and to provide adjustable power base, Gen sets and solar system have been installed which are technically banned by the trained technicians.

File Description	Documents
Appropriate link(s) on the institutional website	https://docs.google.com/document/d/1g_XxUpvkVFTf_EJO_Ux9oEatlkrSKnD8/edit?usp=drive_link&ouid=11060131923445176374&rtpof=true&sd=true
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic,	All of the above

technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

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

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

Nine or more of the above

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

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

A. All of the above

through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	100

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

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

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

35

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

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

10

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

5.3 - Student Participation and Activities

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

The Aklia College of Education for Women has a Students Representative body and it is named as "Student Council". An active Student Council is in place along with a strong representation of students in the academic and administrative bodies. The Class Representative system is fundamental to student representation as leaders. The members of the student council are elected by the students using democratic selection methods. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution and expert talks in addition to their leadership skills. Moreover, two members of student councils are the representative members of IQAC Cell and all the committees and Clubs of the college. They take part in all the discussions of the meetings and have a say in all the decisions. The composition of the student council is as follows: President, Vice President, Secretary, Joint Secretary Class representatives. The members of the council are elected as per the Punjabi University of Patiala rules. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

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

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

5

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

5.4 - Alumni Engagement

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

The name of registered Alumni Association of our college is Aklia Alumni Association. The functionaries of the registered association are as follows:

Ms. Gurpreet Kaur (President)

Ms. Amanpreet Kaur (Vice President)

ACEW fraternity, since the time of inception, has had strong sense of belonging to the institution and even though for years together when no formal Alumni Association existed, ACEW students remained associated with the Aklia College family spreading love, inspiring younger ones and contributing all what they could.

- **The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.**
- **The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.**
- **The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews.**
- **The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs ACEW also gets support from members of the association as organizers.**
- **Contribute in alumni fund as a finical support for welfare**

- of alumni association.
- The Alumni Association organizes frequent Alumni interactions in which well settled alumni visit the campus to share their experience with present students.

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

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

File Description	Documents
Documentary evidence for the selected claim	**No File Uploaded**
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	**No File Uploaded**
Any other relevant information.	**No File Uploaded**

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

Nil

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

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

The Alumnae association acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The activities of the alumnae association include:

• The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.

• The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.

• The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews.

•The Alumnae Association also coordinates various activities related to the career counseling of the students.

• The association is sensitized to function all through the year towards generating placement and training opportunities for the students.

• At the college, care is taken to groom the students according to the needs of the schools. The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs ACEW also gets support from members of the association as organizers, trainers etc.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

"To be an outstanding institution of excellence in Higher Education,

to promote need, value and career-based programmes to ensure

Scientific, Global and Spiritual Development of the student

community with which they will blossom as fully competent human

beings to meet the ever-changing needs of global times." Our focus is on exposing students to the use of latest educational technology

making them interested and involved in learning multiple skills to

enhance their employment prospects. We motivate and train students

by conducting group discussions, seminars and personality

development workshops to meet the demands of the job market. The

development of student into process of integrated personality is our

joint responsibility.

ACEW- it is our Value Based Education System. Despite everything

undergoing avant-garde change at our institute, we are striving day

and night towards it, we have a legacy to follow.

The ways of multidimensional positive thinking and knowing about

energy, protection of environment health and booster economy of

nation on priority basis. AKLIA GROUP believes in the science of moral

and spiritual laws of soul.

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

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

The institution follows a democratic and participatory mode of

governance with all stakeholders participating actively in its

administration. The Institution functions in a well-structured and

defined manner to ensure participative management at all levels of

decision making. Right from the Chairman of the Management Committee

to the staff and students, all the stakeholders have a role to play

in the building of the college. The principal and two faculty

members are part of the managing committee. The management of the

college takes effective measures in encouraging and supporting the

involvement of the staff for improvement of its effectiveness and

efficiency throughout the year.

