



YEARLY STATUS REPORT - 2022-2023

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, JALANDHAR |
| • 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 | | | | |
| • Name of the IQAC Co-ordinator/Director | MRS. RAVNEET KAUR | | | | |
| • Phone No. | 07009305809 | | | | |
| • Alternate phone No.(IQAC) | 09876910446 | | | | |
| • Mobile (IQAC) | 9915962997 | | | | |
| • 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/2021-22/aqar-21-22.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-23-23.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 NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of | | | View File | | |

| | | |
|---|--|--|
| IQAC | | |
| 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.INDEPENDENCE DAY CELEBRATIONS 2. TEACHERS' DAY CELEBRATIONS 3. EXTENSION LECTURE 4. TALENT HUNT 5. DRY FLOWER ARRANGEMENT ACTIVITY | | |
| 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 | 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 |
| 2022-23 | 07/03/2024 |
| 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

2.1 354

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 |

2.4 140

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 140

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.6 198

Number of students enrolled during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Institution

4.1 58.34

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

2.1 354

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](#)

2.4 140

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 140

File Description

Documents

Data Template

[View File](#)

2.6 198

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): | 58.34 | | | | | | |
| 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: | 35 | | | | | | |
| 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 Academic Council headed by the Principal conducted meeting to plan out the detailed schedule of curricular and co-curricular activities in the session. Workshops regarding the planning of lessons with the latest methods are organized, where subject experts from different institutes put forward their valuable inputs, which are further forwarded to the concerned. Moral & Value Education is an integral part of our curriculum. Value Added courses are offered to the students from time to time to supplement and update their knowledge along with the prescribed syllabus. The latest technology is used for the transaction of the curriculum. In the teaching practice schedule, it is now mandatory to make ICT-enabled digital lesson plans, value added lessons</p> | | | | | | | |

plan, model based lesson plans and to deliver them as well. ICT lab and Language lab have been upgraded for the same.

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

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

**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**

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://www.ssced.in/plo.html |
| 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

19

| 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

1

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

1

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | View File |
| Any other relevant information | View File |

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

16

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

16

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

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

One 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.

The college celebrates various days of national and international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national & international understanding. The pupil teachers are taught to use these skills practically in their subject of specialization. The teacher educators focus on educating the minds and spirit of student teachers by providing them value based education and provides such a learning environment that fosters character building and helps them to lead a life of learning and service. During the internship period, the students organize diya decoration, debates, preparation of low cost effective teaching aids. The pupil teachers use latest techniques of teaching and assess the students using innovative evaluation tools. The NSS units of the college organize various events like "Ek Bharat Shreshtha Bharat" to promote cultural connections among people of different regions through various competitions like poetry competitions, collage making.

| 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

As per the syllabus of the GNDU University of B.Ed. class semester 1, the teacher educators familiarize the students with the concept of growth and development, various psychological theories in paper 1 Understanding the Learner and Learning Environment. In paper 2 Contemporary India and Education, pupil teachers will understand the constitutional provisions in relation to education, familiarize with the present educational problems of secondary education and critically appraise various aspects of secondary education and role of different educational bodies. Further, they are also sensitized regarding different assessment criteria adopted in schools, norms, and standards being followed in different schools. The graduate students visit Rural, Urban, Smart and Alternate schools and write a full report and submit in the college

| 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

Before going to the schools for teaching practice the prospective teachers are familiarized with the teaching learning process through simulated teaching and are provided with feedback by their peers and the concerned subject teachers. To assist with career advice and progression as appropriate, the college strives to place its students in premiere institutions and get training in resume writing, life skills and also get tips about facing interviews with courage. Placement of students is very important part of the college. The students undergo training program in different schools. After the introduction of two year B.Ed. course, the internship programme is carried out in the whole third semester. The college gives ample opportunities to students to expose themselves fully to classroom teaching and the school environment to make them refined teachers. To foster the attitude of respect for people of all walks and to promote the spirit of oneness in students, Community Service forms an integral part of the curriculum.

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

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**

198

2.1.1.1 - Number of students enrolled during the year

354

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

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

33

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

57

| 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.

B.Ed. admission process is taken up jointly for GNDU (Amritsar), Panjab University (Chandigarh) and Punjabi university (Patiala). Generally, B.Ed. entrance test.Further, the merit list of the candidates who passes the entrance test is being prepared by the

Joint Counselling Authorities. Also, the admission committee of the college ensures the equity in the admission as per the criteria fixed by the State Government and the University for Reservation of seats and accordingly the combination wise seat matrix is planned beforehand. Students are also counselled at the time of admission regarding the suitable subject combination and course outline. They are also familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution through the orientation program and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | No File Uploaded |

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

Four/Three 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 | View File |
| 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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

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

35

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

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

354

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

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

Three of the above

| 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 | View File |
| 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 in charges 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 | View File |

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 thinking skills 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 | No File Uploaded |

