



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		ST. SOLDIER COLLEGE OF EDUCATION
• Name of the Head of the institution	DR. ALKA GUPTA	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	07009305809	
• Mobile No:	9876910446	
• Registered e-mail ID (Principal)	ssced@rediffmail.com	
• Alternate Email ID	dralkagupta55@gmail.com	
• Address	BEHIND NIT, JALANDHAR-AMRITSAR BYEPASS	
• City/Town	JALANDHAR	
• State/UT	PUNJAB	
• Pin Code	144011	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Rural	

• Financial Status	Self-financing				
• Name of the Affiliating University	GURU NANAK DEV UNIVERSITY, AMRITSAR AND MAHARAJA BHUPINDER SINGH PUNJAB SPORTS UNIVERSITY, PATIALA				
• Name of the IQAC Co-ordinator/Director	RAVNEET KAUR				
• Phone No.	9915962997				
• Alternate phone No.(IQAC)	07009305809				
• Mobile (IQAC)	9876910446				
• IQAC e-mail address	ssced@rediffmail.com				
• Alternate e-mail address (IQAC)	dralkagupta55@gmail.com				
3.Website address	www.ssced.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.ssced.in/aqar/2020-21/aqar-20-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.ssced.in/academic_calendar/academic-calendar-21-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.11	2010	04/09/2010	03/09/2015
6.Date of Establishment of IQAC			15/07/2009		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
nil	nil	nil	Nil	0	
8.Whether composition of IQAC as per latest			Yes		

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	2
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (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
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
1. ORGANISATION OF EXTENSION LECTURE 2. TALENT HUNT 3. TEACHER'S DAY CELEBRATION 4. INTER-HOUSE BLACKBOARD WRITING COMPETITION 5. ANNUAL ATHLETIC MEET	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
ACADEMIC CALENDAR PREPARED FOR THE SESSION	ACADEMIC CALENDAR FOLLOWED STRICTLY
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> • Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	21/02/2022
15. Multidisciplinary / interdisciplinary	
16. Academic bank of credits (ABC):	
17. Skill development:	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
20. Distance education/online education:	

Extended Profile

1. Student

2.1 324

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 250

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 120

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

File Description	Documents
Data Template	View File

2.4 158

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 158

File Description	Documents
Data Template	View File

2.6 156

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 46.33

Total expenditure, excluding salary, during the year (INR in
Lakhs):

4.2 20

Total number of computers on campus for academic purposes

3. Teacher

5.1 37

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 324

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 250

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

2.3 120

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

File Description

Documents

Data Template

[View File](#)

2.4 158

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year 158

File Description

Documents

Data Template

[View File](#)

2.6 156

Number of students enrolled during the year

File Description

Documents

Data Template

[View File](#)

2.Institution							
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	46.33						
4.2 Total number of computers on campus for academic purposes	20						
3.Teacher							
5.1 Number of full-time teachers during the year:	37						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </table>	File Description	Documents	Data Template	View File	Data Template	No File Uploaded	
File Description	Documents						
Data Template	View File						
Data Template	No File Uploaded						
5.2 Number of sanctioned posts for the year:	37						
Part B							
CURRICULAR ASPECTS							
1.1 - Curriculum Planning							
<p>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</p> <p>The Principal of our college conducts regular meetings in every semester to plan academic progress and review the classes according to the curriculum. The principal and Management discuss and plan innovative practices for student's personality development. Our college is affiliated with Guru Nanak Dev University, Amritsar for the course of Bachelor of Education and for the course of B.P.E.D we are affiliated will Maharaja Bhupinder Singh Punjab Sports University, Patiala. Though we do not have autonomy in setting up the curriculum, but the curriculum being taught in the classes is constantly under surveillance as suggestions and comments are invited every year from the stakeholders.</p>							

Our college provides not only theoretical knowledge but also real and practical experiences provided to the students with help of games, art, literary and cultural activities etc. which are known as co-curricular activities. College helps in developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc.

Overall personality development is also supported by co-curricular activities.

The in-house curriculum committee is empowered with the Right to make recommendations as the established program or plan initiated by faculty peers responsible for that program.

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

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

B. Any 5 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	https://www.ssced.in/plo/plo-1.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

18

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
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

0

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

0

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

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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

2

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

2

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

Our college is committed to provide quality education and students are given opportunities to develop their skills, knowledge, values and attitude through induction programmes, students are oriented towards the objectives and activities of teacher education program to be undertakes during the session. Various cultural activities organize by the college time to time and students participation encouraged to build their high confidence level. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skill through school internship. During school internship program various skill are practiced and organized different co curricular activities to inculcate values among students. During school internship program, full focus is on the skill development of students. Students are given opportunities to give much attention to the quality of teacher education program.

