YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Aklia College of Education For Women
• 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	**Gurkirat Singh**
• Phone No.	**01642262631**
• Alternate phone No.(IQAC)	**01642262632**
• Mobile (IQAC)	**9501108144**
• IQAC e-mail address	**document@akliainstitute.org**
• Alternate e-mail address (IQAC)	**edu@akliainstitute.org**
3.Website address	www.akliainstitute.org
• Web-link of the AQAR: (Previous Academic Year)	https://www.akliainstitute.org/downloads/files/n656184cd744fd.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://docs.google.com/document/d/1DzXQDpUE6wWwbH9xOUa9YhBRWVyVi5vv/edit

5.Accreditation Details

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

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

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

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

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

• Upload latest notification of formation of IQAC	[View File](#)	

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

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`No`	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	

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

• If yes, mention the amount	

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

`All the departments are encouraged to conduct seminars/workshops, conferences etc. So Two workshops are conducted during this academic year (2022-2023) All the staff are encouraged to attend seminars, workshops, conferences etc. so faculty attended state level, national level workshops, conferences and seminars during this academic year Collection, analysis of Feedback from all stakeholders New Value Added courses Introduced Provided Microsoft Team to all departments for conducting online classes. Survey of students regarding their future Planning Curriculum feedback from students as well as staff Launched Research Policy for the faculty members to develop research aptitude among them`

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

27-03-2024 01:39:30

Plan of Action	Achievements/Outcomes
Online Feedback system is to be developed by the initiative of IQAC	online Feedback system developed and successfully implemented
Online access for the admission to be provided to the the students	Online access for the admission to be provided to the the students
Arrange workshops for Teaching and Non-Teaching Staff	Successfully access for admission is provided to the Students
Strengthening and improvement of Library Facilities	Library facilities are regularly upgraded
Coaching for competitive examination	coaching for the students for competitive examination organized throughout the years

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	28/07/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	20/02/2024

15.Multidisciplinary / interdisciplinary

The college being affiliated to Punjabi University strictly adheres to the prescribed syllabus by the university. To provide holistic academic growth among students, an interdisciplinary curriculum has been proposed which gives freedom to the students to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution.
Being a teacher education institution, the college has a broader vision to promote need, value and career-based programs to ensure

Scientific, Global and Spiritual Development of the student community. The teaching learning process acquaints the prospective teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms.

16.Academic bank of credits (ABC):

The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department. The university is in the process of developing ABC for
all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. There is, however, little scope to go beyond University norms for an affiliated College.

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)

The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English, Hindi, and Punjabi.
Opportunities are provided to the students to participate in Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and civic sense among the student community,

whereas the subject like sociology, and philosophy with a focus on Sankhya, Vedanta, and Yoga philosophy as prescribed in the syllabus also acquaint the students with our rich culture. The college boasts of the best Herbal garden n area ,
which is a treasure trove of traditional knowledge if appropriately explored. The plants and herbs are QR-coded with information like local names along with scientific names and their benefits for inquisitive minds to explore further. This helps the students to understand the immense potential of herbs and plants as embedded in our ancient Ayurvedic system.
The college celebrates different days to integrate Indian knowledge and values among students

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

As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies. As the teaching-learning process of the college focuses on outcome
based learning, the related CLOs and PLOs are available on the college website

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**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	No File Uploaded

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

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6.14**
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	<u>View File</u>
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 institution formulates an Academic Calendar and Activity Planner aligned with the university calendar. Upon approval from the Internal Quality Assurance Cell (IQAC), the college adheres to this schedule throughout the semester.

Subsequent to distributing the subject workload, the Timetable Committee compiles a faculty-wise timetable, which is then displayed on the notice board. Various teaching methods, such as seminars, group discussions, quizzes, and case studies, are employed for effective curriculum delivery.

Teaching Assistants (TAs) are appointed by the college to enhance curriculum delivery. The Principal ensures effectiveness through

regular meetings with Heads of Departments (HODs), staff, and TAs, addressing syllabus coverage and other concerns.

