SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASIAN COLLEGE OF EDUCATION

OPP. TRICONE CITY, SIRHIND ROAD, PATIALA
147001
www.asianedu.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Asian College of Education, established in 2016, is the outcome of the sincere and dedicated efforts of the trust members under the bold and charismatic leadership of Sh. Tarsem Saini, who was the sole inspiration behind the foundation of the college. The vision and love of Mr. Tarsem Saini for education was the motivational force for the trust members who have worked diligently. The cooperation of the local residents is also contributory in the establishment of this institution. The institution was recognized by the NCTE in 2015 and is affiliated with Punjabi University, Patiala for B.Ed.(Two Year Programme) for an intake of 100 seats and in 2016 got NCTE approval for four year B.A. B.Ed./B.Sc.B.Ed Integrated programme for 50 seats.

The college is located in the green environment of village Kasiana(Patiala). It reflects the sincerity and devotion of the teachers towards the institute and their commitment to the welfare of education, especially in school education. The Trust also runs another NAAC accredited esteemed college in this village by the name of **Asian Educational Institute**, which is also affiliated to Punjabi University, Patiala and offers 21 UG and 9 PG programs. The Co-educational system exists within the college. The college has a big library. The college library has a collection of more than 6239 books, including 05 offline journals, 3 magazines, e-journals, databases and reference books. The college is running on its own land and building available is under its possession.

Vision

To provide affordable quality education to all, promote morality and sobriety of life, inculcate values in the students, identify their hidden talents and provide them opportunities to realize their full potential and thus shape them into responsible citizens and good human beings.

Mission

The mission of the institution is to provide affordable and holistic quality education to all.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Principal, in consultation with the Management, distributes work loads to each member of the staff, keeping in view their strengths-weaknesses, predilections, and potential. He ensures that all the staff members work as a team and maintain harmonious relationships between them and with the students to provide an environment that is conducive to the effective functioning of the college. Each faculty member is actively involved in curricular and co-curricular activities according to their potential, taste, and need. Each of them are assigned some incharge ships, to look into specific areas of the college like discipline, assembly, examination, work experience, co-curricular activities etc.

- Value added courses on skills and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning.
- The college is situated on the state highway, resulting in the ease of public transportation facilities for the students. The college also provides its own transportation facility to the nearby areas at affordable rates.
- A system of institutional quality assessment is in place.
- The college caters to the needs of students who cannot afford to pay fees by providing scholarships and fee concessions. The girl students who secured 85% in the 10+2 examination have been exempted from the course fee.
- Availability of a hostel on the campus for the students at an affordable rate.
- The college campus is enriched with Wi-Fi facility, well equipped laboratories and a library for students.
- Value added courses like Soft skills and communication skills of students are provided.
- The college is predominantly a co-educational college.
- The college monitors the growth of disadvantaged students.
- It has an excellent rapport with alumni and parents.
- Various counselling and awareness programmes have been designed by the college to make students aware.
- The college has a mechanism in place for performance assessment and uses the evaluation to improve teaching and learning and provide adequate services to the staff.
- N.S.S wings of the college are active in their respective fields and provide community work.
- The institution is maintaining its linkages with the school sector in relation to the Institute-school-community networking in the following ways.

o To conduct school internship programs in the nearby schools

o Discussion with the parent guardians as the community members with the school heads if necessary, where their wards do their school internship program.

o Instruction to the student teachers to participate in the various co-curricular and cultural programs in the adopted and nearby villages and maintaining the records.

o Invitation to the parents, guardians and teachers of the school with their heads and community members having interest in education to the various programs of the institution strengthens the Institute-school-community networking in a healthy manner.

Institutional Weakness

- Higher proportion of students with poor economic background.
- Almost 45% students belonging to SC/St category do not pay any fees and this fee is supposed to be reimbursed by the Government. This reimbursement is delayed by years together which stresses the financial resource of the institution.
- Poor communincation skills of admitted studetns.
- Most of the students are first generation learners who have to choose between studies and employement
- Lack of interest in research work due to non-availability of government funds.
- Lack of educational awareness among parents.
- Lack of ultra-mechanism.

Institutional Opportunity

In terms of teaching and learning, the use of modern technology is highly beneficial. The Asian College of Education has promoted and carried out research and development. It provides as many opportunities for professional development as possible, engages its teachers in research, and encourages them to present/publish their findings in academic journals. Teachers are actively involved in training and developing instructional and other teaching resources and there is significant college–school–community networking as well as links with research and academic organizations.

The infrastructure and resources are in excellent condition and the infrastructure environment is free of pollution. Its ability to keep up with academic advancement is due to continuous argumentation. Infrastructure maintenance and optimal utilization of resources are in place. The workload is shared evenly and jointly by the qualified professors and staff. The entire staff is involved in the institution's activities such as performance improvement, planning, and implementation tactics which are supported and encouraged by the college's resource management policies.

The Asian College of Education has a working internal quality management system in place. True academic institutional culture is nourished by inclusive procedures and excellent stakeholder relations. To develop good character and high moral ethics in students and teachers with values of community service, national integrity, national pride, religious tolerance, and aesthetic sense for the healthy environment, and to use education as a tool for human growth, societal mobility, and upward movement, as well as to develop competencies such as communication power, technological awareness, leadership qualities, and the ability to make decisions.

The college has a spacious campus & playground with scope for further improvements in creation of infrastructure and other physical facilities.

Reach

The college is located very near to Patiala city, which makes it quite convenient and accessible for the students from surrounding feeding areas especially girls who are not allowed by their parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift their careers.

Institutional Challenge

In the beginning of the academic year, all academic planning is completed. For the proper execution of planned operations, various staff committees (as indicated above) are constituted well in advance. Some responsibilities are delegated to specific employees on a case-by-case basis. Every Asian College of Education employee takes his or her responsibilities seriously and completes the work in a time bound manner assigned by the authority. Similarly, the administration, led by the principal, presents its findings and recommendations as well as plans for incorporating them into action.

It should be noted that practically every employee is a part of the planning process and as a result, they become identified with the task and the work itself. Furthermore, the personnel are constantly watched and reminded as needed. Furthermore, individual employee involvement and contribution are ensured through motivation,

inspiration and a policy of offering challenges and delivering incentives. Circulars, meetings, and occasionally posting them on the bulletin board as well as announcements are done to communicate objectives at all levels.

- To equip trainees to become competent instructors with a deeper understanding of teaching abilities, numerous innovative methods, approaches and knowledge of the subject matter with appropriate fervour and interest.
- In order to give justice to all, an inclusive and equity-based strategy should be used in the organisation for both scholastic and co-scholastic activities.
- To enable each learner to progress at his or her own speed.
- To teach and train trainees about constitutional principles so that they can put them into practice by performing their fundamental obligations and exercising their fundamental rights as outlined in India's constitutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. & B.A.B.Ed./ B.Sc.B.Ed. programs.

 Objectives:

To equip trainees to become competent instructors with a deeper understanding of teaching abilities, numerous innovative methods, approaches and knowledge of the subject matter.

- To prepare trainees to be good social beings who can maintain a healthy level of cooperation and mutual understanding with their peers.

- To teach the trainees how to be a well-balanced man with their own set of values in terms of social, cultural, economic, and environmental issues at the local, state and national levels.

- Provision of teaching skills for improved pedagogical competency, including appropriate teaching methods for various disciplines and the application of novel methods, approaches and activities.

- To provide special services to disadvantaged trainees in order to achieve equity in the implementation of the B.Ed., B.A.B.Ed., and B.Sc. B.Ed. programmes.