For continuous professional development every month, College organizes different cultural activities in the college and involves all the students in the different activities for the purpose to improve their personality, organizational, ability proper planning and smooth functioning of the functions are the major priority focused by the students.

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

All the students of teacher education program in the college are familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge through curriculum, school internship and field engagement in PSEB and CBSE schools. NCERT provides curriculum and support and technical assistance to schools in India. There are benefits associated with diversity in education but the outcomes for students depend on how much diversity is acknowledged in a class room setting.

Our college in-corporate lesson plans that account for all of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other background working alongside them. Students feel safer when they are educated in a diverse setting.

Our institute considers education as continuous learning process. Practical implementation of knowledge rather than scoring good marks our college organized school internship programme in various schools of PSEB and CBSE to acquaint students with different boards. We invited many resource persons to present their views on different topics and satisfy the curiosity of students during the school internship programme.

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

After the completion of theoretical side of curriculum, due attention is paid towards the development of practical aspect. Theoretical and practical knowledge is imparted to student through MICRO lesson planning and MACRO lesson planning. In the schedule of micro lesson planning various teaching skills like Skill of introducing a lesson, Questioning, Explanation, Black Board writing, Stimulus Variation, Demonstration, Prompting etc. are practiced and rating all the students according to their performance. After the Practice of micro planning students got practice of Macro lesson planning. Under the macro schedule different styles of lesson planning takes place like Value based lessons, ICT based lessons, Model based lessons, and other styles also.

After getting practice of Micro and Macro lesson planning, students are sent to various schools under school internship programme. They apply their acquired knowledge in the real classrooms and prepared their lesson plan effectively at individual level and perform all the subject related activities. When the students engaged themselves in all the activities, then the confidence level of students automatically increased and their teaching behavior started to improve. The teachers help and encourage students to access and clarify previous knowledge through active learning.

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

Four 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 and action taken

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

156

2.1.1.1 - Number of students enrolled during the year

156

File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	No File Uploaded
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

50

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

51

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The learning levels of the students are assessed by teachers using Entry behaviour tests in the initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented.

Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable.

Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web-links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class. Personal, academic and career-related counselling is given from time to time. Assignments and group projects are given and evaluated on a regular basis.

'Talent Hunt' is organised in the beginning of the session to recognise the talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in Inter 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

Two/One of the above

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

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	No File Uploaded
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

8:1

2.2.4.1 - Number of mentors in the Institution

37

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
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.

The institution uses different student centered instructional approaches to enhance teaching learning. During general classroom teaching, teachers apply experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, field visits and case studies. Students are also encouraged to make Power Point presentations, individually or in collaboration with peers to promote independent learning. Students also get opportunities to do independent READING AND LEARNING. The college organizes online extension

lectures, workshops, webinars and other seminars to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their view and give them chance to discuss and brain storm over relevant issues. Also, the college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology and Psychology, which help them to relate theory with practical world.

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

32

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	https://www.ssced.in/ict.pdf
Any other relevant information	View File

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

324

File Description	Documents
Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
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	Two of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
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.ssced.in/ict.pdf
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

St. Soldier College of Education organizes variety of programmes which help the students in many ways to enhance their skills. Working in Teams: Under the supervision and guidance of teacher incharges and mentors, students work in teams. With the help of activities organized they learn to compose and organize the content, cooperative skills, managerial skills, leadership skills and communication skills.

Conduct of Self with Colleagues and Authorities: In the beginning of the session students are oriented regarding the code of conduct of the institution. They are also oriented to work with mutual understanding and the way to approach the authorities.

Balancing Stress: Academic calendar is planned in the very beginning of the session to plan activities in a manner that it helps in reducing academic stress of the students. Mentors and tutors help the students to reduce the stress level and guide them skills like time management skills, presentation skill, and lifeskills. Abreast with Recent Developments in Education and

Life:Teachers are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non government organisations and motivate the students to present various seminars and take part in various events.

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

Three of the above

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

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

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students Different activities are conducted in the college to enhance creativity, innovativeness, intellectual and thinkingskills of the students. They are given training to participate ingroup discussions, debate, declamation, various art based, cultural and sports activities that helps in nurturing creative thinking and intellectual skills. During Practice

teaching programme, which is also one of the integral programme of B.Ed., through which the student teachers develop the understanding of the importance of lesson planning, micro teaching cycle, develop confidence, get feedback from faculty and peers and learn skills of teaching. Use of appropriate teaching aids is also emphasized during this programme. They are given guidance by their supervisors to bring creativity while preparing the teaching aids. Under the guidance of teacher in charges, students learn to organize morning assembly, different club activities and express their thoughts and views in the form of speeches, poems, songs, performing skits etc. help them to nurture their creativity and brain storm over pertinent social issues.