Internet, LCD projectors, and audio-visual aids are routinely utilized in the teaching process. The college provides remote access to library resources. Additionally, the institution conducts Mid-Semester Tests (MSTs), assigns tasks to students, and offers remedial classes for those requiring additional support.

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

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.akliainstitute.org/iqac149.html
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

160

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

160

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.

Teacher educators at the institution focus on nurturing the minds and character of student teachers through value-based education. They create an enriching learning environment, incorporating activities like NSS camps, blood donation drives, and visits to various outdoor clubs mentioned in the prospectus, aimed at fostering character development and instilling a commitment to a life of learning and service.

The educators work on developing critical thinking capacities among students, encouraging the use of research findings in assignments and meaningful projects to enhance their teaching abilities. The college's objective is to produce competent teachers equipped with theoretical knowledge, practical skills, proficiencies, and a dedicated commitment to improving the quality of education.

The curriculum also aims to provide exposure to diverse people and cultures through youth festivals, seminars, workshops, indoor club activities, and more. The institution provides well-resourced infrastructure, ensuring a clean, warm, comfortable, and attractive ambiance. Student teachers are familiarized with the impact of globalization on education and are prepared to embrace qualities that prove beneficial, including exposure to technology.

The ultimate aim is to assist prospective teachers with career

advice and progression, ensuring they are well-prepared to meet the evolving needs of education successfully.

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	[View File](#)

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

In the first semester of the B.Ed. program at Punjabi University, students delve into the dynamics of contemporary Indian schools through the course 'Education in Contemporary India.' This paper covers diverse aspects, such as the categorization of schools based on ownership, educational board affiliations, functioning, and challenges faced by these institutions.

Furthermore, the syllabus emphasizes the exploration of various assessment criteria used in schools, along with the norms and standards adhered to by different educational institutions. During their 15-day pre-internship programs, aspiring teachers are encouraged to discern the disparities existing between urban and rural schools. This includes recognizing differences in the social backgrounds of students, the medium of instruction, teaching methodologies employed by educators, available infrastructure, and the types of scholarships offered.

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

Students enrolled in the two-year B.Ed. program undergo training in diverse schools, and the internship is structured into three segments. This includes two 15-day pre-internship sessions of Micro Teaching in the second semester, followed by a comprehensive third-semester program.

Before embarking on practice teaching in schools, aspiring teachers are introduced to the teaching-learning process through simulated teaching. They receive feedback from both peers and subject teachers. The curriculum emphasizes instilling respect for individuals from all backgrounds and promoting unity among students. Community service is integral to achieving these objectives.

To nurture a sense of social responsibility, the college has established various indoor and outdoor clubs that students can join based on their interests. Additionally, the institution supports students in their career development through guidance on resume writing, life skills, soft skills, and tips for facing interviews confidently.

In line with the recommendations of the National Curriculum Framework 2005 (NCF 2005), the college strives to offer a comprehensive educational experience. If you have any specific inquiries or require further clarification, feel free to ask!

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

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	**No File Uploaded**
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	[View File](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View File](#)
Final admission list published by the HEI	[View File](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	**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

00

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

2.2 - Honoring Student Diversity

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

At Aklia College of Education for women, teachers assess students' learning levels through entry behavior tests at the beginning of each subject. After a thorough evaluation, customized teaching methods are employed to cater to the diverse needs of students, embracing both traditional and contemporary approaches. The faculty integrates technological tools to enhance the learning experience, ensuring it is both engaging and applicable. Supplementary support in the form of tutorials, additional courses, and extra classes is organized to provide targeted coaching where necessary.