The College has a Students Representative body and it has been aptly

named as "Student Council". The Class Representative (CR) system is

fundamental to student representation as leaders. It allows one

student to represent each class of students in the college with

regular meetings held to ensure the systems efficiency and

effectiveness in putting forward the interests and views of the

students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

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

Annual budget is meticulously prepared using BUSY software which
helps to streamline the budget under different heads such as
College Accounts, Examination Accounts and so on. Details of
teaching as well as nonteaching staff, accounts, academic
progress, etc. is updated every year on the NCTE and AISHE portal
i.e. All India Survey of Higher Education which is under the HRD
Ministry, New Delhi. through the link
http://aishe.nic.in/aishe/userlogin. College uses MIS to maintain
student and office records such as academic qualifications, in-
service improvement in qualifications, information about student
teachers with details of caste, religion, results etc., details of

Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month-wise salary details of teaching non- teaching staff, Income Expenditure details of college etc. Information Brochure containing information regarding different committees, clubs along with names of teachers in charge is displayed on the college website. The institution conducts internal and external financial audits regularly. •

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

6.2 - Strategy Development and Deployment

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

The institutional strategic plans are based on Vision and Mission of the college. For the excellence in quality concern the Short Term and Long term goals are planned in strategic management. Short Term Goals # To improve the academic Results Strategic Plan The arrangements of online classes in worldwide Pandemic. # To Train the faculty for Online Teaching Strategic Plan The arrangements for the training of online teaching, the guidance regarding different online modules, use of teaching aids. # To Prepare the effective online Examination and Evaluation System Strategic Plan Due to pandemic online Examination and Evaluation system must be prepared to conduct the examination. # To complete the construction of Physical Infrastructure Strategic Plan The institute aims to complete construction of class rooms, construction of new college canteen and interlocking the roads of college campus. The cycle stand be repaired and new car parking is under construction. Long Term Goals # To be the best Institute of Area having world class facilities by 2025. Strategic Plan The arrangement of adequate and sufficient physical infrastructure. MOU's with the famous national and international industrial units. To be the centre of different job Orientation by developing the Institute Placement cell.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1xsBKiAqz4WyyhYVzxD3i3uxn_PSb9v4i/view?usp=drive_link
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

College is managed by Aklia educational & research society, Bathinda under

able guidance of renowned educationist S. Gurtej Singh Brar

(Chairman) comprises with educationist, social-activists and

senior faculty members. Institution has an effective

organizational structure which monitors and improves the

institution as below:

ACEWis having transparent and pre-defined Policies and

Procedures related to Financial Autonomy, Research &

Development, New Appointments, Promotion Policy, Salary

Structure, Purchase Policy etc.

BOG: Pass Annual Budgets, Finical Policies, Scholarships &

Fee Structure, as per recommendations of college Principal,

Approval of starting of new Program and Sanction of posts

etc.

Principal: Prepare College Budget, Get approval of new

Courses from BOG as well as from affiliated University,

Appointment of staff. To provide leadership, motivation,

guidance and monitor academic, co-curricular activities &

Liaising with affiliated University etc.

IQAC:Ensures the quality of academics and administrative

activities.

HOD:Time Table, Monitoring of classes to ensure effective

delivery of curriculum and Trainings, Arrange Academic and Co-
curricular activities within department,

DAA: Handle Admission Process, Students Scholarships,

Examination, Co-curricular activities, Placement, Tour &

Trips, Grievance etc.

Committees: Various Committees constituted at college level

and department level. Every committee has well defined roles

and responsibilities.

File Description	Documents
Link to organogram on the institutional website	https://docs.google.com/document/d/1ZGvTAxgS5XeraOiSxR9-bMEdAOgOLeHB/edit?usp=drive_link&ouid=110601319234451767374&rtpof=true&sd=true
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital	Five/Six of the above

attendance for staff Biometric / digital attendance for students

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

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

The institution constitutes various committees every year for its smooth functioning. Some of the committee are:

Internal Assessment: The committee takes the responsibility of conducting the internal Assessment test in an efficient and effective manner.

Discipline/Dress Code: The college discipline committee ensures that the college discipline is followed by all the students in the college. Any violation of discipline in terms of dress code or conduct is reported to the head of the department and action is taken on the violators.

Anti Ragging: The committee ensures that the campus is free from ragging. The committee has a flying squad which visits the various locations of the college campus and hostels to ensure that the campus is ragging free.

Sports & Recreation: The sports committee organizes number of sports meets. The committee encourages and facilitates the students to take part in sports activities organized at the college, university, state and national levels.