- To teach the trainees about the growing core values that are critical for national development in the context of both scholastic and extracurricular activities.

Teaching-learning and Evaluation

 The activities under the purview of practicum, school internship, and sessional activities – teaching peers,

group activity, school initiation programme, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects, and so on – are the activities envisioned in the curriculum, in addition to the instructional treatment of topics like classroom management, equity and equality in education in different papers under the theory component.

The institution will have plenty of opportunities to engage and assist students in active learning the newly introduced Curriculum. According to the curriculum transaction, students are able to perform library research and have group discussions about their learning issues. They are exposed to a computer lab in order to complete their learning requirements through the use of a website search engine. Under the purview of the new B.Ed. & B.A. B.Ed./B.Sc. B.Ed. curriculum, they used to do peer teaching for micro teaching skills, computer assisted presentation, simulated teaching etc.. Furthermore, the trainees' participation in active learning would have been aided by school internships, which included teaching practicums, the compilation of Reflective Journals, Action Research, and diverse group activities as well as community outreach programmes as sessional activities, teaching learning materials, school initiation programme, construction of Achievement Test, Psychological Practical.

Infrastructure and Learning Resources

The institution has the necessary physical infrastructure to run the B.Ed. and B.A.B.Ed./B.Sc.B.Ed. programmes according to NCTE standards. It has a land coverage area of 1 acre and a built-up area of 2127.48 sq. meters for Classroom teaching, laboratory work, library with reading facilities, ICT facilities, separate common rooms for boys and girls, toilet facilities for staff and students on both floors of the building, storeroom facilities, health and physical education room, seminar room, management room, principal's office with attached toilet, office room and multipurpose room are all included in the institution's infrastructure allocation.

To stay on top of academic advancement, both Asian College of Education staff and students use gadgets for simulated teaching, micro-teaching, and lesson planning. Apart from that, instructors employ PowerPoint, various multimedia, transparencies and other novel teaching and learning approaches on a daily basis to improve the teaching and learning process. Multipurpose is well-equipped with a decent sound system. Asian College of Edcuation is constantly updating the library with new books and periodicals, as well as the Psychology Lab, Language Lab Science/ Math Lab and Computer Lab with proper equipments to meet the needs of students and instructors.

Asian College of Education also adds furniture and other furnishings on a regular basis as per requirement.

Student Support and Progression

After completion of the admission process of the candidate done by the University Authority for admission to the B.Ed. Course in our institution. We have a discussion with students to check their "teaching aptitude" relating to education, training, teaching as a profession and skills of teaching in order to get pre entry knowledge/ behaviour about the students. On the basis of the discussion about the previous knowledge and behaviour lies with the admitted candidates in relation to the B.Ed. curriculum, the pace of teaching is decided after the conduction of the academic committee meeting under the chairmanship of the Principal. After prolonged discussions on it a meeting of the Staff Council is conducted for discussion on the execution of the curricular and co-curricular activities as per the academic calendar meant for the session. The guidance and

counseling program is followed by a one day Orientation- cum-Introduction program to provide a wholesome initiation into the college, including the tasks ahead, i.e. orientation of the B.Ed.syllabus, teaching subjects, physical activities, practice teaching, outreach/extension services, internship program, professional ethics, contemporary issues etc.. They get some insight into the infrastructural facilities/amenities available and have personal interaction with the faculty and alumni too. Asian College of Education gets to know students' preferences for inclusion in any particular house/group by considering the idea of their choice of hobbies and specific games. Students are provided information on the subjects available at the college. Counseling is offered to the students at the time of admission, before they opt to teach subject(s) or an elective paper. The policy of privatization in professional and technical education by the government of India and the state government put Punjab on the global map as one of the emerging educational hubs. The philanthropic efforts of the founders of the institutions have made the dream of higher education for the people of Patiala region come true. Asian College of Education planned to establish a high quality teacher training institution to produce high-quality teachers so that they meet the genuine needs of a society in transition. The vision of Asian College of Education provides a picture of the institution as inspiration and the framework for strategic planning. It has a huge influence on decision-making and the way resources are allocated. Asian College of Education's vision and mission provide the student community with a unifying sense of purpose and direction.

Governance, Leadership and Management

The aim of the college is to promote academic excellence by maintaining high teaching standards, imparting holistic quality education to the students and legitimizing them with valuable understanding and aptitude. The aim is to transform them into self efficient and socially active citizens of the country. The management, principal and the faculty members collectively make effort to create an academically vibrant environment in the college. The college practices decentralization and participative management with well defined responsibilities for all the stakeholders. The affiliation status of our college also allows us to follow the rules and regulations framed by the Punjabi University, Patiala for affiliated colleges. The college principal in consultation with the students, faculty members and other non-teaching members of the college provides effective leadership in planning and implementing policies for quality enhancement, infrastructure development and the introduction of new courses. The institution encourages community participation through community outreach programmes organised by NSS and Red Ribbon Society.

There is a grievance redressal committee for speedy redressal of student grievances. The institution is also having an anti ragging squad to take are of the menace of the ragging

Institutional Values and Best Practices

The academic programs of the Asian College of Education are in tune with the NCFW National Curriculum Framework 2005 and subscribe straight away to the curriculum prescribed by the Punjabi University, Patiala, the affiliated university in letter and spirit. With the vision of the institute and national policy of education, 1986 in view, Asian College of Education has (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of the educational process from theory to practice and make the learning process activity based as per the normative guidelines of NCFW, 2005.

Best Practice-1

    1. The title of the practice is Weekly arrangement of morning assembly by tutors.

2. Objectives of the method: The primary outcome of this best practice is sustainable student development. In this practice, significant emphasis is placed on the value system, social issues and current events in order to foster moral and spiritual development among student -teachers.

3. The Context: Mentor teachers devised a special timetable for morning prayers to avoid disrupting the regular class schedule as morning assembly is a mandatory requirement at the college for healthy and spiritual atmosphere.

4. The Practice: Every Wednesday, the committee organizes an assembly in the college assembly hall where students recite prayers and discuss current events. Every student-teacher is required to attend this assembly wearing their prescribed institutional uniform. All in-charge tutors compile a cumulative record of all activities.

5. Evidence of success: During the student teacher's teaching practicum, a notable change was observed. During the internship phase, social and cultural values are imparted to them.

Best Practice-2

1. Title of the Procedure: Graduation School programme

2. Objectives of the Practice are: In order to improve Teacher education, student teachers are provided with enhanced teaching skills:-

- Soft Skills development.

- Interpersonal skill.

- Resume preparation.

- Simulated interviews.

- MOOC development.

- Online teaching expertise.

- Continuous and Thorough Evaluation.

3. The Context: The faculty has introduced a finishing school programme into the college curriculum to boost the confidence of B.Ed and B.A.B.Ed/B.Sc.B.Ed students through the acquisition of various skills resulting in a holistic development in the attitude of future teachers.

4. The Practice: It meets the needs and requirements of both advanced and slow learners. Designed for advanced students, the programmes are:-

- Presentation via PowerPoint.

- Engage them in online education.

- Conferences and seminars are organised.

- Influenced their participation in youth festivals.

- Team tasks are framed.

- To participate in discussion sessions.

- For slow students: Special classroom accommodations such as :-

?Extra care and a conducive environment provided by the faculty to ensure their comfort.

?Reexamine students with low scores.

?Discussion with parents in order to comprehend their past.

   5. Evidence of Success: Student teachers are instructed in vocational and social skills to ensure their long-term viability.

   6. The expenditure and other fees are covered by the college administration and the workshop is provided at no cost to the students.