To augment comprehension, students are recommended additional reading materials, books, and web links, facilitating a more profound understanding of the subjects. A bilingual approach is adopted during class explanations and discussions, aiming to reach all learners and bring them up to par with their peers. The college offers personal, academic, and career-related counseling at regular intervals. Assignments and group projects are assigned and evaluated consistently, contributing to ongoing learning. Peer learning is actively encouraged through group discussions and presentations, fostering collaboration and dynamism within the learning environment at Aklia College.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	**No File Uploaded**
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

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

1:15

2.2.4.1 - Number of mentors in the Institution

15

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 involvesgathering people from similar.backgrounds or experiences together to discuss a specific topic ofinterest. 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 techniquehelp them towork in teams on a common goal. Dialogue methodinvolvesongoing 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	[View File](#)
Link to LMS	https://www.youtube.com/watch?v=Oco5JxgD4FY
Any other relevant information	**No File Uploaded**

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

200

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	[View File](#)
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	https://www.youtube.com/@Gurkiratdhaliwalscienceclasses
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's proactive Mentor-Mentee program aims to foster aspiring teachers' professional growth by providing vital assistance and guidance. Serving as a crucial bridge between students and educators, mentors play a pivotal role in supporting mentees through the challenges of their two-year B.Ed. program, addressing academic

and adjustment issues.

The program's notable feature includes counseling services offered by a qualified professional, aiding students facing personal challenges that may impact their academic performance. Simultaneously, the mentorship aspect allows students to seek valuable professional advice.

Beyond academics, the program adopts a holistic approach, assisting students in exploring diverse participation opportunities and guiding them towards academic improvement and talent identification. Going beyond conventional mentoring, the program equips students with both academic and life skills, showcasing the institution's commitment to comprehensive student development and their meaningful contribution to society.

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View File](#)
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students

Students are consistently motivated to take advantage of various opportunities available to them, both in the teaching-learning process and beyond, in order to nurture their creativity. personal counselling programms are adapted to sort out the all type of problems of students

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	**Eight /Nine of the above**

in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

All of the above

interpret responses Teacher made written tests essentially based on subject content 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 ofcommunity related events Building teams and helping them to participate Involvement in

All of the above

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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 criterias. So the internship is carried out in a very well planned

manner. The pre internship is held once in Rural and Urban schools in Second semesters

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

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

2.4.9.1 - Number of final year students during the academic year

100

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

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

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

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

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 AKLIA COLLEGE 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 such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

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

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

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

2.5 - Teacher Profile and Quality

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

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

3

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

125

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

125

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 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 .

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	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

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

2.6.4 - 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 Punjabi University, . 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	View File
Any other relevant information	**No File Uploaded**

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

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.

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

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	**All of the above**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Institutional Policy document detailing scheme of incentives	<u>View File</u>
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	<u>View File</u>
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

02

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

01

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**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

33

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	**No File Uploaded**
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

200

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 Nataks' 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 innovative practice Rehabilitation Clinics Linkages with general colleges	**Five/Six of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Report of each activities with seal and signature of the Principal	**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-equipped with facilities to facilitate effective teaching and learning experiences. Situated on a 2-acre campus with a built-up area of 2.5 acres, it provides a solid foundation for academic activities. The infrastructure is designed to accommodate 100 B.Ed. students and supports programs in Family Counselling.

These positive strides signify the institution's success in meeting the educational requirements of the community. The enrollment of students in various programs is a testament to the institution's ability to attract and serve a diverse student population, contributing to the overall growth and development of the educational community.

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)

2

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 has embraced full automation through the utilization of DELNET Software, an Integrated Library Management System available as open-source. This software is equipped with a comprehensive catalogue module that allows library staff to capture detailed information about all library items. The Catalogue module provides users with a user-friendly interface, making it easy for them to check the availability and status of library items based on various criteria such as author, title, subject, accession number, and editor.

Both staff and students are empowered to access their complete circulation records, covering book issues and returns over a specific timeframe. This access is facilitated through individual usernames and passwords provided by the library staff, offering users a seamless and personalized experience in managing their

interactions with the library.