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

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)

Three/Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File

2.4.2 - Students go through a set of activities

Two/Three of the above

as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing 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	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

Two of the above

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

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File
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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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

Exposure to variety of school set ups: Internship programme is systematically planned, involving the school staff and teacher educators. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools. The list of participating teachers is sent to the cooperating schools before the commencement of internship. Detailed instructions are given to the studentteachers. During internship, the student-teachers are required to undertake a variety of activities.

Lessons are observed by the Teacher Educators at regular intervals and the Teacher Educators verify whether the students rectify the corrections suggested. The remarks are not recorded in a ritual manner rather they are suggestive in nature for the further polishing of teaching skills of the prospective teachers.

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

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

154

File Description	Documents
Data as per Data Template	No File Uploaded
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

One/Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
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	View File

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.

St. Soldier College of Education, adopts effective monitoring mechanisms during internship programme. Role of Teacher

Educators: During internship, teacher educators monitor all the activities at regular interval and provide suggestive feedback on their respective subject files.

Role of School Principal: During their stay in the school, the

students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution. Also the internship is duly certified by the head of the practicing school after ensuring that each student has conducted and completed all the activities. Role of School Teachers: School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc. Role of Peers: Peer groups observe at least 20 lessons delivered by each student teacher and provide feedback which helps the student teachers to be aware of their strengths and weaknesses. Peer groups collectively perform various assigned duties of cocurricularevents for its successful completion

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

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)

Two 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

One of the above

various activities of schools Regularity, initiative and commitment Extent of job readiness

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	No File Uploaded
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

37

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
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

1

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

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

15

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year**15**

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

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

Institution provide discussions on current developments and issues in Education . Share information with colleagues and with other institutions on policies and regulations Staff members are permitted to attend the Orientation Programmes, Refresher Courses, Induction Training Programmes, Workshops, Seminars and Symposiums organized by government, non-government and other organizations. Along with this, the institution organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences and views regarding current developments and issues in the field of education with fellow colleagues. Staff also provides services as resource persons to Seminars, Workshops, etc. at different University, Colleges and Schools. The staff members are encouraged to present papers in Seminars and Workshops at National, International and State level. For this , duty leaves are also provided to the staff members . Every faculty member is encouraged to use the latest technologies. They are also provided with access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

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 assessment for eligibility to appear in the final examination is 40 percent marks. These marks are to be obtained on the basis of their performance in unit tests and house examination for each subject and by assessing the quality of sessional work. Failing to attain this standard, a student teacher cannot become eligible for the degree and appear for annual examination. For internal evaluation in Skill in teaching, lessons are observed by the peers as well as by the supervisors. Simultaneously feedback is given to students to have mastery over five core teaching skills through practicing the cycle of micro teaching. Observations are provided by the pedagogy teachers in their notebooks for their lesson plans during pre-practice programme. Observation of lessons during practice teaching is done by the supervising teachers, school subject teachers and peers and suggestions for further improvement are made accordingly. Teaching skills and overall conduct of the interns are assessed through the rating scale provided in their notebooks of lesson planning. Further, internal assessment on the basis of the two discussion lessons, skill in teaching files and involvement in the conduct of different activities during practice teaching is being provided.

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

One of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
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

Mechanism for grievance redressal related to examination is operationally effective For smooth conduct of examination, the institution has an Examination in charge. The students can approach the Teachers, Examination Incharge and Principal to redress the examination related grievance as per the requirement. Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations. The internal assessment test schedules are prepared as per the University Academic Calendar and communicated to the students well in advance. The evaluation key for the question papers is framed beforehand to bring uniformity and objectivity in evaluation. Students are shown the corrected papers to check their mistakes. Any grievance related to the university question paper like out-of-syllabus, repeated questions, improper split of marks, missed marks, wrong question numbers during final semester exams are addressed to the Superintendent of Examination who further forwards the same to the University (GNDU) immediately.

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 Institution prepares 'Academic calendar' containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It is also published in the College's Annual Information Brochure which is further given to every teacher and student for providing knowledge about the upcoming activities. The time tables are also prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. The schedule of external examinations is fixed by the University and the same is displayed on notice board for students. All efforts are made by the college to adhere to the academic calendar for internal evaluation.

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

2.7 - Student Performance and Learning Outcomes

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

The progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs which are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced among the students so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve

performance level of students learning are tests, presentations, performance in workshops, written assignments, and other assessments that teachers make in their classes on a regular basis. The assessment is also based on PLO's and CLO's and suggested by affiliated university in the curriculum. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Also, the results are immediate and easy to analyze at the individual student level.