Research and Outreach Activities

All faculty members are encouraged to get enrolled in research by Asian College of Education. Non-Ph.D. faculty have been encouraged to get a Ph.D. degree by the college. The institution encourages its professors to attend educational conferences, seminars and workshops.

Faculty performance is evaluated in terms of teaching and research by submitting the Self-Appraisal Report with Teachers Journal to the Principal at the end of each academic session. Certificates of participation in seminars, workshops and conferences as well as the publication of their articles in ISSN-assigned journals/ISBN-edited books submitted to the principal as and when completed and published in relation to research activities are the mechanisms for faculty performance evaluation in research.

Faculty service is evaluated on the basis of their attendance, classroom performance, engagement in various co-curricular activities, student feedback including other factors. The procedures of performance assessment for non-teaching employees include participation in training / orientation programmes, performance in given activities in connection with the smooth operation and management of the office, working efficiency and so on. The tools for non-teaching staff performance evaluation includes the keeping of their service record, their time of arrival and departure, involvement in executing the duties assigned by the head of the institution and office records maintained by him/her.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASIAN COLLEGE OF EDUCATION
Address	Opp. Tricone City, Sirhind Road, Patiala
City	Patiala
State	Punjab
Pin	147001
Website	www.asianedu.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sanjeev Kumar Modi	0175-2690004	8146411128	-	principal.asiancollege@gmail.com
IQAC / CIQA coordinator	Divya Kalra	0175-2690005	7009438226	0175-2690005	emaya2779@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Punjab	Punjabi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-03-2015	48	combined pdf of BEd and BABEd is uploaded Validity in months is as applicable by the Statutory Authority

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Opp. Tricone City, Sirhind Road, Patiala	Rural	1	2127.48

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education Department	24	Graduation in any Stream	English,Hindi,Punjabi	100	94
UG	B.A.BEd,Education Department	48	Senior Secondary in Any Stream	English,Hindi,Punjabi	50	40

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				7
Recruited	0	0	0	0	0	0	0	0	1	6	0	7
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				1				0				6
Recruited	1	0	0	1	0	0	0	0	3	3	0	6
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	1	4	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	0	0	0
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	6	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	2	0	4

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	188	0	0	0	188
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	42	42	36	17
	Female	79	87	72	50
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	4	3	2
	Female	11	9	5	10
	Others	0	0	0	0
General	Male	12	11	10	18
	Female	60	79	88	84
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		207	232	214	181

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the Asian College of Education. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking, and creativity. In view of the NEP, Asian College of Education has initiated new interdisciplinary research and academics areas in the field of education services. Although academic programmes are affiliated with Punjabi University Patiala, but we are creating the

	new Multidisciplinary /Interdisciplinary add on courses. It can be said that the Asian College of Education is proactively working towards implementation of the suggestions given in the NEP.
2. Academic bank of credits (ABC):	Asian College of Education is affiliated with the Punjabi University, Patiala, the degrees, and detail marks cards are issued with the Punjabi university, Patiala. The choice-based credit system for all of its programmes is still implemented in the university campus only. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live from the academic year 2021 but Punjabi University, Patiala hasn't yet started issuing their degrees and details marks cards vial digilocker.gov.in.
3. Skill development:	UGC has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. The Asian College of Education focuses on integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth via introducing Add-on courses as per the current requirement of the society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Programs, including webinars and seminars are offered to encourage Hindi/Punjabi learners and understand the cultural values permeated by the literary works in Hindi / Punjabi. Further, Indian Ethos and Business Ethics in curriculum of Business Administration, teaches cultural values in Indian tradition so a business students imbibe value orientation while in business.
5. Focus on Outcome based education (OBE):	Asian College of Education offers 2 programmes in the field of education. These programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Asian College of Education has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes, and course outcomes. All courses are designed with outcomes centered on cognitive

	abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental, and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. All course syllabi have been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.
6. Distance education/online education:	Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face-to-face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education called as 'PHYGITAL' combing online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses at Asian College of Education which promotes the blended learning system of learning.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
190	209	232	203	169

File Description	Document
Institutional data in prescribed format	[View Document]()
Any other relevant information	[View Document]()

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	150	150	150

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]()
Institutional data in prescribed format	[View Document]()

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	42	42

File Description	Document
Institutional data in prescribed format	[View Document]()
Central / State Govt. reservation policy for adm	[View Document]()

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
72	69	93	56	81

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
80	69	98	60	61

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
65	84	97	130	88

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	14	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
24.8	30.2	82.2	68.8	28.8

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 64

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Asian College of Education has a clearly stated and communicated purpose, vision, mission and values, which are reported under criterion 6.1 and below. The academic programs of Asian College of Education are in tune with the NCFW-National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the Punjabi University, Patiala the affiliating University in letter and spirit. With the vision of the institute and national policy of education,1986 in view, Asian College of Education have (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCFW,2005. All these are put into operation within the framework mandated in the above-mentioned state documents-university. At its own level, Asian College of Education tries to cater to the emerging needs of the society, by introducing the concept of smart classes and computer learning. Objectives of the institution given below, are wholly in tune with the national level aims and objectives. The institution has set the following objectives with major considerations addressed by them through the B.Ed. & B.A.B.Ed./B.Sc.B.Ed. programme.

Objectives:

- To prepare the trainees to be competent teachers with better acquaintance of teaching skills, various innovative methods and approaches to mastery over the subject matter with proper zeal and interest.
- To adopt inclusive and equity-based approach of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To facilitate each trainee for development at his / her own pace.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitution of India.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and mutual understanding with their fellow beings.
- To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic, and environmental aspects at local, state and national levels.
- To teach and train the trainees how to act as nation builders and change makers of the society after being involved in the teaching profession.
- Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.

○ To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. & B.A.B.B.Ed./B.Sc.B.Ed.. Programme.

Asian College of Education follows rules, regulations and syllabus as prescribed by Punjabi University , Patiala to which it is affiliated .Records of the regular attendance and the progress of students are maintained and preserved. The college organizes various academic and professional skill development programme. We believe in healthy environment for all the students. Activities of the Asian College of Education, which are part of the curriculum are also implemented. Out-reach programmes are also designed and completed with zeal and vigour.

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

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2. Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)	

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

Response: 67.03

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	12	12	12

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
17	21	18	16	19

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 1.8

1.2.2.1 **Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	1

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 46.26

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
65	84	97	130	88

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

CURRICULUM ENRICHMENT

In the Asian College of Education, we provide better opportunities for students to acquire and demonstrate knowledge in the following ways:-

The 4th semester syllabus was delivered in a very effective and flexible way by the professors.

- The syllabus of four semesters was covered in a very effective way.

- Lesson plans, formats for presentation and content were provided to students.

- The micro teaching and all skill development instructions were given by the pedagogy teachers in a very advanced way.

- Academic calendar was formed and implemented in the college.

- All the extra-curricular activities were based on the academic Calendar were organized by the institution by the institution.

- Regular classroom teaching along with the curriculum enrichment activities as per the academic calendar was conducted.

- Continuous monitoring of teaching & learning process was done by academic head and co-ordinators for effective implementation.

- Student performances are also evaluated by teachers.

- Internal and university examinations and qualifying guidelines were provided to the students by the institution.

- Inside the classroom slow learners and fast learners are evaluated, and special guidelines are given to them by teachers.

- Teachers guide their students at their level best to know their individual specialties, concerns, and attitudes.

- Important days are celebrated and the students ethical and moral values are enriched and enhanced.

- Institutions provide freedom and flexibility and choices are made in the case of students.

- Feedback from students is formally and informally collected.

- The analysis of feedback was conducted by the committee and members of the institution and action was taken, where reports were provided.