Furthermore, the DELNET Software plays a crucial role in generating various reports and maintaining detailed statistics for the library. This functionality is instrumental in tracking usage patterns, assessing the popularity of specific resources, and aiding library management in making informed decisions. In summary, the adoption of this software significantly enhances the efficiency and effectiveness of the college library's operations.

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

Aklia College of Education for Women extends access to a plethora of electronic resources for both teachers and students. This encompasses e-journals under the college library's subscription, e-books procured by the library, and a comprehensive range of e-resources including e-journals and e-books through DELNET's E-granthalya program. Notably, the college library diligently renews its membership with DELNET on a monthly basis, ensuring uninterrupted access to these valuable digital assets.

Furthermore, the college has implemented an accessible system, enabling all stakeholders and research scholars from various universities and colleges across different states to conveniently browse through the titles of B.Ed. dissertations and theses available in the college library. This information is readily accessible through the college's website, fostering a collaborative and inclusive academic environment. This commitment to providing digital resources and facilitating easy access to B.Ed. dissertation titles reflects the college's dedication to supporting a vibrant and research-oriented academic community.

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)

352415

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	[View File]()
Any other relevant information	**No File Uploaded**

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

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

105

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

Aklia College of Education for Women consistently updates its computer facilities to meet the evolving needs of its academic community. The institution provides teachers and students with G Suite accounts, offering substantial storage space in Google Drives.

Equipped with 44 computers and a high-speed internet connectivity of 30 MBPS, the college ensures a robust digital environment. Teachers

actively develop various e-content modules, including online and Massive Open Online Courses (MOOCs). Students utilize the computer lab and internet services during dedicated computer hours for their academic work.

In consideration of accessibility, hostel students are allowed to use the computer lab beyond regular college hours, specifically from 4 pm to 5 pm. Additionally, computers are strategically placed in various locations across the campus, including labs, the staff room, IQAC room, and the counselor's room. This thoughtful distribution ensures that students and staff at Aklia College have convenient access to digital resources, contributing to a technologically enriched learning environment within the institution.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
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:	B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	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 / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Five or more of the above**

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

4.4 - Maintenance of Campus and Infrastructure

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

1.965

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

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

The Aklia College of Education for Women has implemented robust systems and procedures, incorporating manpower monitoring to ensure

the effective maintenance and utilization of various facilities, including laboratories, the library, sports facilities, classrooms, seminar halls, and computers. Dedicated staff has been assigned to maintain cleanliness and hygiene throughout the entire college premises, including offices, laboratories, and the library.

The regular upkeep of computer systems, LAN, internet, Wi-Fi, and other ICT facilities is a routine focus at the college. A qualified and dedicated team of staff is responsible for the maintenance of electrical and civil work, ensuring the smooth functioning of essential infrastructure.

In addressing power breakdowns and aiming to provide an adjustable power base, the college has installed generators (Gen sets).However, it's worth noting that these installations have faced technical opposition from trained technicians. The use of such alternative power sources should align with industry standards and regulations to ensure safety and compliance. The college may need to assess and address any concerns raised by trained technicians to maintain a secure and efficient power supply.

File Description	Documents
Appropriate link(s) on the institutional website	https://akliainstitute.org/infrastructure.html
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

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	**Nine or more of the above**

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
5	100

File Description	Documents
Data as per Data Template	[View File](#)
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).

32

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)

8

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. GurpreetKaur (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

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        in which well settled alumni visit the campus to share their
        experience with present students.
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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	<u>View File</u>
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 units. To be the centre of different job Orientation by developing the Institute Placement cell.

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

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

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

able guidance of renowned educationist S. Gurtej Singh Brar

(Chairman) comprises with educationist, social-activists and

senior faculty members. Institution has an effective

organizational structure which monitors and improves the

institution as below:

ACEWis having transparent and pre-defined Policies and Procedures related to Financial Autonomy, Research & Development, New Appointments, Promotion Policy, Salary Structure, Purchase Policy etc.