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

2.7.2 - Pass percentage of Students during the year

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

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

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. The college being affiliated to Guru Nanak Dev University follows the pattern of examination that is framed by it. The results of end semester examination are analysed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance that help them to overcome their learning barriers, if any. In line of PLO's and CLO's the compulsory attendance for students is minimum 80% in theory and 90% for teaching practice. Also, paper evaluation is done on time for grading internal assessment. Practical work the required remedial measures are taken. The continuous internal assessment is taken regularly and students' marks are recorded which helps to

predict their academic progress. End semester house test and final exams also helps to ensure the alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes. During internship, an evaluation Performance developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers.

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

290

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

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

The institution has made various provisions for assessing student's learning needs. Principal interacts with the parents and the students to assess their needs and aspirations. New entrants are acquainted by teachers about the course outline, mode of internal assessment, curricular and co-curricular activities, rules and regulations and facilities available in the institute. A series of talent search programmes in various fields like dramatics, literary, sports and fine arts are organized to discover

the hidden talent of the students. The institute conducts remedial classes for the underperforming students in different subjects to enhance their skills and competencies. Mentor- mentee interaction keeps faculty in constant touch with the students and stimulates overall personality development among students. The peer group is also encouraged to observe the lessons and give constructive suggestions. Students are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

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

0

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)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	All of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
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

0

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

4

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

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

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

300

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

300

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

300

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

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

The community service initiatives in the college are led by the NSS units, social welfare committees & various indoor and outdoor clubs like environment club, human rights and legal awareness club.

The outreach involves leading awareness campaigns and interactive talks etc. Our students learn the importance of developing the spirit of giving back to society. NSS units of the college regularly organize cleanliness drives during swachhata abhiyan as well as one day NSS camps and also involve the residents of the village. They also take out rallies to spread awareness, to have

first hand information about various issues as save girl child etc. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate

Community Outreach activities and projects like visits to old age homes, orphanages, rehabilitation centre, eco-sustainability drives etc, reaching out to those less privileged and marginalized. Our students help in overall development of children and in making them responsible citizens. To sum up, the college promotes rural development activities in the localities surrounding the area of its education intervention.

Community outreach programs develop deeper relationships between students and the communities they live in.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
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

0

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

1

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

1

File Description	Documents
Data as per Data Template	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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

One/Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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 institution has adequate facilities for Teaching-Learning. The college campus has a total land area of about 222158.75896 square feet. Built in Area is about 76197.54 square feet. The college has all the infrastructural facilities for admitting 200 B.Ed. students and 50 BPED students.

The College has following facilities available:

1. Principal Office
2. Staff room
3. Office for the Administrative Staff
4. Counselor room
5. Internal Quality Assurance Cell
6. A library cum reading room
7. Research room
- 8.12 Class rooms
9. seminar room
10. A multipurpose hall
11. Computer laboratory
12. Fine Arts Room
- 13.2 Common room (girls & boys)
14. Physical Fitness room
15. Music room

16. Home Science Lab

17. Curriculum lab

18. Language Lab

19. Psychology & Guidance Lab

20. NSS room

21. Guest House

22. Play grounds

(i) Cricket ground

(ii) Basket ball ground

(iii) Badminton ground

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

3

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.ssced.in/ict.pdf
Any other relevant information	No File Uploaded

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

46.33

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

4.2 - Library as a Learning Resource

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

The college library is partially automated with "E-governance" and operates under the "Open Access System", which gives a user-friendly interface to its users for searching resources in the library. It used e-granthalaya Software, which is an openSource integrated library Management System. The catalogue module provides a clear and simple Interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.ssced.in/library.html
Any other relevant information	No File Uploaded

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

The college library provides a remote login facility for all the students and faculty members to access

digital resources online subject to the following conditions: -

- Users can access online journals and e-books as per

guidelines (rules) created under e-resources access policy.