Alumni Cell: An active alumni cell is functional in the institute which has built a network of alumni. The committee organizes guest lectures and invited talks from illustrious alumnae. Annual alumni meet is being organized by the committee.

Counseling & Career Guidance:

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

6.3 - Faculty Empowerment Strategies

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

The institution has effective welfare measures for teaching and non-teaching staff In order to keep the teaching and non-teaching staff members motivated, ACEW has a list of effective welfare measures for their benefitas mentioned beloW Academic-Leaves, summer and winter vacations. Maternity-Leave Study-Leaves for pursuing Ph.D. Ph.D. Increments to the Teaching staff. Financial assistance/duty leaves are provided for: Attending faculty development programs. Participating in conferences/workshop. Attending and presenting research papers in national and international conferences. Group insurance. Accident Insurance Scheme. Industrial visits/Recreational tours. Excellent performers are annually rewarded for their performance and contribution in academic,administration, extension and research activities. Free transportfacilityis provided to the staff. Free facility of Wi-Fi is available 24X7 within the campus. Special fee concessions for children of employees. Financial support in case of accidental death. Interest-free loans. Festival-bonus is credited to all the employees as per the policy of the Institute. The staff is awarded with loyalty bonus for serving the institution for a long-time. Health Awareness Programs/Campslike Cancer Awareness, Yoga Sessions, Blood Donation, etc Study-Leaves for pursuing Ph.D. Ph.D. Increments to the Teaching staff. Financial assistance/duty leaves are provided for: Attending faculty development programs. Participating in conferences Attending and presenting research papers in national and conferences

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Nil

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

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

9

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

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

7

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

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

The institution assesses its teaching and non-teaching staff through a well-structured appraisal system executed annually. There are various parameters set for the evaluation of teaching and non-teaching staff. Appraisal of Teaching: Appraisal of teaching staff is done on the basis of faculty evaluation criteria. The parameters forevaluation are based on Teaching Learning Skills, Research, Communication-Skills, Extraordinary contribution towards the Department, University Results, MST Results, Student Attendance, Career Oriented Mentoring and Student Feedback. Appraisal of head of departments is also evaluated on the basis of overall performance of the entire faculty of their respective department. Other parameters for HODs evaluation areCommunication-Skills, Merit Positions in the department, and Student Feedback. Teaching Staff is specially awarded through appraisal on achievement of degree of Ph.D. Appraisal of Non-Teaching Staff The performance appraisal of non-teaching staff is based on various parameters such as practical knowledge, computer/technical skills, behavior and cleanliness/maintenance.

HOD gives the marks to the individual faculty/staff for the various parameters based on their performance during the complete academic session Before the submission of appraisal marks, The Head of the Department discusses it with concerned staff members and after discussion with them, finally submits to the management for final approval.

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

6.4 - Financial Management and Resource Mobilization

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

Internal Audits A team is specifically appointed in the Institute to conduct internal audits. The main source of Institute's income is Fee collected from the students. The audited income and expenditure statement for all the previous years are available with accounts section of the college. The daily transactions are monitored & posted with internal control system in the accounts department. The work of one person regularly checked by the other person, after that the posting is finalized. Documents for evidence wherever inadequate in respect of payments, compliances of T.D.S and various reconciliations are recorded and the accounts are regularized once in a week by the Manager, Accounts. The top management reviews the budget proposals and approve accordingly. The purchase will be made strictly following the given budget proposal. The unnecessary purchases are avoided and the available funds are effectively utilized. External Audits The institution has appointed one Chartered Accountant as external Auditor. External Auditor completes statutory Audit of the society at the end of financial year

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

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

0000

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

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

ACEW is supported by Aklia edu & research society ; a non-profit Educational Society; which does not receive grants or donations from Government. For appropriate and proper utilization of resources, financial data is closely monitored by the Institute. As a self-financed Institute, the major source of funds for generation of necessary financial corpus is through the collection of academic fees from the students. The budget requirement of all departments is presented in meeting of BOG by Principal. In Emergency conditions like Disaster, natural calamities Institution raise funds from the staff and students to support the suffered people. The funds are utilized for approved academic expenses and administrative expenses as per the norms laid down by the authorities.Major proportion of funds are allocated for remuneration to the teaching professionals and administrative

staff member Further to mobilize the financial resources, funds are allocated, and used as follows: To conduct staff activities like staff welfare. To conduct orientation programs, workshops, FDPs, training programs and student activities that ensures quality education. Adequate funds are utilized for development and maintenance of infrastructure of the institute towards upkeep of the tangible fixed assets, repairs and maintenance of administrative areas, laboratories, classrooms etc. University fee and funds are paid. Funds are allocated to encourage research and development activities. Requisite funds are utilized for enriching library.