BOG: Pass Annual Budgets, Finical Policies, Scholarships & Fee Structure, as per recommendations of college Principal, Approval of starting of new Program and Sanction of posts etc.

Principal: Prepare College Budget, Get approval of new Courses from BOG as well as from affiliated University, Appointment of staff. To provide leadership, motivation, guidance and monitor academic, co-curricular activities & Liaising with affiliated University etc.

IQAC:Ensures the quality of academics and administrative activities.

HOD:Time Table, Monitoring of classes to ensure effective delivery of curriculum and Trainings, Arrange Academic and Co-curricular activities within department,

DAA: Handle Admission Process, Students Scholarships, Examination, Co-curricular activities, Placement, Tour & Trips, Grievance etc.

Committees: Various Committees constituted at college level and department level. Every committee has well defined roles

and responsibilities.

File Description	Documents
Link to organogram on the institutional website	https://docs.google.com/document/d/1ZGvTAxgS5XeraOiSxR9-bMEdAOgOLeHB/edit?usp=drive_link&ouid=11060131923445176737&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 attendance for staff Biometric / digital attendance for students	**Five/Six of the above**

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 benefitas mentioned beloW Academic-Leaves, summer and winter vacations. Maternity-Leave Study-Leaves for pursuing Ph.D. Ph.D. Increments to the Teaching staff. Financial assistance/duty leaves are provided for: Attending faculty development programs. Participating in conferences/workshop. Attending and presenting research papers in national and international conferences. Group

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

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

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Institutional Policy document on providing financial support to teachers	<u>View File</u>
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.

16

File Description	Documents
Data as per Data Template	<u>View File</u>
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	<u>View File</u>
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.	View File
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)

00

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.

The IQAC continuously reviews and enhances the quality of the teaching-learning process. The Academic Calendar is prepared well in advance and strictly adhered to, encompassing various programs, vacations, examinations, and result declarations. New students attend a compulsory Orientation Programme to understand the institute's philosophy, education system, evaluation process, and other essential aspects. Students receive a comprehensive Student Diary containing all relevant information. The institute values feedback from stakeholders, such as teachers, parents, and students, and takes prompt action to implement their suggestions. Additionally, the IQAC has undertaken several initiatives over the last five years, including the establishment of MOOC Studio for online training programs and the introduction of Value Added Courses to bridge the gap between academics and industry needs. Seminars and webinars on various educational topics keep the faculty updated with recent trends

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

10

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://docs.google.com/document/d/1f1MMj0zFiWN07q_xbwyrTMylGY2umHz7/edit
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://docs.google.com/document/d/1f1MMj0zFiWN07q_xbwyrTMylGY2umHz7/edit
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

Incremental improvements achieved in academic and administrative domains: Talk on "Critical Analysis of Student Teaching" "Critical Analysis of Student Teaching.": The talk, delivered by Dr. D. S. dhaliwal, an eminent educationist. The session covered essential aspects of student teaching, including pedagogical approaches, classroom management, differentiation, and assessment techniques. The students found the talk informative and engaging. After the talk, an interactive Q&A session facilitated valuable discussions and practical insights. This talk has proven beneficial for improving teaching practices and enhancing the overall quality of education.

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

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

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

`All of the above`

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

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

`All of the above`

File Description	Documents
Income Expenditure statement highlighting the specific components	[View File](#)
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

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The institution maintains a stringent focus on cleanliness,
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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 ofcleanliness 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 friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above

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

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

0.5650

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

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

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 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	A. All of the above

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: AWARENESS ABOUT STUBBLE BURNING

Objectives of the Practice:Solutions to stubble burning includereadily available and affordable super seeder machines that pluck out the crop residue and turn it into manure, incentivising sale of fodder from paddy harvest and flexible sowing dates for paddy as also paddy varieties with shorter cycles for harvesting.

The practice: Various activities organised under this practice were:

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

2.Organizes a rally to spead awareness about Stubble Burning.

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 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**