



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Akليا College of Education

- Name of the Head of the institution

Dr.Tara Singh Gill

- Designation

Principal

- Does the institution function from its own campus?

Yes

- 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 Education/Physical Education:

Teacher 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 **iqacaklianaac@gmail.com**
- Alternate e-mail address (IQAC) **document@akliainstitute.org**

3.Website address

- 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: <https://www.akliainstitute.org/>

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/PMMMNTT 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 **3**

- 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)

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

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

New Value Added courses Introduced and prepared guidelines and curriculum of value added courses

Collection, analysis of Feedback on curriculum from all stakeholders

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
Planning for offline classes	As per the guidelines govt of India toward pandemic covid-19 offline classes was started on 1st September 2021. Planning has also been done to cover maximum students and staff under covid-19 vaccine drive successfully organised
Internship planning for B.A.B.Ed and B.Ed students	successfully conducted Internship B.Ed students
Academic Calendar	Academic Calendar for the session 2021-22 ODD/EVEN semester successfully implemented
Activity Calendar	Activity Calendar was for the session 2021-22 even/ODD semester successfully implemented
MSTs	successfully conducting the MSTs . for evaluating the students progress during the session

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	16/06/2021

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Akليا College of Education
• Name of the Head of the institution	Dr.Tara Singh Gill
• Designation	Principal
• Does the institution function from its own campus?	Yes
• 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
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• IQAC e-mail address	iqacaklianaac@gmail.com				
• Alternate e-mail address (IQAC)	document@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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• Upload latest notification of formation of IQAC			View File		

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Name of the statutory body	Date of meeting(s)
IQAC	16/06/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	27/01/2023

15. Multidisciplinary / interdisciplinary

This College is affiliated with Punjabi University, Patiala. The

University has framed the design of the course having Multidisciplinary and Interdisciplinary approach. College shall focus on a holistic and overall personality development of students by inculcating 21st century skills of learners. The college aims at imparting an education that shall develop the intellectual, aesthetic, social, physical, emotional and moral values in students. College shall initiate seminars and conferences with the science and humanities faculties with a view to expanding the horizons of knowledge for students. Important days like International Yoga Day, International Women's Day, Environment Day, Road Awareness Programmes are to be celebrated and observed bringing together all the disciplines of the college. The University has made it compulsory to study "Environmental studies" in their regular curriculum as flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service and environmental education towards the attainment of a holistic and multidisciplinary education. The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Hindi, English and Punjabi), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So this College is ready to implement NEP 2020.

We provide with many subject combinations to our students to opt for. Equity, and inclusion through a range of measures, including greater opportunities for public education; provision of scholarships for disadvantaged and underprivileged students, reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service have been undertaken.

16.Academic bank of credits (ABC):

Institute is an affiliated college under the University of Punjabi University Patiala. The college follows the syllabi of CBCS in all the programs as prescribed by the affiliated University. The University holds the end-semester examinations and marks sheets are awarded to the students by the university

after being evaluated by the teachers of the same or different colleges. The college has no role whatsoever in preparing . However, the college has authorization for allowing multiple entries or exits as per CBCS. Therefore, execution of the Academic bank of Credits will be implemented by the rules and regulations of the Punjabi University Patiala. as and when framed

17.Skill development:

With the changing needs in the workforce, academic institutions are required to train and equip students with the current needs of job markets. Skill Development is an inseparable component of education in the 21st century. In order to make the students ready for the jobs and build their core competencies to face real-life challenges they must have the required knowledge, skills, and abilities both professionally and life skills. The College continuously provide micro and macro teaching practice to enhance teaching skills among pupil teacher. At the College level general structure of synthesizing skill courses are as under: a. Life Skills b. ICT Skills. Communicating Abilities d. Teaching Skills e. Skills for Fine Arts. The College has made all efforts to build healthier and harmonious working environment with respect to issues related to Gender, Environment and Sustainability, Human values and Professional Ethics into the curriculum

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

Our B.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the College. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, a cross-disciplinary approach is required to solve them. IITE has offered best of the content of learning through such concerns The college has made several efforts to integrate Indian knowledge system in its curriculum.Bilingual method, as the medium of the teaching is used in our college. The college

celebrates many commemorative days to make students aware of Indian culture and heritage.

Various initiatives like Hindi Diwas, Hindi dramatics, Indian Culture Society, Indian Music Society aim at inculcating a sense of pride and respect towards one's motherland. There are multiple events being organised like Diwali Mela, Onam celebration etc for promoting respect for Indian culture amongst the students.