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

6.5 - Internal Quality Assurance System

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

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work. IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the patronage of IQAC

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

College has a holistic planning and executing teaching-learning process. There is a well planned structure to review the same as per the Guidelines of IQAC. There are various aspects related to teaching-learning process like Subject Allocation, Preparation of Academic calendar, mentor-mentee meetings, feedback from TA's etc. The various IQAC initiatives are implemented incrementally to enhance the quality of teaching-learning process. Some as below Activity-based learning As the Institute is determined to enhance the skills of the students, so activity based learning was initiated to make the students to be active learners. Value Added Courses: Value Added Courses were initiated in college. The main aim of offering certificate courses is to improve skills and knowledge of students. Microsoft Teams: During Lockdown (due to Covid-19) IQAC emphasizes to use of more ICT tools in academics for promoting self-learning among students.Microsoft Teams offers user friendly platform for communication between teachers and students. Study material can be forwarded through same. Faculty can create quiz-based assignment on it. E-Learning Initiative (Lecture capturing system) To make teaching-learning more productive, the Institute is continually updating content delivery and dissemination methods from traditional teaching methods to digital lecture management. The Institute always promotes ICT methods for content delivery

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year

4

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://docs.google.com/document/d/1sJCK1Y QWiUdkOTZBLq9MpIe4jV6BkFOq/edit?usp=drive_ link&ouid=110601319234451767374&rtpof=true &sd=true
Link to Annual Quality Assurance Reports (AQAR) of IQAC	**Nil**
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

To maintain the quality assurancethe institution hasformed Internal Quality Assurance Cell(IQAC). The cell is headed by the college principal designated as the chairperson of the cell. The most senior professors are elected as chief coordinator and coordinator respectively. Eleven members among the governing body of the college are selected with the specialisation in different fields as Science, Commerce, Artsand co-curricular activities. The Cell forms the strategiesand plans to implement these policies efficiently. The cell reviews meetings on pre and post AQAR reports. The records of the reports are preserved to check the formation, execution and implementation of the policies. The IQAC Cell holds meetings regularly, it constitutes different committees to prepare and manage AQAR/SSR reports. These committees are headed by the combination of different skilled personals. Instead of these committees more than 25 committees are formed to maintain

the quality in academic, discipline, campus and other social and cultural activities

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

1. **Energy Audits and Assessments: The institution likely conducts regular energy audits to identify areas where energy is being inefficiently used. These assessments help pinpoint where improvements can be made.**

2. **Efficient Equipment and Technology: The policy might prioritize the use of energy-efficient equipment, appliances, and technology throughout its operations. This includes everything from HVAC systems to lighting and office equipment.**

3. **Employee Engagement and Education: To create a culture of energy consciousness, the institution might conduct awareness programs, training sessions, or provide resources to educate employees about energy conservation practices and encourage their active participation.**

4. **Optimization of Building Infrastructure: Implementing measures like better insulation, smart building technologies, and automated systems for heating, cooling, and lighting can significantly reduce energy waste.**

5. **Renewable Energy Integration: The policy may outline goals for incorporating renewable energy sources such as solar panels, wind turbines, or geothermal systems to meet a portion of the institution's energy needs. This might involve investing in renewable energy infrastructure or**

purchasing renewable energy credits.

6. **Monitoring and Reporting:** Establishing systems to continuously monitor energy usage and setting up regular reporting mechanisms to track progress toward energy conservation goals.

7. **Policy Compliance and Continuous Improvement**

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	No File Uploaded

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

ACEW has a clear waste management policy for disposing off dry,

wet, e-waste and waste water management. We try to create

consciousness among staff and students about the ways in which waste

is generated and the means by which they can reduce waste generation

and manage the waste they produce by following the five "R''

principle of reduce, reuse, recycle, refuse and regenerate. There

are separate colored bins for dry (blue) and wet (green) waste. Use

of Jute and cloth bags is encouraged. Plastic is totally banned in

the campus.