2.4 - Competency and Skill Development

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

One/Two 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 | No File Uploaded |

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

Two/Three of the above

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

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

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

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 | View File |
| 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 | View File |
| 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

Two 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

Two 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 | View File |

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 | No File Uploaded |

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

2.4.9.1 - Number of final year students during the academic year

115

| 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

Three/Four 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 cocurricular events for its successful completion

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

| 2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes) | Two of the above | | | | | | | | |
|---|---------------------------|-----------|--|---------------------------|--|---------------------------|--------------------------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</td><td>View File</td></tr> <tr> <td>Two filled in sample observation formats for each of the claimed assessors</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table> | 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 | |
| File Description | Documents | | | | | | | | |
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File | | | | | | | | |
| Two filled in sample observation formats for each of the claimed assessors | View File | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | |
| 2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness | One of the above | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Format for criteria and weightages for interns’ performance appraisal used</td><td>View File</td></tr> <tr> <td>Five filled in formats for each of the aspects claimed</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table> | File Description | Documents | Format for criteria and weightages for interns’ performance appraisal used | View File | Five filled in formats for each of the aspects claimed | View File | Any other relevant information | View File | |
| File Description | Documents | | | | | | | | |
| Format for criteria and weightages for interns’ performance appraisal used | View File | | | | | | | | |
| Five filled in formats for each of the aspects claimed | View File | | | | | | | | |
| Any other relevant information | View File | | | | | | | | |
| 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

2

| 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

16

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

16

| 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 | No File Uploaded |
| 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 | No File Uploaded |
| 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 | View File |

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 help to ensure the alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes. During internship, an evaluation Performa developed by the college is provided to the supervisor.

| 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

315

| 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 | View File |

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

2

| 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 | View File |
| 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

250

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

250

| 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

0

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

0

| 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

One/Two of the above

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

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

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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities****3**

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

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**0.65**

| 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 | No File Uploaded |
| 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

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

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

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

152

| 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_students_22-23.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 as gifts to College

Two of the above

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

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

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.

The college has 16 classrooms and seminar rooms which are well equipped with ICT like smart

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.

| 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 | No File Uploaded |
| Any other relevant Information | No File Uploaded |

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

| 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)

1.89499

| 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 | Three 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 | View File |
| 5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable | Seven/Eight of the above |
| File Description | Documents |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |
| 5.1.3 - The Institution has a transparent | B. Any 3 of the above |

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

| 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 | View File |
| 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)

Two 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 | View File |
| 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 |
| 18 | 140 |

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

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).

39

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

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

3

| 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 in charges. 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 | View File |
| Any other relevant information | No File Uploaded |

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

5

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | 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 | View File |

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 2005 with its office bearers and executive members. In this association, there is a long list of people with eminence working as Principal, Assistant Professors, Managers, Headmasters, Lectures, 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: Anuradha and Prabhjot Kaur

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 provide feedback with the help of the field experiences of the members of the Alumni for the In-service Teacher Educators.

Activities

1. Holds meetings periodically, half yearly or yearly as convenient to the Alumni members
2. Helps in establishing and strengthening the permanent assets in the College in the form of library books, Laboratory Equipments etc.
3. Organizes functions to honor the distinguished Alumni and allow them to share experiences among themselves.

| 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 | View File |

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

One/Two of the above

advice and support

| 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. | View File |

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 | View File |

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 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. Then, on 17 th December, 2022, the Alumni Association 'Relive, Reconnect, Rejoice' was 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 Indian value system and supported by a logical and scientific base.

Core Values

1. To inculcate a strong sense of teamwork
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

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | 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,

extracurricular 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 Strategic Plan to achieve a clean, healthy, and pollution-free environment is as under:

The college pledged to provide a healthy, clean, and pollutionfree environment. To provide a healthy environment some more green initiatives like minimal use of plastic, minimal use of air conditioners, switching of lights/fans, use of eco-friendly methods of transportation etc has been adopted by the institution. Under plantations, there are lush green gardens all around the campus. As disposal of e-waste is an emerging global environment and a public health issue. All loosely discarded e- waste is collected at the college and handed over to external agencies who work in this area. Besides all these various other environmentfriendly practices like water harvesting, segregation of waste, and recycling of paper is being executed. Under Best out of waste practice, workshops were also conducted. The college uses the latest machines including sanitizer machines to keep the campus disinfected.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://www.ssced.in/academic_calendar/academic-calendar-23-23.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 Government aided institution affiliated to GNDU and follows guidelines provided by NCTE. The College also follows the academic calendar of GNDU. The Organogram of the institution facilitates its smooth functioning. The Governing Body of the institution plays an important role and hold regular meetings with the Principal for the smooth functioning of the institution. 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 cocurricular purposes. 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. The IQAC plays an important role for monitoring the internal quality of the institution. The Class representatives meetings are held regularly.

| 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

One/Two 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 2022-2023. Numerous events were planned in the college as follows:

- 1. Teachers' Day Celebration**
- 2. Fine Arts Competitions were organized**
- 3. School Internship**
- 4. Extension Lecture**

| 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 digitalcontent 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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 | View File |
| 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

4

| 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

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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

Two examples are:

1. School Internship is conducted efficiently.
2. e-governance in various aspects of office management and

evaluation process

| 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.