Bilingual teaching, perspectives from Indian knowledge system. Students are also encouraged to participate and represent the college in events of such nature that enhance integration of Indian Knowledge systems organised by other colleges and institutions

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

The teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our university, has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted. Indian Knowledge System is internationally recognised scientific and effective system so following Outcome Based Education (OBE) are envisaged:

UG Programme: B.Ed. programmes have been specifically aiming at multicore development of school teachers who can lead, manage and administer teaching learning processes at school level The institution is focused on a student-oriented educational

approach for implementing outcome-based education. Programme specific and Course outcomes are charted and regularly communicated to students to align it with the teaching-learning process.

Following OBE policy our college also keeps record of result of every student through academic audit and mentor mentee system. Course Outcomes and Programme outcomes are discussed by the faculty members.

20.Distance education/online education:

COVID-19 pandemic induced lockdown of educational institutes throughout the country for almost two years in recent past stopped the offline academic activities; however, it opened up the avenues of online teaching-learning processes which teachers of our institutes welcomed in open arms, adjusted themselves

quite efficiently and blended the online modes of teaching with offline methods seamlessly. Teachers regularly used online teaching apps like Microsoft Teams and Zoom to deliver lectures and provide study materials to the students. Many online seminars and lecture series by national and international experts in relevant fields were arranged during the period to keep up the academic temperament among students and teachers as well. Many teachers participated in online faculty developments programs also to make themselves better adapted in the domain of online education. Introduction of several online add-on courses by the college during that period is also worth mentioning in this context. With suggestions provided in NEP 2020 in this regard, online mode of education can be continued and even flourished in coming years.

Extended Profile

1.Student

2.1 Number of students on roll during the year	200
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100
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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
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File Description	Documents
Data Template	No File Uploaded

2.4 Number of outgoing / final year students during the year:	100
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File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	100
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	15
4.2 Total number of computers on campus for academic purposes	40
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 institute prepares Academic Calendar and Activity Planner in accordance with the calendar of university. College get it approved from IQAC and then adheres it during the semester. • After distribution of Subject workload Timetable committee prepares the faculty wise timetable and displayed on the Notice Board. • Due to the prevailing conditions of COVID 19 in the session 2021-22 online classes wre conducted through Microsoft Teams. The faculty used PPT's, charts, maps, modals and specimens. • Study materials, notes and question banks were provided through MS Teams and mails. • List of all practical's related various labs displayed in all labs. • Methods like seminar, group discussion, quiz, case study are used for effective delivery of curriculum. • College appoint the Teaching Assistants (TAs) for the effective delivery of curriculum. The Principal ensures the effective curriculum delivery through regular meetings with HOD's, Staff and TA's regarding syllabus coverage and other problems . • Internet, LCD projectors and other Audio- visual aids are utilized on regular basis. • College provides remote access of Library facilitates • In addition to above college also conduct MSTs, assignments are given to the students. • Remedial classes are given to slow learners

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	No File Uploaded
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

A. All of the above

Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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	No File Uploaded
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	downloads/files/n65https://www.7d2b68e9f06akliainstitute.org/.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
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	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
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

100

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

100

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
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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 is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

35

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

35

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
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

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	No File Uploaded

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	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

1:8

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

2.3 - Teaching- Learning Process

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

Students are given time to prepare their notes through class assignment method. A focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. The students are divided into small groups of 6-8 to carry out different learning tasks such as case study analysis, role plays, games, simulations, and brainstorming etc. Moreover cooperative learning technique help them to work in teams on a common goal. Dialogue method involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers elicit students' everyday, common sense perspectives, engage with their developing ideas and help them overcome misunderstandings. Students seminars are conducted in classrooms regularly to assist them on a wide variety of contemporary issues in education, topics included in their syllabus and current policy frameworks. Roleplay and simulations are forms of experiential learning that allow students to explore concepts, practice skills, relate to others, see multiple perspectives, and engage in various modes of learning in the classroom.

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

10

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	https://www.youtube.com/watch?v=Oco5JxgD4F <u>Y</u>
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

One 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 has a system of Mentor- Mentee regularly for the professional development of the prospective teachers. The purpose of this system is to provide support and guidance to the students of the college for the betterment of their academic and professional career and thereby contribute towards nation building. It is an effective system that to bridge the gap between the mentee (student) and the mentor (teacher). It is common that the students may experience various difficulties during their two-year B.Ed. programme and may have to face academic and adjustment challenges. To cope up with such problems and to enable them to excel in academics and profession as per their potential, the Mentor- Mentee programme for the students of the institution has been developed. Counselling is being provided to the students for their personal problems by a qualified counsellor and mentorship helps them to seek professional advice about various issues faced by them during the course such as scope of participation in various activities, improvement in academics, any grievances faced by them and even to identify and nurture their talents.