- The information retrieved from these e-resources through remote/campus access facility is used only for educational and research purposes and not for any commercial gains.
- If a user is found violating the above -mentioned

Conditions, he /she is liable to face strict disciplinary action as decided by the Principal of the college.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
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

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
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)

0.26

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

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

57

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	https://www.ssced.in/library_visits_2021-22.pdf
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

Two of the above

as gifts to College	
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	
<p>To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus.</p> <p>The college has 16 classrooms and seminar rooms which are well equipped with ICT like smart</p> <p>boards and projectors. To meet ICT needs, the college was using broadband and has recently upgraded its internet connectivity. The college provides free Wi-Fi facility to all stake holders. The college uses enhanced Biometric attendance and recording system for teaching and nonteaching staff that offers an advanced verification of human identity for recording the daily attendance.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded
4.3.2 - Student – Computer ratio during the academic year	
10:1	

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

E. < 50 MBPS

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

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

One 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.ssced.in/ict.pdf
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.ssced.in/e-content.xlsx
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)**45.88**

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 College has established systems and procedures for maintaining and utilizing facilities. It has regular maintenance and periodic replenishment of essential facilities under the guidance of the College Advisory and Development Committee. To keep the whole campus including office, laboratories, library, hostel, etc. clean and hygienic, separate staff has been engaged. The upkeep of computers, internet, Wi-Fi, and other ICT facilities and design, is a regular feature of the College.

The teacher-in-charges of the various laboratories take a periodical review of repairs and maintenance requirements of their respective laboratories. The Smart Classrooms are maintained on regular basis. The Library Advisory Committee with the Principal as the chairperson and librarian as member secretary tackle all issues relating to the smooth and efficient functioning of the library. Photostat facility is also available in the library. The library is under CCTV surveillance. The College information and communication technology committee is responsible for the maintenance of computers and smooth functioning of the network facilities in the College. They also look into the College website, up-gradation, biometric services, procurement of hardware and software and other items related to computers. The cleaning and the maintenance of the whole campus is done by the supporting staff.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.ssced.in/infra.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

One/Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
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)

One of the above

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

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
14	324

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).

34

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	View File
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)

1

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

St. Soldier College of Education has an operational student council in the form of student representation in all the committees and clubs. The purpose of the student council is to give students an opportunity to develop leadership qualities by organizing and carrying out college activities. They motivate the students to share ideas, interests and concerns with the teacher incharges. All the students are given equal opportunities to become part of the student council through proper selection process for office bearers, for various clubs and committees of the institution. The college has following committees and clubs with student representatives:

- Class Representatives
- NSS Unit Committee
- Discipline Committee

- Science Club
- Cultural Club Health
- Literary Club
- Red Ribbon Club
- Career and Counseling Cell

All the above clubs/committees have student representation by giving designations of President, Vice President, Secretary, and different members. Student council acts as the interactive body facilitating primary level of communication.

Student council also assists in planning and development of various culture, sports, social, recreational and other educational interests of the students in the institution. The student council provides scope to contribute in the development of students' leadership skills, program planning and volunteering.

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

1

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

Alumni Association of ST. Soldier College of Education was established in 2003 with its office bearers and executive members. In this association, there is a long list of people with eminence working as Principal, Associate Professors, Assistant Professors, Managers, Headmasters, Lectures, Army Officers, Police officials, Bank officers etc. Alumni Association conducts meetings of Executive members to discuss the future development and projects to be accomplished by the association. The office bearers of this association are President: Mrs. Sunil Gupta, Vice President: Mrs . Jaspinder kaur, Cashier: Ramesh Kumar, Members: Simran Chadha and Meenakshi Shoor

Aims and Objectives of Alumni Association

1. To provide a common platform for the old students to hold meetings/get-togethers from time to time.
2. To discuss common in-service professional growth and other related issues.
3. To plan and execute some welfare scheme for teachers in general and students of Alma Mater in particular.

Activities

4. Holds meetings periodically, half yearly or yearly as convenient to the Alumni members or the College staff /authorities .
5. Helps poor/meritorious/deserving student trainees of the college financially.
6. Helps in establishing and strengthening the permanent assets in the College in the form of library books, Laboratory Equipments etc

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

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
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

St. Soldier college of Education, jalandhar has a very effective support system in the form of Alumni Association by motivating students as well as recognizing, nurturing and furthering special talent in them. The Alumni Association is very active in institution functioning and for students welfare by promoting, mentoring and guiding the students of the college. The association is sensitized to contact its past students for their placements in prestigious institutions and maintains a close contact with its members through phone calls and WhatsApp groups. The association works energetically throughout the year towards generating placement opportunities for the students. Further, Alumni members are invited to be the resource persons in seminars, webinars and workshops to support the institution in motivating and nurturing special talent in students. The Alumni Meets were organised in which many alumni from different past sessions participated enthusiastically. They interacted with the current students and had a discussion with other alumni. They also shared their experiences with the current students and guided them to be focused on various ways to become effective teachers.

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.

Purpose

"To provide efficient teachers who possess dynamic personality for the growth of society"

Mission

To impart education to individuals with a view to make them assets of the modern society so that they can make this planet a better place to live.

Vision

To create a gallery of intellectuals who are embodiment of knowledge, integrated with in Indian value system and supported by a logical and scientific base.