- The effectiveness of various bodies/cells/committees is evident through minutes of meetings and

implementation.

In light of the pursuance of the discussion taken by the governing body, different committees are constituted for the purpose of conducting academic and administrative work in a rightful manner for the development of the students.

The following are different committees for Academic Excellence.

Examination Committee:

This committee provides the functions and responsibilities regarding assessment and conducting examinations.

Discipline Committee:

This committee focuses to prevent interdisciplinary activities and behavior under the campus.

Cultural Activities and Co-Curricular Committee

This committee initiates and organizes various co-curricular and extra-curricular activities for the students to enhance their skills.

Sports committee:

This committee promotes sports activities and organizes regular sports events and programmes in the college.

Library committee:

This committee organizes and communicates academic programs and library activities.

Anti- ragging committee:

This committee monitors the ragging and takes preventive actions to prevent ragging in the institution.

Women's cell, sexual harassment prevention committee:

This committee prohibits and redress of sexual harassment of women in Asian College of Education.

Alumni Committee:

This committee supports college goals and strengthens the ties between alumni and our institution.

Student grievance and redressal committee:

The main objective of the committee is to look into the complaints lodged by any student and their genuine grievances.

Morning assembly and attendance committee:

This committee is made to monitor the morning assembly and tries to observe the students' dress code and cleanliness.

SC/OBC/ST Cell:

The goal of this committee is to decide whether to scrutinize the free ship of the students.

Guidance and counselling Committee:

This committee encourages students to develop their potential abilities to formulate life goals.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Yes, the Asian College of Education familiarizes students with the diversity in the school system inside India because teaching is a very noble profession that shapes character. So this institution always wants and works hard to produce good teachers with good teaching qualities who will provide our society and new generation a lot of power, strength, and new ideas to develop in a very effective way. The institution provides value-based education, and organise awareness programmes. Important days celebration, co-curricular activities according to syllabus provided by Punjabi University, Patiala for semester 1st,2nd, 3rd, 4th in two years and from semester 1 to 8th in B.A.B.Ed..

" Education is the most powerful weapon which can be used to change the world."

It plays a very important role in the development of students. It is very important to encourage students to become familiar with schools and workplaces. By providing technological and cultural awareness, every classroom starts with the three most important points.

- **Teachers**

- **Students**

- **Curriculum**

Teacher

Student   **Curriculum**

Each and every child is individual. So teachers need to know about students for their own betterment and they should maintain consistent communication with them. Provide diversity in the lesson plan, but the classroom environment is an important place for giving cultural awareness. Also, we should provide freedom and flexibility for their better future.

The action plan, indicating the way students are familiarized with the diversities in the Indian school system, was as follows.

   * Teachers always need to know their students because each and every child is individual.

- Extra co-curricular activities.

- Maintain consistent communication with them.

- Physical strength must be increased with exercise and sports.

- Respect and sensitivity must be given to the students.

- Art and cultural programmes were organized.

- Diversity in lesson plans but cultural awareness in the classroom are suggested.

- Important days must be celebrated and their importance should be understood by students.

- Give students freedom and flexibility.

- Students must gain a better understanding to become open minded and feel confident and safe and will become good citizens.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The goal of teacher education programmes is to create professionals, who are capable of tackling the difficulties that come while working and teaching in the 21st century. In order to educate pre-service teachers to teach effectively in the educational system, the teacher education programme must focus on developing their knowledge, abilities, and personality traits. Therefore, it is suggested that the school-based experiences, or practicum, which give students supervised experiences and aid student-teachers in understanding the full breadth of the teacher's responsibility, should be paired with the academic curriculum of teacher education. Many have also argued that because these experiences are authentic in contrast to the artificial atmosphere of university education courses, they have a significant influence on how pre-service teachers are shaped.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 61.87

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 23.71

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
22	35	56	80	56

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

Yes, there are several provisions for assessing students' knowledge, needs, and skills before

the actual commencement of the teaching programme.

- **Students have to qualify the Punjab B.Ed. Combined Exam, conducted by the Punjab Govt,from academic session 2018-19, and the merit list (category wise) is released on the basis of the entrance exam.**

- **Students apply for admission to the relevant college, which after document verification and appropriate counseling admits the applicants.**

- **Qualifying in the entrance test and placement, the merit list are the only criteria for admission to a B.Ed course.**

- **During the counselling session, other related matters are checked and verified.**

- **The vacant seats left after the State Govt. Counselling,filled on the basis of merit as directed by the state government.**

- **At the entry level, admitted students have to undergo the process of induction, orientation, and frequent evaluation and assessment, mentoring, and completion of activities, assignments, and a score of allied activities and practices for their professional skill development.**

- **Special care is taken of their intellectual engagements, academic performance , out reach to community and society and their overall performance and outcome.**

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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 1. Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 16:1

2.2.4.1 **Number of mentors in the Institution**

Response: 12

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The assessment of students in school experience programme is done in a participative manner. Supervisor, Mentor Teacher, subject teacher all has their opinion in the process and specific marks are allotted to each one of them for the purpose.

Work Experience/SUPW/Art & Craft

Work-Experience is a compulsory component of the B.Ed. programme. The college provides two hours per week for this in the timetable. Music, Art & Craft, Gardening, Visual Art, Drama, hours and Travels are also as work experience options. Besides providing a diverse exposure to the students, work experience is evaluative in nature.

Extension Activities

Activities such as Environmental awareness, Sensitivity to ecosystem, Co-Curricular activities including drama, debate, group discussion, singing, acting, gardening etc. are also organized regularly for helping

students to learn the organizational skills and other dimensions.

Tutorials

Tutorials are yet an important aspect of the programme providing space for mentoring the students wherever needed. Tutorials provide guidelines for development of communication skills, ICT skills, writing skills etc. among the students. The college timetable has fixed time slot allotted to them.

Multi-skill development

The college provides diverse exposure to its students for the learning of different skills in its teacher education programme. Some of these are as follows:

- ICT blended Teaching Learning
- Development of teaching skills – Micro-Teaching, Questioning, Motivational and Class management skill etc. in Methodology of teaching classes and presentation to school experience programme.
- Classroom and tutorial group discussions leading to the learning of analytical, reflective and communicative skills
- Group assignments for learning co-operation, collaboration and sharing of responsibilities
- Simulated Teaching
- Seminars and PPT presentations by the students
- Seminars and workshops
- Psychology practicum
- Peer teaching
- On site experience (School experience- observation in 2nd Semester and Teaching Practice in 3rd Semester)
- Self/peer feedback in teaching-learning
- Visit to special school (Patiala School of Deaf& Blind)
- Guest lectures by experts
- Field work
- Community work
- Environmental Awareness
- Co-curricular Activities promoting leadership, responsibilities, initiative, flexibility, adaptability, accountability, co-operation, group work and other social skills.

Inclusive Education

The college adapts various inclusive practices for the benefit of differently abled students. The students with low vision and hearing impairment are allowed to sit on the front benches in the class. The expecting mother, if any are given appropriate freedom for undertaking the work. The SC, ST and OBC students get government scholarship and grants etc. from different government sources. The college has been organizing seminars on inclusive education for the benefit of students where special trainers, counsellors and other experts, speakers are invited for the purpose.

Practical teaching/ School experience/ Internship

The college considers school experience programme as an essential component of the B.Ed. programme. It ensures that student teachers use this opportunity for learning to integrate theory with practice besides the nuances of the teaching and practice. A minimum 90 days (3 months) are marked for school experience programme and students are required to attend their allotted schools.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 30.53

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

Response: 58

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The nature of mentoring efforts the institution with respect to.