The dry saleable materials like paper, files, plastic, old furniture

and other waste is regularly sold to recycling agents thus

generating some income for outreach activities. The wet waste such as kitchen and garden waste is disposed off into the dustbins earmarked for the purpose. The wet waste is recycled into the compost pit dug for the purpose which is monitored from time to time. E-waste bin has been placed in the corridor to collect E-Waste. Instead of taking CD'S from students, data is taken in Pen drives or through email and students upload the pdf of the assignments in Google classroom.

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

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

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

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	All of the above

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

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

The institution maintains a stringent focus on cleanliness, sanitation, and environmental health by implementing various initiatives. Regular campus clean-up drives involving students, faculty, and staff ensure the upkeep of cleanliness. Waste segregation bins are strategically placed, promoting responsible waste disposal and recycling.

Sanitation measures include routine maintenance of facilities, ensuring hygienic washrooms, and proper waste management systems. The institution actively fosters a green cover by planting trees, maintaining gardens, and implementing sustainable landscaping practices. Additionally, it promotes pollution-free surroundings by adhering to eco-friendly practices, including the use of renewable energy sources, reducing carbon emissions, and organizing awareness campaigns on air and water quality.

By integrating these efforts, the institution remains steadfast in its commitment to fostering a pollution-free, healthy environment while nurturing a culture of cleanliness and sustainability among its community members.

File Description	Documents
Documents and/or photographs in support of the claim	*View File*
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian	**All of the above**

friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

0.5650

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

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

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To

develop the emotional and religious feelings among the students

and the faculty, commemorative days are celebrated on the campus

The college and its teacher and staff

jointly celebrate the cultural and regional festivals, like New-

year's day, environment day ,teacher's day, orientation and farewell

program, Induction program, rally, oath, plantation, Youth day ,Kite making competition,

Women's day, Yoga day, festivals like Diwali celebration, hindi diwas

Inter college Rangoli making, , , Lohri celebrations ,guru gobind singh ji birthday, independence day , constitution day, republic day etc. religious ritual activities are performed in the campus.

Motivational lectures of eminent persons of the field are arranged

for all-round development of the students for their personality

development and to make them responsible citizens following the

national values of social and communal harmony and national

integration. In this way the institute's efforts/initiatives in

providing an inclusive environment for everyone with tolerance and

harmony towards cultural, regional, linguistic, communal

socioeconomic, and other diversities.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts	A. All of the above

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

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

7.2 - Best Practices

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

1. TITLE OF THE PRACTICE: ONLINE COVID AWARENESS DRIVES

Objectives of the Practice:

1. To spread Awareness regarding COVID to contain the disease.

2. To teach the students how we can contribute to the society during difficult times.

3. To teach the students how we should behave as responsible citizens during difficult times.

The context:

The pandemic led to sudden closure of various educational

institutions across the nation. There was total lack of awareness

about the pandemic among the students.

The practice: Various activities organised under this practice
were:

1.Through Videos/Ppt/Slogan Writing/Poster Making

2.Awareness Drive Regarding Covid-19 By Downloading Aarogya
Setuapp

(18th April 2020): NSS Units of College

3.Face Mask Making -

PRACTICE – II Title of the Practice: use of ICT in Teaching
-Learning The aim is to increase efficiency in the effective use
of ICT in teaching- learning process ACEW believes that the aim of
education is to integrate technology in to the curriculum that has
a significant and positive impact on students' achievements.
Practice ICT Enabled Smart Classrooms. LMS: Presentations: Lecture
Capturing System E-Governance E-Library E-Approval System:
Admission Evidence of success: During the covid –19 it was very
successful. Problems Encountered and Resources Required:

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Herbal garden was established in the college in 2012 with the
motive to encourage future teachers to promote sustainable
practices for use and Conservation of Medicinal Plants and learn

the benefits from medicinal plants in our day to day life for better health and immunity and also influence parents, friends and kinship for their use in cooking etc. Appreciation award by SAMARPAN for use of practices like drip irrigation, And Organic Farming

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