Core Values

1. To inculcate a strong sense of terms work
2. To inculcate among the student teachers the moral and ethical values
3. To develop among the student teachers dignity of labor
4. To develop among the student teachers the feeling of national integration and interventional integrity at large
5. To develop natural trust and reflected
6. To develop a strong sense of respect towards equipment and national property
7. To develop among the student teachers quality of self
8. To make the student teachers ardent, diligent and dedicated
9. To ignite in them a spirit of creativity

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

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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The institution functions in a well- structured and defined manner to ensure participative management at all

levels of decision making. Right from the Chairman of the management Committee to the staff and students have a role to play in the building and development of the College. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for the improvement of its effectiveness and efficiency throughout the year. The College has a class Representatives of different classes. It allows one student to represent each class of students in the College with regular meetings held to ensure the system's efficiency and effectiveness in putting forward the interests of the students. Student council meetings play a major role to assess the teaching learning and support services provided to the students by the institution where students organize domain specific events, extra-curricular event and competitions. The student Council comprises of President, Vice-President and Class representatives. To promote decentralization and participatory management, the College has very well allocated different duties to respective teaching and non-teaching members.

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.

ACADEMIC TRANSPARENCY

The college ensures transparency in academic functions by displaying internal assessment scores of students in various subjects on notice boards.

FINANCIAL TRANSPARENCY

The text discusses financial transparency in a college setting. The annual budget is prepared using TALLY software, which helps to organize the budget under different categories such as College Accounts and Examination Accounts. Additionally, information about teaching and non-teaching staff, accounts, and academic progress is updated annually on the NCTE and AISHE portal.

ADMINISTRATIVE TRANSPARENCY

The College maintains transparency in administrative functions. All type of recruitments are done by the rules of Guru Nanak Dev University, Amritsar. For every fresh recruitment the college gives advertisements in the leading national daily newspapers. The recruitment is done purely on merit basis.

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 plan is effectively deployed. The extensive goals of Perspective Plans are associated with St. Soldier College of Education, Jalandhar that is committed to providing quality higher education, skill-oriented human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.ssced.in/academic_calendar/academic-calendar-21-22.pdf
Documentary evidence in support of the claim	No File Uploaded
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.

Our college is an institution affiliated to GNDU and follows guidelines provided by NCTE. The College also follows the academic calendar of GNDU. The Organogram of institution facilitates its smooth functioning. The Governing Body of the institution plays an

important role and hold regular meetings with the Principal. It meets frequently to discuss issues relating to finance, infrastructure, faculty recruitment and the matters related to the overall development of College. The Principal is assisted by the Faculty, Administrative staff and the Non-Teaching Staff. The Academic body of the college oversees the smooth functioning for which meetings are held on a regular basis to discuss issues and concerns. The meetings with the teachers are held at frequent intervals for the effective planning and implementation of programmes like teaching, learning, curricular

and co-curricular activities. Various committees are constituted for the planning, preparation and execution of academic, and co-curricular purposes. Every committee is comprised of one President, a Vice President, secretary and student members. Regular meetings of office bearers and members of the committee are conducted with their teacher in charges in regular intervals. .

The College also has Internal Quality Assurance Cell (IQAC) which works towards realization of the goals of quality enhancement and sustenance.

File Description	Documents
Link to organogram on the institutional website	https://www.ssced.in/about-college-organogram.pdf
Documentary evidence in support of the claim	No File Uploaded
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

Three/Four of the above

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

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

IQAC of the college in collaboration with N.S.S Unit, Cultural Club& Sports Club of the college organised various activities during the session 2021-2022. Numerous events were planned in the college as follows:

- 1. Teachers' Day Celebration**
- 2. Fine Arts Competitions were organized**
- 3. Blackboard writing competition**
- 4. Annual Athletic Meet**

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

6.3 - Faculty Empowerment Strategies

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

Welfare policies are in existence and effectively implemented for both teaching and non-teaching staff in the college. For enhancing effectiveness and efficiency of the staff, latest technological equipments are available in the institution and staff is free to use these technological equipments for the improvement in their teaching and their professional development. To keep the faculty

updated with the latest trends and innovations in the field of education, they are relieved for refresher courses/ Short-Term Courses /Workshops, Orientation Programmes, Induction Programmes etc. They also attend Seminars, Extension lectures in the college as well as other institutions. Wi-Fi facility is provided in the college as internet has become as indispensable of the institution. ICT Resource centre is available for the faculty to have an opportunity to upgrade their skills and to use the digital content to visualize the concept better.

For the faculty to become familiar with the understanding, usage, working, and operation of various technology & aids, the institution has a well-equipped Educational Technology lab.