1. **Working in Teams: -**

- Encourages students to come forward with their ideas at all stages of development.
- Motivates students to try new techniques and to expand their skills.
- Reminds students that learning from mistakes leads to better learning.
- Teacher's students are guided how to break down potentially overwhelming projects into manageable tasks.

Working in Teams

Different activities in experiential learning : - Performing Drama

1.Quiz competition

2.Debate

3.Rangoli

4.Survey

5.Gardening

6.One-day Tour

7.Picnic

Dealing with student diversity

India is a land of multicultural people. Our teachers can help students feel valued and respected by promoting cultural awareness in the classroom, which creates a sense of understanding among people from various backgrounds. We deal on student by the following ways.

Making aware about students' personal behaviour - After expecting to our student we come to know their culture, hobbies, learning behaviour, attitude, comfort like or dislikes. These are helpful in making a bond within different cultural background's pupil. We appreciate and give values to their differences thus all get a familiar environment in their respective classroom. We must give respect to their identity with specialty and diversity. We create a flexible and sensitized environment for these diverse imaginations, thinking, moral habits and behaviour. We communicate time to time with these diverse people for more effective educational plan.

Conduct of self with colleagues and authorities are very important for imparting better understanding on education. Our conduct is like a treasure for our society and as such we must aware about best conduct and behaviour of ourselves with colleagues and authorities. Every good institution must have a pool of faculties and staff of good behaviour and our institution is lucky one.

Every person has their difficulties, problems and stress in his life. No one is excluded by these issues, but our faculties are more professional in these competencies. If any faculty have any stress at home our fellow colleagues solves their problem and make him/her comfortable in their work. We organise meditation and yoga programme for stress free life to faculties and student-teachers. We get success in making a balance in home and work stress.

We all faculty members have kept visionary eyes oneself abreast with recent development in education and life through ICT magazine and newspapers.

Event of Rangoli, one-day visit excursion tour, different cultural background, good conduct and

behaviour, meditation and yoga, ICT use.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The institution works whole heartedly towards creating an overall environment of teaching learning process, nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. to fulfil the needs of students. The institution has enough human and non- human resources like a spacious well stocked E- library which has national and international research Journals, reference books, Journals, newspaper and magazines etc. to promote intellectual excellence among them.

Various programs like orientation programs, morning assembly, educational tours, various competitions are organized from time to time to cater the varied needs of student teachers.

Two cases each showcasing how this is attempted by teachers along with its impact on students

Co-Curricular Activities:-

Many Co – Curricular activities are being held at college which keeps the students active throughout the year. These activities affect the personality of the students which also include orientation, morning assembly, daily news presentation, essay competitions, annual sports, celebration of important days. Quiz competition, rangoli competition, Talent search, community lunch, Gardening, Tree plantation etc. All these activities engage the teacher trainees in active learning.

Extension Activities:-

Activities such as environmental awareness, sensitivity to ecosystem, cocurricular activities including drama, debate, elocution, singing, acting, flower/ presentation of model objects arrangement etc. are also organized regularly for helping students to learn the organizational skill and other dimensions.

In short, co-curricular activities could give you an advantage and students who get involved in other area of life are also likely to have a more positive outlook in future study.

1.**Work experience / SUPW (Socially useful productive work)**

Work experience is an integral part of B.Ed. course. It helps in developing psychomotor and vocational skills of the teacher trainees, student at B.Ed. level have to participate in following activities such as.

- Flower decoration
- Computer
- Gardening
- Art & Craft
- Potting the Plants
- Community lunch

Ways of Nurturing Students Creativity

- **To Develop their interest –** While creating their interest, make them efficient in learning journey.
- **By Giving them space-** Design a learning environment and a schedule that encourage play, Discover and enhance their inner capacity
- **Involve others-** Parents & community are involved for their creative enhancement.
- **To Face the Real World –** By overcoming their problems make them suitable to face the situation in real world.
- **Risk Taking -** Stretch your students to take creative risks and do what they're unsure of.

The benefits of co- curricular activities

Broader Social Skill – Having fun with friends will make your college atmosphere more

enjoyable and those social skill will come in handy, when someone starts working in society (First

Job).

Improved boost academic performance – Active participation in an activity will improve students brain functioning. They will develop their concentration and time management, skill e.g.;- sports activities will train you to focus, build stamina, team work, and teach to face the failure or difficulties.

Stress relief and relaxation – Co- Curricular activities provide quality time and stress out and

relax into something productive.

Self- confidence – Theatre or public speaking will build your self- confidence.

- Improve time management
- Critical thinking
- Problem solving
- Reflection
- Interactivity
- Personality development

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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

      1. **Organizing Learning (lesson plan)**
      2. **Developing Teaching Competencies**
      3. **Assessment of Learning**
      4. **Technology Use and Integration**
      5. **Organizing Field Visits**
      6. **Conducting Outreach/ Out of Classroom Activities**
      7. **Community Engagement**
      8. **Facilitating Inclusive Education**
      9. **Preparing Individualized Educational Plan(IEP)**

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3 Competency of effective communication is developed in students through several activities such as

    1. **Workshop sessions for effective communication**
    2. **Simulated sessions for practicing communication in different situations**
    3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
    4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

    1. **Teacher made written tests essentially based on subject content**
    2. **Observation modes for individual and group activities**
    3. **Performance tests**
    4. **Oral assessment**
    5. **Rating Scales**

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The administration is active in the teacher training process for students every year beginning in the first week of August for second-year students. With the consent of the District Education Officer and Circle Education Officer, students are chosen based on their information and sent to the school for 16 weeks of training (DEO & CEO).

Practitioners who teach and select students' learning needs as they engage in teaching practise then select and evaluate the purpose and tools for evaluating students and teach them to refine their knowledge and skills, so that trainees complete a thorough training. Here, they learn the school's rules and regulations of conduct and classroom management.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 2.4

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 30

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**

10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

For practise teaching, the District Education Officer assigned schools. We place every student in their designated school according to their convenience and the needs of the schools. We designate supervisors in each designated school for efficient student monitoring and send our students with full preparation and teaching abilities. When student-teachers are practising their craft, the supervisor visits schools to keep an eye on them. When teaching, they actively engage with the class and keep an eye on the kids. Following the conclusion of their class, they provide some helpful recommendations.

By distributing a questionnaire, the supervisors collect feedback from each student-teacher from the student. We use a supervision system in which all parties involved in good practise teaching play a significant role in the development of new teachers. The supervisor makes frequent trips to the designated schools and is present in the classroom when the student-teacher is teaching. They also coordinate peer teaching. To ensure effective teaching, they rely on student input.

We work with the principal and instructors at the designated school to provide feedback and ideas as needed. In the school assembly, our student instructors actively participate. They plan academic and cultural programmes for the students. They take part in sports and volunteer work extensively. They contribute well to the organisation of seminars, quizzes, essay contests, debates, etc. for students. They participate in student evaluations as well. Supervisors have a great deal of success keeping an eye on these activities. The supervisors are consistently encouraging the improvement of the teaching abilities of their student instructors. As a result, we have implemented an efficient monitoring system for the internship programme.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

    1. Self
    2. Peers (fellow interns)
    3. Teachers / School* Teachers
    4. Principal / School* Principal
    5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

    1. Effectiveness in class room teaching
    2. Competency acquired in evaluation process in schools
    3. Involvement in various activities of schools
    4. Regularity, initiative and commitment
    5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 78.75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 31.75

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 3.75

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

Response: 45

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The term "professional development" refers to a variety of educational experiences that are connected to a learners growth and succession in work. The purpose of professional development is to help educators to acquire and use new information and skills that will enhance their performance at work.