The institution's "Energy Conservation Cell" resolves its energy conservation policy with objectives and action plan in the beginning of the session and orientates the staff and students about it.

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Policy Statement

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff

and the students in this practice.

Policy Objectives

- To promote awareness to increase and encourage minimization of energy waste.
- To ensure realistic and comprehensive reduce of energy to save energy usage cost.
- To improve energy efficiency through consistent, safe and secure methods.
- To ensure safe handling and minimize wastage by facilitating repair and reuse.
- .To assure acceptable indoor air quality and natural light facility.

Action Plan

- Well-designed building to maximize the use of natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans when not in use.
- Air conditioners are used only when necessary.
- Use of modern more cost-effective LED lights.

| 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.

Our institution realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It applies the motto, to reduce, reuse, recycle and recover waste products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.

Policy Objectives

- To ensure that waste management is performed in accordance with all waste.
- To minimize waste generation at source and facilitate repair, reuse and recycling Disposal of wastes in a cost effective manner.

- to promote environmental awareness in order to increase and encourage waste minimization, reuse and recycling.

Action Plan

- Procedures are adopted to dispose obsolete and unusable items Use of paper for routine correspondence is discouraged; notices, order, circulars, etc. are issued electronically through e-mail or e-governance.
- Extreme care is taken in disposing e-wastes.
- Different colored Waste Bins across the campus are placed at strategic locations and every lab maintains separate bins for wastes.

| 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

The institution following the motto Reduce, Reuse and Recycle.

Cleanliness and Sanitation

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of 'Body, Mind and Soul'.

Initiatives:

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

Cleanliness activities as part of community service under NSS scheme.

Removal of the broken, waste and unusable material.

Mass pledge by students and staff members for maintaining cleanliness in and outside campus. Posters and instruction boards displaying habits of cleanliness.

Green Covers and Pollution free environment.

College also makes efforts to spread awareness among students regarding pollution free Environment with following activities:

- Entire campus has well maintained lush green gardens having approximately 1,000 trees and plants.
- Every year 'Tree plantation' is carried out to increase green cover.
- Instructions to turn off the lights when not in use.
- Recycle and reuse of waste papers.
- Minimum use of plastic bags in the campus.
- Best out of waste workshops.
- Use of own ceramic cups at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.

| 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)

1.30

| 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 puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching Learning process.

Initiatives:

The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge.

The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Incultation Program, workshops on Life Skills, Best out of Waste..

Provides opportunities to work together with neighboring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity, trust, bond, and network between students and communities. For example; Organization of Swatch Bharat,. To make students aware about the environmental issues, social burning issues. These lectures make a connection to and a responsibility for their local environment.

Organization of Cleanliness Drive to encourage students to clean their local surroundings.

| 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

TITLE: ICT for effective Teaching-Learning

Objectives:

To provide access to authentic ICT resources and virtual "space" for learners

Promote child centric technological methodologies share contents, assignments, questions, readings and grades online enhance student networking

Context:

Most significant development- online teaching-learning attributed to the impact of Information

Technology is a way to ensure effective institutional functioning and blended learning.

Practice:

Recorded lectures and live lectures by Faculty

Use of apps like whatsapp, Google Classroom, Meet, Zoom, YouTube

BEST PRACTICE -2

TITLE: SCHOOL INTERNSHIP FOR ENHANCING TEACHING SKILLS.

Duration: 6 MONTHS IN THE 3RD SEMESTER

Objectives: • To enhance teaching skills among students. • To make them aware of functioning of school administration. • To familiarize with school environment.

The Context: The learning experience in life will ultimately lead to the overall personality development of students including social and Professional life, secondly, it will lead to the development of practical knowledge of students; thirdly, these practices will also establish them as teachers for the future.

These practices will certainly enhance skill development of our students, improve their theoretical and practical knowledge, and

will also, help them to become a good teacher of India with enriched values of our culture.

| 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 efforts to be distinctive must be in harmony with our vision, priority and thrust area. Vision of our institution is 'the holistic development of teacher trainees and teacher educators to give new direction to the society'. Institutional distinctiveness also sets a central theme around which excellence is built and

That binds the tie with our rich Indian culture and religion. With this view, our institution always celebrates different important days of different religions.

True religion helps man to become passionate, innovative, secular and humane.

- Pot Decoration

At college level 'Fine Arts Workshop' was conducted by the college on the same theme.

- Visit to Jang-E-Azadi Memorial, kartarpur, jalandhar.

Vasant panchami celebrations in college campus

| 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 |