Awareness programmes are organised for the faculty such as Yoga Workshops, Vaccination camp, etc. Gymnasium facility is also provided for their physical well being.

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

Institution has Performance Appraisal System for teaching and nonteaching staff which strictly follows the

UGC regulations. The performance of each employee is assessed through Self Assessment Proforma

annually after completion of one year of service. The objective is not only to objectively evaluate the

performance as per established norms, but also to identify potential aspects for improvement that can

eventually lead to further progress of the employee. The performance of teaching staff is assessed on the

following bases: their academic qualification , research experience and training , publications (published

papers in journals , book publications , chapter published in books) paper presentation (in seminars ,

conferences, symposia workshops) workshops attended, teaching and evaluation experience, total teaching

experience, courses taught, Evaluation experience includes (paper setting, invigilation, evaluation ,practical

exam ,viva-voce and centre superintendent). Then head of the institution reflects upon the performances of

teachers every year. Performance Appraisal Proforma is also available for nonteaching

staff to assess their performance and work. Superintendent of the college fills the confidential

reports of the non-teaching staff and get it approved by the principal.

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

The institution has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis. The institution has online financial data system connected to its own management i.e. St. Soldier Educational Society, Jalandhar. Hence, every income and expenditure has an internal check and internal audit. Then periodically internal auditors do internal audit verifying the related receipts, vouchers, ledger postings etc. and the external audit is also done by auditors by an authorized C.A.. The system of maintaining accounts except petty cash is done by bank transactions thus ensures internal check and balance of accounts.

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)

0

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

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

The St. Soldier Educational Society helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC committee always looks for the new measures for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources. The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds,

Optimal Utilisation of Resources:

1. **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

2. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 15-07-2009. As soon as the IQAC was established in the college in 2009, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year.

The institution would like to high light the following activities of the IQAC:

1. Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators
2. Improved teaching-learning and evaluation process

3. Effective delivery of curriculum and enhanced usage of ICT tools
4. Organising Seminars/Workshops/Conferences
5. Recognizing and felicitating distinguished alumni
6. Organizing staff training programmes

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 college's IQAC has created a number of mechanisms to evaluate the efficiency of the teaching and learning process, as well as the structures and methodology of the institution's operations. IQAC conducts regular meetings to discuss the progress of the college. IQAC also facilitate teaching-learning improvements by gathering feedback from stakeholders such as students, parents, staff and alumni. It also, help teachers to improve their methods of instruction and interactions with students, a detailed analysis of the feedback is conducted and relayed to them. House exams are used as appropriate assessment technique to ensure that the teaching-learning process is efficient. IQAC organizes activities on the themes relevant to the educational needs and futuristic growth of the students which in turn help students to crack competitive exams such as, CTET, PSTET and get meritorious results. The most commonly used ways are projects, internship, field visits and ICT based. The Pedagogy Teacher educators demonstrate composite and micro skills to the pupil teachers to equip them with effective teaching skills during Pre-practice program. During Internship, supervisors are allotted to the students to guide them for better execution of the lesson with different types of teaching aids and methods

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

2

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

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

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://www.ssced.in/igac1.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.ssced.in/aqar.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• 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

ACADEMIC INITIATIVES

Up gradation of computer lab with new purchased computer systems.

Psychology lab was upgraded with new psychological tests and new computer system with Wi-Fi facility Smart board for effective teaching learning environment is installed in Technology lab

Value added courses have been introduced by the college

.College library is upgraded with new books of different teacher training programs

Preparation of time-table as per the guidelines of academic calendar. Faculty uses techniques like team teaching, role playing, project method, ICT-based teaching and classroom through

well equipped classrooms and laboratories Organised various extension lectures/ workshops/ seminars for creating general awareness and enriching knowledge of the staff.

Faculty members are encouraged to conduct research in field of education

.

Administrative Initiatives

Training sessions regarding new policies initiated by management from time to time.

Computer Training for Non- teaching staff

Yoga training for stress management

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Two examples are:

1 The College has started e-waste management programme.

2 Our college has organised various sports related activities for the benefits of students

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
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.

Statement

The Energy policy of SSCE monitor, conserve, and manage the energy

needs of the campus with the growth in the energy demands of the institute; It is the responsibility of institute in creating awareness among the students and staff about the energy conservation measures and Maintain a green energy campus with the utilization of an energy management system.

Objectives:

The following objectives will lead to the implementation of the SSCE Energy policy

1.Improvement in Energy efficiency to reduce energy consumption and cost.

2.Minimize the energy consumption by use of energy-efficient equipment. and maximize the use of daylight and natural ventilation.

Action Plan:

1. Form a committee to monitor and check the wastage of energy in the campus.

2 Maintain Energy needs of the campus with a backup power supply system for supplying

Uninterrupted energy demands.