The most crucial elements in increasing student achievement, according to educational research, are high-quality instruction and strong school leadership. Teachers, school administrators, and District Educational Officers must continuously improve their knowledge and abilities in order to apply the most effective teaching methods. Teachers acquire the skills necessary to support students in their learning at the highest level.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

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

Response:

The institution has implemented a system of ongoing internal evaluation for the training of student-instructors in each semester, we have been taking two internal tests and we continue to use a semester-based assessment method in accordance with the policy instructions of Punjabi University, Patiala. For every paper, they compose an assignment.

Each essay has a single task. There are at least two descriptive questions in each assignment and as a result in each semester, student-teachers are required to create two assignments which contains eight questions each. Throughout the course, we have engaged in a variety of activities to evaluate the continuous assessment.

About ten themes are included in EPC to create an EPC file. Every subject is crucial in getting significant learning components. Learning how to develop one's ideas and abilities is incredibly beneficial. These topics have been carefully prepared with the instructor providing instruction on half of them while leaving the other half for the students to complete on their own. It will be very beneficial in enhancing their learning capacity and mental acuity. Some of the work has been completed on an individual basis, while other work is focused on group projects. The accountable teachers have evaluated the EPC file once the assignments have been finished.

Over the course of the year, we have planned a lot of activities for the learners' overall development. Following the completion of these exercises, teachers provide him or her with insightful advice for a presentation that is devoid of mistakes. The teachers comment on each activity as part of ongoing evaluation. The learner's altered behaviour is always kept in mind because it is very beneficial for the learners.

To improve the students' abilities, which are reflected in their performances, we hold seminars, essay competitions, quizzes, and other cultural events. Two of the four papers in the second semester each have a weighted average of 100 and 50 points. The introduction of two assignment works worth 20 points each, two worth 10 points each and the internal assessment of theatre and the arts in education (EPC-2) for a total of 50 points.

In the second semester, there were differences in all of the activities and assignment work. For the purpose of removing their hesitancy and enhancing their language skills, we organised a theatre (Skit) in semester-II.

The individual variances and capacities for self-presentation are strikingly evident in semester III. They develop their abilities by becoming knowledgeable about teaching techniques and introducing the subject without hesitation. During teaching practice they conduct themselves in their assigned schools like a complete teacher.

Assignment work is provided in a previous manner in semester four. The relationship between the EPC-3 and EPC-4 reflects their increased social awareness. They all have distinct ways of knowing oneself and act like responsible citizens of the country. They are aware of their responsibilities and prepared to help the community.

These evaluations evaluate students' performances in the light of their previously recognised needs. It meets their initial requirements and improvements in individual behaviour and skills.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: D. Any 1 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The internal assessment process is transparent and conducted in a systematic manner. Internal evaluations are conducted for theory courses, laboratory courses, seminars, and project work. The exam cell staff members introduce the evaluation system to the first-year students during the induction session (both internal and external). Students are informed of any modifications to the evaluation system. A thorough academic schedule is published on the Department websites and notice boards.

Students can schedule their studies accordingly because they are aware of the dates of the exams well in advance. Students are informed of the numerous internal evaluation system criteria. For theory courses, the internal grades are based on the assignments and Internal Assessment examinations. The same course may be taught by various faculty members to students in different sections or branches. In these situations, internal question papers for the descriptive exam are gathered independently from each faculty member and one is chosen before the test even begins. After evaluation, the students are given access to the answer sheets from internal exams so they can point out any anomalies and the relevant teacher can make the required modifications.

Prior to the midterms, each student is given five questions for the assignment test. They must complete questions from several textbooks and other sources prior to the start of the midterm exams, then turn in their solutions to the appropriate faculty member. The appropriate faculty members evaluate them, present them to the students to emphasise any discrepancies, make any necessary corrections, and then provide a grade. The scripts of the assignments are returned to the students for future reference. A daily evaluation is part of every lab session in a laboratory course, and the outcomes are noted in the students' record books. The combined list of grades for each midterm exam is put on the notice boards, and parents are informed of it.

The evaluations of project work and seminars are carried out by the relevant committees in accordance with the rubrics created by considering various factors. Students are aware of the rubrics well in advance of the semester's start. The results of the evaluation are posted on notice boards for verification. The results of the pupils' internal tests and attendance are input into the automation system (ECAP). The internal assessment results are communicated to the parents via SMS and mail.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

- For the purpose of conducting ongoing internal evaluations, the institution follows the academic calendar that the administrator has created.
- The academic calendar is provided to the students at the start of each academic session and is posted on the college website as well as being published on notice boards and in circulars.
- Only the institution's leader has the authority to make any small adjustments to the academic calendar that he may feel appropriate in light of unforeseen circumstances.
- The academic calendar includes the schedule for both theory and practical classes.
- The academic calendar contains the schedule for all internal exams.
- As per the academic calendar, the course instructor announces the syllabus and assignments.
- The dates for the assignments and midterm exams are specified in the academic calendar. The principal announces and posts the exam schedule.
- Students submit assignments and records on the days specified in the academic calendar.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The curriculum for both programme i.e. B.Ed. and B.A.B.Ed./B.Sc.B.Ed. is provided by Punjabi University, Patiala. As the institute follows learning based education course learning out comes (CLOs) are defined for both courses in curriculum.

The performance learning outcomes (PLOs) are defined by (NCTE) National council of Teacher Education, New Delhi and are to be fulfilled by all the programs in higher education. The PLOs and CLOs are disseminated to all the stake holder through various means. PLOs and CLOs are displayed on Institution website, classrooms, Laboratories, Psychology rooms, Educational Technology rooms, Language lab Faculty rooms etc..

The following platforms are used to disseminate the PLOs and CLOs to be stakeholders.

- Orientation programme faculty.
- Parents Teachers meeting.
- Campus Interview
- Alumni meet –Alumni

CLOs are made available and communicated to teachers and students via.

- Institute website
- Discussions by faculty Meeting.
- Course hand book
- Course syllabus
- Course result copy

File Description	Document
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 86.52

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	69	93	56	81

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop:

Content Competency:

- to impart relevant knowledge with respect to foundation and methodology courses,

- to promote mastery over the required content.
- to know, select and use teaching methods.
- to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- to acquire necessary competencies for organizing learning experiences,
- to select and use of appropriate assessment strategies for facilitating learning.
- to analyse the content, text books and syllabus.

Pedagogical Skills:

- to impart teaching skills and strategies to transfer the given content suitably in classroom situations
- to innovate and experiment classroom practices.

Professional Ethics:

- to imbibe and uphold qualities of a good teacher.
- to be fair and impartial.
- to show love and respect to the individuality of the child.
- to inspire and professionally help the parents for the care and guidance of their wards.
- to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs.
- to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.
- to understand different values such as morality, social service and accept responsibility for the society.
- to create leaders in all walks of life to bring the change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication

- to boost confidence and promote abilities to communicate effectively,
- to plan, teach, organize school related /community based activities and programmes,
- to collaborate with parents and community for the betterment of students.

Environmental Awareness:

- sensitize all issues of ecology
- understand the importance of the environmental awareness
- take precautionary steps in protecting the environment.

Manage Classroom Situations:

- to interact with children from diverse socio economic and diverse backgrounds.
- to identity and manage the challenging and overcoming gender inequalities.
- to identify the diversities and to deal effectively in inclusive classroom environment.
- to create sensitivity about language diversity in classroom and its role in teaching, learning process.
- to develop skills involved in dealing with the academic and personal problems of learners.
- to organise guidance and counseling programmes for disabled students.