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

<p>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</p>	<p>Five/Six of the above</p>
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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	No File Uploaded

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	View File
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 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

Ten/All of the above

**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**

All of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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	View File
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 of community related events Building teams

All of the above

**and helping them to participate Involvement
in preparatory arrangements
Executing/conducting the event**

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

critierias. 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	No File Uploaded
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	No File Uploaded
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.

For monitoring purposes, each school is designated to a teacher. He/ She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The interns are prepared how to plan and conduct the activities in the college, beforehand. College teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. Moreover, if any student is facing a problem academics or personally, interns are motivated constantly and guided too respect individual difference of the student and act as a counsellor to make them feel at ease. They coordinate with the school for CWSNs and others with some problem. Throughout the internship program, various opportunities are provided to the Annual Quality Assurance Report of AKLIACOLLEGE OF EDUCATION FOR WOMEN intern to experience the environment and functioning of a school. So, mentoring of internship is quite active and robust

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

All of the above

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)

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	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

110

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

110

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 continuously participate in a variety of professional development activities such as seminars, conferences, workshops,

and online and offline programs. They not only attend these events but also organize workshops and seminars for both students and fellow teachers, covering topics like the National Webinars on 'Teaching Methodologies For 21st Century Teacher, BLENDED LEARNING: PRACTICES, ISSUES AND CHALLENGES and Seminar on NAAC REVISED ACCREDITATION FRAMEWORK and the benefits of eBooks and e-education resources. They are frequently invited to forums where they present papers, chair sessions, and deliver expert lectures. These experiences contribute to their professional growth. Many teachers also engage in writing books, articles, papers for journals, and even contributing chapters to books. They actively utilize online libraries like the National Digital Library, benefiting both themselves and their students. Their institutions subscribe to various online journals, providing teachers with the latest information. Additionally, teachers regularly visit physical libraries to stay updated on educational trends. They are constantly learning and exploring different digital technologies to enhance online teaching and expand learning opportunities for students and themselves.

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

Five of the above

**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**

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.

Before the commencement of the academic year, the academic committee of the Institution prepares the 'Academic calendar' in consultation with the academic calendar received from the Panjabi University, Patiala. It is available on the college office and also published on the college website and prospectus. It contains relevant information regarding the teaching learning schedule (working days), various events to be organized, days and weeks to be celebrated, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process. The calendar is also reflected in the daily planners of the teachers. Every teacher is required to adhere to the academic calendar and plan their day-to-day activities accordingly. Teachers are assigned the subjects to be taught during the academic year beforehand in staff meetings. The Academic calendar is forwarded to the IQAC for undertaking various quality initiatives during the year. The IQAC compiles the inputs received from the various teachers and prepares a comprehensive plan uploaded on the college website.

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.

Learning outcomes are an integral part of the college's vision, mission, and objectives. They are clearly stated and communicated, in line with the prescribed syllabi of Panjab University,

Chandigarh. The focus is on holistic education, practical training, and the application of knowledge. Students acquire contemporary life skills. Learning objectives are communicated through various means, such as prospectuses, college boards, and magazines. They are also highlighted during orientation programs and events. Course-specific outcomes are conveyed through various channels, including orientation programs, classroom discussions, expert lectures, and practical sessions. Teachers are well-informed about the learning outcomes of the subjects they teach. Stakeholders, especially parents, are informed about the course outcomes of value-added courses. Teachers participate in workshops and contribute to scholarly works. The principal and select teachers are involved in curriculum revision committees. Successful alumni interactions provide guidance to students. The college emphasizes the alignment of perception and outcomes to enhance the quality of teaching and learning

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	No File Uploaded
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

Regular monitoring of students' progressive performance and the development of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for their improvement. This enables students to excel in learning innovative teaching methods and stay updated with the latest strategies in the field of education. To assess

student learning effectively, a range of assessments is utilized, including class tests, snap tests, house tests, semester-end examinations, class participation, presentations, workshops, written assignments, and sessional work. These assessments provide immediate feedback and allow teachers to analyze individual student performance, thereby supporting classroom teaching goals. Furthermore, the college focuses on fostering professional attributes in prospective teachers to prepare them for future work- life. Best practices like the "Honesty corner" promote honesty and integrity among students, where they can take stationary items without monitoring and handle the monetary aspect themselves. House tests are conducted without invigilators, encouraging students to become responsible and accountable for their learning. Throughout the year, students are assigned various responsibilities that develop their leadership skills and organizational abilities. Collaborative tasks, such as group participation in events, foster a sense of teamwork. Teachers and mentors closely observe and monitor these attributes and provide guidance

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

100

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 utilizes a variety of evaluation methods to gauge students' performance and measure their progress in achieving Program Outcomes, Program Specific Outcomes, and Course Outcomes. These methods encompass University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, class tests, assignments, projects, sessional work, and presentations. Students receive detailed feedback and constructive suggestions to aid their improvement. Additionally, remedial coaching is available to support students who require additional assistance in keeping pace with the desired progression. The evaluation process comprises both external assessment by the university and internal assessment by the institution. University examinations contribute to 75% of the total marks, while the remaining 25% is allocated for internal assessment. Students enrolled in Add-On/Certificate Courses undergo evaluations conducted by the institution itself, which are based on measurable course outcomes and occur throughout the academic year. Evaluation methods include end-semester university examinations, internal and external assessments (including practical examinations evaluated by external experts), as well as feedback collection from students, alumni, employers, and parents. These feedback evaluations serve to determine students' attainment levels and evaluate the impact of the teaching-learning process on their achievement of program and course outcomes.