3. Establishment of energy-efficient utilization measures in the supply, and demand systems as part of energy management of the campus.

4. Replacement of the existing conventional lighting with the LED lamps.

5. Monitor the electricity bills for the efficient utilization of the solar power plants installed on the campus.

6. Encourage students and staff to be energy efficient by encouraging vehicle pooling .

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

St. SOLDIER COLLOEGE OF EDUCATION, JALANDHAR is committed to and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment, and outreach services. The college came into existence in 2003, with an objective to promote higher education and research in the field of education. The college realizes the need for a sustainable and holistic waste management policy in campus to reduce its environmental footprint and provide a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The college is committed to reduce the waste by adopting various practices in the campus. The college has a clear waste management policy for disposing off waste. There are separate-colored bins for dry (blue) and wet (green) waste.

-Use of steel/brass Tiffin, bottle and cloth bags is encouraged.

-The wet waste such as kitchen waste is disposed off into the dustbins earmarked for the purpose.

-Separate pit is formed in the college lawn.

-For e-waste management, instead of taking CD'S, the students upload the Pdf of the assignments in Google classroom.

-For water management, the staff and students are advised to minimize water wastage, turning off taps when not in use and report any leaking taps.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Two of the above
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
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	One of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
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	
<p>St. Soldier College of Education, Jalandhar is always committed in maintaining a clean and</p> <p>Green environment which sets a good example to students, teachers and supporting staff. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain</p>	

environment. Following initiatives are taken up by the institution for creating pollution free environment:

-Cleanliness Drives' such as picking up litter in and around classrooms, cleaning labs, performing plays on cleanliness during assemblies.

-Organization of Drawing and poster competitions, slogan writing competitions and Cleanliness

Activities as part of community service under NSS scheme.

-Display of Posters and instruction boards in campus displaying habits of cleanliness

Our College also makes efforts to spread awareness among the students regarding pollution free

Environment with following activities:

-Entire campus has three well maintained lush green lawns having variety of trees and plants.

-NSS Unit of college carries out the activity of 'Tree plantation' to increase green cover. --- --Also there are instructions to and practice of turning off the lights when not in use.

-Recycle and reuse of waste papers.

-Minimum use of plastic bags in campus.

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

Two 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	No File Uploaded
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)

0.80

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

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

The institution conducts programmes to expose students to first hand field experiences .Vaccination camps, Best out of waste, activities during internship in practicing schools and first aid services which directly fosters social connectivity and network between students and communities are conducted regularly during the session. Organization of plastic free campaign, promoting biodiversity through energy conservation, green campus, organization of awareness camp on road safety and traffic rules,swachh bharat make student s aware about the environmental issues. These activities make a connection and a responsibility towards local environment .organization of tree plantation drive is done to encourage students to clean their surroundings.

Institution has linkage with other educational bodies.

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 Conduct are organized

C. Any 2 of the above

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

Best Practice 1: Environmental Consciousness Content:- Environment Protection and its preservation is our moral responsibility. Being Teacher Education institution, it is very important to develop a positive attitude of prospective teachers to be aware about conservation of environment. The college initiated this practice to make prospective teachers more conscious about the environmental degradation and their responsibility towards environment by organising various programs on respective issue.

Objectives:- • To make their surroundings clean and green • To bring consciousness in the community regarding environment conservation

Practice:- There is a need to spread an environmental awareness in enormous in the context of emerging environmental problems in the present scenario. Marching ahead to achieve the above said objectives college has marked massive involvement through various activities.

Best Practice 2: Holistic development of the students: Academic and co curricular activities for the cognitive and physical development of students. The college provides opportunities for students to exhibit their talent in various fields. College celebrates all important days and festivals to promote a sense of unity in diversity. Sports activities are organized by the college for the physical development of the students. The community-oriented programs such as NSS aim to promote feelings of patriotism and sympathy.

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

Our institution pursues distinctiveness as a way of focusing intellectual energy and using limited resources wisely to provide quality teachers rather than quantity teachers to the society. Our efforts to be distinctive must be in harmony with our vision,

priority and thrust area. Institutional distinctiveness sets a central theme around which excellence is built. For this, college focuses on:

- Student-centred learning
- Excellence in teaching
- Engaged in creating a rich learning environment
- Student focus and a culture of caring
- Understanding and respecting diversity and cultural differences
- Engaged in the community
- Learning through experience
- Opportunities for laboratory, field experiences
- Culture of creative activities in and out of the classroom
- Students engagement in a variety of off-campus experiences as student teachers and interns. Professionals come from the working world to campus to share their expertise with our students.

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