Team Work

- to work as a member or leader in diverse teams and in multi-disciplinary settings.
- to follow the principles of collaborative learning, co-operative learning, and team -teaching.

COURSE LEARNING OUTCOMES

- After the completion of the course the student will be able to:

CHILDHOOD AND ADOLESCENCE

- explain the process of development with special focus on infancy, childhood and adolescence.
- critically analyze developmental variations among children.
- comprehend adolescence as a period of transition from childhood to adulthood.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 72

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Asian college of education conducted various assessment tasks for better performance of the students. During the entrance of the students in the college, a cognitive test, classroom examination and aptitude test

is framed by the college. On the basis of these tests the teacher is able to identify the gifted and slow learners to avoid shortcomings in the learning outcomings. Each faculty has designed a specific type of assessment. Essay type tests help them to learn academic writing skills by using various sources and reference books.

These type of tests are helpful to increase their speed, vocabulary, creativity etc.

Group work emphasizes the collaborative learning problems. To achieve more productivity group working acts as a boon for the institution.

Critical thinking is developed while interacting with different kind of people.

Oral presentations help the learners to be more confident in presenting their views on the different aspects.

Discussion methods are done in an effective manner with oral presentations.

Case studies are helpful to apply theoretical ideas into practicality.

Field work provides opportunity to the students to get the experience of the society in real aspect related to their discipline. Field work also developed the ability to communicate and discuss the idea among the students.

In our College students prepare the following records.

Mini – teaching records.

Community based records.

School Environmental records.

Innovative school visit records.

Case study records.

EPC 1, EPC2, EPC3 and EPC4 records.

The above records help the students for their professional growth.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document

06-12-2022 02:31:08

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: E. None of the above

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.16

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.16

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 10.2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
16	10	11	05	09

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 59.72

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
154	116	115	109	105

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 82.95

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
190	160	110	203	169

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The College is in touch with the society for the better involvement of students in society related tasks. The college gives provides udents all the assistance and motivation they need to become better citizens. Through NSS and Swachh Bharat, the college has implemented a number of initiatives that support community development. The students' efforts to organise a medical camp, blood donation camp, cleaning activities, stubble burning, drinking water quality campaign, rally regarding green Diwali, environment protection campaign, tree planting campaign, and career counselling campaign at the nearby village were supported by social organisations and hospitals. Voters Day, alcohol prohibition, HIV/AIDS awareness, etc. Students make efforts to benefit society. Campaign for Health and Hygiene Awareness established. Students go to the Quarry and Sculpture Camp to learn about local culture.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 05

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

The infrastructure of the college ensures adequate facilities for academic activities.

1. **Infrastructure:** The College infrastructure ensures requisite facilities for academic activities and there are 16 airy classrooms out of which 4 classrooms has an ICT enabled rooms to facilitate students for their learning activities. The college is having a smart board classroom. Tremendous visual experience is provided in our classrooms to make the teaching learning process more effective and enjoyable. Our classrooms are updated frequently to ensure the availability of latest techniques adopted for the teaching profession.
2. **Library:** Our vast well equipped Library, provides access to 6932 textbooks, 50 reference books, 6 journals and it is partially automated with SOUL(2.0) software. Access to e-resources is also available on our webpage.
3. **Laboratories:** There are 9 laboratories which include Language Lab, Psychology Lab, Sport Room, Social Science Laboratory, Math and Science Laboratory, Home Science Laboratory, Music Room, Art and Craft Room, Teaching Aid Room,
4. **Language Lab:** The well-equipped language lab in our campus facilitates the learners and faculty members to learn a foreign language where students access audio-visual materials. Separate hours for practice are provided to our students and interested students are encouraged to make greater use of the language.
5. **Computer Lab:** The well-equipped and furnished computer lab of Asian College of Education is a boom for all the students. Our lab is providing an innovative teaching methodology like CAI, e-Content development, etc., as per the requirement of the society and interest of the students. Unlimited internet access to all the students and the staff members, alumni also.
6. **Multipurpose Hall/ Auditorium:** Our Institution is having a multipurpose hall with adequate seating arrangements and having audio-visual facilities. It is having ample space and the infrastructural facility is optimally utilized for all curricular, co-curricular, and extra-curricular purposes.
7. **Sports Facilities:** As we know that a '*Healthy mind lives in a sound body*'. Keeping this in mind we have developed an open playground for sports, where students are groomed for various sports activities under the guidance of our physical education instructor. We have playgrounds for track events, short put, long jump, javelin throw, discus throw, high jump and volleyball etc.
8. **Cafeteria:** we have a well-furnished and hygienic cafeteria.
9. **Drinking Water RO:** Asian college of education is very particular about the hygiene of all the staff as well as the students. To facilitate this purpose, RO facility is available for all.
10. **Sanitary Napkin Vending and Dispose off Machine:** To promote dignity and boosting safety, particularly among females sanitary napkin vending and dispose off machine is installed in the female washroom.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

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

Response: 29.41

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

Response: 5

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 17

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 0.5

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0.77	0.41	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

Name of the ILMS software: **SOUL**

Nature of automation: fully automated

Version: **2.0**

Year of automation: **2022**

The library play a vital role of functioning in a professional way taking into consideration the interest of college

The library recognizes the importance of functioning in a thoroughly professional way taking into consideration the interests of our college. All the faculty members work in a active coordination with the librarian and report all the issues discussed, funds allocated, subscription of new journals and also encourage the members to suggest latest books and journals in the field of education. The faculty members in collaboration with the librarian organised a library orientation program at the commencement of new session for new entrants. This helps the librarian to meet the batches. The librarian makes them familiar with the library rules and regulations and also about how to access library online resources.

In Asian College of Education there is an adequate space for the readers in the library. Library is partially mechanized with all its system like LAN Connectivity and Wi-fi. To provide efficient service to users library management software system with latest innovations is incorporated. Library is enriched with books, audio-video materials, newspapers, photocopying facilities, e-resources, previous year question papers etc.

The Library has 60 seating capacity in the reading hall. The library is fully automated with all its subsystems like LAN connectivity and Wi-Fi. Library Management Software system is incorporated with the latest technologies that enable Library to serve its users more efficiently. The Library has a wide collection of Books, Journals, Audio-video materials, photocopying facilities, News Papers, Rare books, e-resources, previous year's question papers, etc.

File Description	Document
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

In the library of our institution open educational resources are available on institutional website that are very resourceful and enables free as well as accessible education to all the learners and faculty members. Open educational resources brings a notable change in society for development and adore the culture of participation, collaboration, and sharing. Our webpage provides access to E-Books, Electronic Thesis and Dissertations, recent editions of valuable e-books are made available to all students and faculty. International journals and University magazines are subscribed to help the young research scholars of our college.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last

five years (INR in Lakhs)

Response: 0.05

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.156	0	0	0.08	0

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

File Description	Document
Any other relevant information	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Asian college of education is having well-furnished techniques that fulfil the needs of the students who strive for acquiring skills to meet essential needs of the society. It has 30 systems with LCD monitors having high speed internet connection with leased line at a band width of 20 MBPS. Computer systems are managed through Local Area Network(LAN) adopting STAR network design. Our institution has 3 laser printer 1 inkjet colour printer with scanner.

Computers installed in the office have simplified the task of printing multiple copies of official documents. The seminar hall has equipped with computer, sound system and projector for presentation and for computer enabled lectures. The IQAC has one computer with advanced computing facilities, scanner and printers for data entry and verification.