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

NIL

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

All 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

3

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

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

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

54

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

50

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

200

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

200

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.

Our college prioritizes community service and actively engages students through committees and clubs. We lead awareness campaigns on various issues and involve the community through street plays and interactive talks. Our students participate in cleanliness drives, surveys, rallies, and skill development activities for village residents. We also organize medical camps, promote eco-sustainability, and conduct outreach projects to support marginalized groups. During COVID-19, we spread awareness and donated masks. Additionally, we strive to provide quality education and holistic development to underprivileged children in our adopted village. Our outreach activities foster leadership, empathy, and service-mindedness, creating deeper connections between students and their communities. The outreach involves leading awareness campaigns such as Awareness on gender sensitization, HIV AIDS, Adolescent girls' Health Menstrual hygiene, Zero discrimination, Human rights, women rights, Harassment of women at work place to sensitize the community and our students regarding these issues and problems through 'Nukkad Naataks' and interactive talks etc

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	No File Uploaded
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

All of the above

**innovative practice Rehabilitation Clinics
Linkages with general colleges**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
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 educational institution is well-furnished with the necessary facilities to facilitate an effective teaching and learning environment. Nestled on a 4-acre campus with a constructed area of 2.5 acres, it forms a robust base for academic activities. The infrastructure is specifically designed to accommodate 100 B.Ed. students and support programs in Family Counselling.

In a recent development, the college has broadened its array of courses under the Ministry of MSME, Govt. of India, starting from September 2021. This expansion is a reflection of the institution's dedication to diversify its educational offerings and meet the evolving needs of students.

These positive advancements underscore the institution's success in fulfilling the educational demands of the community. The enrollment figures across various programs highlight the institution's ability to attract and serve a diverse student body, contributing significantly to the overall advancement and growth of the educational landscape.

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

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.akliainstitute.org/principals-message47.html
Any other relevant information	No File Uploaded

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

6.00

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

4.2 - Library as a Learning Resource

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

The College library is fully automated. It uses DELNETSoftware, which is an Open Source Integrated Library Management System. It has full catalogue module enabling library staff to capture complete details of all the library items. The Catalogue module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc. The users (staff and students) themselves can check the complete records of their respective circulation (issue and

return) of books over a span of time with the help of user name and password provided to them by the library staff. This software will also help to generate different types of reports and maintain statistics for the library.

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 Akliya 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

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)

Nil

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

250

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. The College has provided gsuit accounts to teachers and students, with the help of which they get large amount of space in their Google drives. 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 isequipped

with 44 computers with internet connectivity of 30 MBPS. The teachers have developed various e-content modules (online/MOOC courses). Students use computer lab and internet service to do their work during the computer hour. Hostel students are permitted to work in the laboratory after college hours i.e. 4 pm to 5 pm. 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

1:6

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	No File Uploaded
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 the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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 /

Five or more of the above

**Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	https://www.youtube.com/@Gurkiratdhaliwalsciencesclasses
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/@Gurkiratdhaliwalsciencesclasses
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 Akilia 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&oid=110601319234451767374&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, 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	All of the above
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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	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
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	Seven/Eight of the above
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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 through appropriate committees	A. All of the above
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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

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Number of students placed as teachers/teacher educators	Total number of graduating students
07	100

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	No File Uploaded
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).

30

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)

7

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

5.3 - Student Participation and Activities

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

The 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	View File
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

10

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	View File

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
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

1

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

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

The 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	View File
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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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, Financial 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/1ZGvTAgS5XeraOiSxR9-bMEdAOgOLeHB/edit?usp=drive_link&oid=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	View File

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	No File Uploaded
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 benefits 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 transport facility is 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/Camps like 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)

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

5

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/1QVk3PNk4Sgc6pYrvi6OLQnURj1ZimD2c/view?usp=drive_link
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://drive.google.com/file/d/1QVk3PNk4Sgc6pYrvi6OLQnURj1ZimD2c/view?usp=drive_link
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 assurance the institution has formed 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, Arts and co-curricular activities. The Cell forms the strategies and 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	Three of the above
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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
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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)

0.025

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
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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