The library digitization has been completed by using SOUL 2.0 software meant for library lending, data entry, stock checking, gate entry monitoring etc. The language lab has a equipped with audio-visual facilities with software to enhance the English communication skills of students. From outsourced modules the institution is working on customized modules. The IT infrastructure is upgraded with advanced technologies as and when required.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 20

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 20

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 6.35

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
3.14	3.11	3.69	2.82	2.15

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Asian College of Education is having well-furnished infrastructure for academic growth and development of students. This infrastructure is planned in such a manner to avoid problems occurring in conducting the classes. The institution has sufficient academic infrastructure. It has well organised library, well maintained systematic laboratories, Language lab etc. that are required for the students.

The physical, academic and support facilities like classrooms, seminar hall, auditorium, computer Lab, Psychology lab, Social Science Lab, Sports Room, Math & Science Lab, Language Lab, Counselling Room, Music Room, Home Science Lab, Art & Craft Room, Teaching Aid Room etc., are well maintained and used as per the standard procedure.

The librarian is the in charge for handling all the maintenance works required in the library through maintenance staff. The physical instructor takes responsibility for all repairs pertaining to sports equipment and courts. He has to maintain courts properly on daily basis with the help of the maintenance staff.

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. The document relating to this is uploaded as additional information.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 4.08

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	1	6	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 22.5

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 18

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 12.5

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	10	10	13	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The institute has an active student committee as per the guidance of management. The student committee is comprised of representatives from students of all semesters and is led by senior faculty or staff members of the institute. The committees are formed as per the interest of the students stepping up to take an active leadership role. The main purpose of these committees is to ensure harmony across an ample, vibrant, and continuous range of campus events and activities in the course of an academic year. The committees ensure maximum involvement by all members of the institute and its respective stakeholder groups. Working on these committees instills leadership and management skills among students. The prominent committees involving class representatives plays a significant role.

The establishment of a student committee plays an integral and important role. The student community

provides a representative structure through which students can debate on issues of concern and undertake initiatives for the benefit of the college. The students have a voice and a contribution towards their college. It is important that they be given the opportunity to express their views on issues of concern for the college. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the college.

SPORTS COMMITTEE :–

The sports committee shows leadership in organizing various sports activities in the campus. The Asian College of Education has a sports committee led by a Physical Education instructor, which shall be responsible for the promotion and pursuance of all physical sports matters, including competitive activities.

(I) The committee promotes sports activities by motivating students and faculty.

(II) Promoting team spirit by making healthy competition.

(III) To organize regular sports events in order to train students for Inter-college or Universities

competition.

CULTURAL COMMITTEE: –

The cultural committee shall be responsible for all intra and inter collegiate cultural events in the college. To plan and schedule cultural events for the academic year. A platform to showcase their (students') inner actors, painters, photographers, etc.

Developing a spirited partnership and co-operation between a student council and Teachers has benefited both. The student committee plays an important role in recognizing and supporting the work of teachers that will be of great value to a student council, particularly during the early stages of its development. The support and guidance offered by a teacher will be very useful to a council while planning its activities and providing a teacher to attend a council meeting to build a cooperative and grand working relationship between students and staff of the college.

The functions and activities of a student committee should support the aims and objectives of the council and promote the development of the college for the welfare of its students in planning and undertaking activities during the course of the college, the council should.

- Work closely with the management, Teachers and Students.

- Consult regularly with students in the college and

- Involve as many students as possible in the activities of the council

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 4.8

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	7	5	3

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word of mouth marketing, developing monitoring relationships with the students, posting positive posts on social media, organizing social events, and publishing newsletters or magazines.

Asian College of Education also has its registered Alumni association which helps Alumni to get in touch with students and share their expertise and best practices in a given field. They also play an active role in

voluntary programs like mentoring students in their areas of expertise.

The Alumni Association is responsible for :

- The Alumni Association facilitates close interaction between the situation and the alumni.

- The alumni association was formed with the objective of sharing knowledge, experience, and opportunities among the alumni, the faculty, and the students.

- Every academic year, the renowned alumni are invited as resource people to share their experiences during the classes.

Alumni Contribution :

- The alumni of our college are invited as resource people or subject experts to address students.

- Feedback on the curriculum is collected from alumni and their suggestions are incorporated during syllabus revision and co-curricular activities.

- Alumni representation is ensured at the meetings of the Board.

- The alumni are invited as experts in orientation programs, placement training, workshops and lectures.

- They contribute towards students' welfare by donating books, sponsoring students, and education.

- The alumni from corporate and private sectors support our students' placement initiative.

Every year, meetings are conducted, and the visit of our alumni is a great source of inspiration and support to the college. During these meetings, many of the alumni share their memories with their faculty members and friends. They enjoy the day and reminiscence about their memories by visiting their classrooms. They discuss or share their experience and the challenges they faced after leaving the institution and reveal the secrets of their success with the students.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the

freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 9

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

In the college, the alumni association is in at evolving stage particularly for planning, approaching, and collaborating for fruitful contribution to the institution.

- Alumni Association is registered in the year 2022.

- Special efforts have been made for influencing special expertise.

- The alumni association is sharing their difficulties and experiences to the other alumni and dissolves the problem by discussions.

- For further enhancement, each and all members are engaged in motivating freshers and the coming generation.

- The members of the alumni association are taking part in the further development of college.

- Every alumnus is assigned to contribute himself/herself as a resource person to freshers.

- All the alumni are assets for college.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

Vision

To provide affordable quality education to all, promote morality and sobriety of life, inculcate values in the students, identify their hidden talents and provide them opportunities to realize their full potential and thus shape them into responsible citizens and good human beings.

Mission

The mission of the institution is provide affordable and holistic quality education to all.

Objective

- To provide affordable quality education and other infrastructure for making competent trainers.
- To provide better infrastructure for the achievement of specific objectives.
- To inculcate the moral values into the students for holistic development.

All objectives are achieved through collecting, analysing and acting upon the feedback from the stake holders.

- Connecting with parents to overcome their wards problems.
- Making policies that are reliable for the betterment of trainers.
- To conduct regular alumni meets for the betterment of the institution.
- Guidance and counseling cell of the institution focus on the placement of the students.

The over all mission of the college is to train their students professionally as well as socially to overcome the difficulties faced by them in their career path.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Institution practices decentralization and participative management. The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. Institution focuses keen on decentralization by intending equal opportunities catering to the needs of the institution for the on going process and development of the institution. The institutional management comprises of management committee, Board of Governance and each committee has been provided with specific functions such as Anti ragging committee, cultural committee, placement committee, hostel committee etc..

Management committee takes care of infrastructural facilities which fulfill the required needs of higher education bodies to reach the set goals of the institution. Board of governance takes care of financial management and the implementation of the facilities for the institution to update the standards of amenities with support effectively the teaching learning and research aspects. Discipline committee is available in the college to take care of students throughout the sessions. The management of our institution is functioning as per norms of the governing body of Punjabi University, Patiala. In addition to this academic committee has a vital role in accelerating the different decisions regarding institutional development through the meetings.

The Director and Heads of various departments unanimously decided the flow of organizing the conclave and shared the responsibilities as below:

Principal and senior faculties of respective specialization were involved in deciding the theme & sub theme of the conclave, keeping in mind the current Educational Institutions and student requirements.

Suggestion of alumni and students were considered.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution maintains transparency in its financial, academic, administrative and other functions

regularly.

Financial Activity

The institution is in regular practice of having an audit by a competent chartered accountant in each financial year on a regular basis.

Academic Activity

The college adopts a transparent academic functioning system as per the direction of its affiliating university and state government as well. The online admission process was adopted from the session 2019-21.

Administrative Function

The college administration follows a transparent administrative approach. in consultation with the principal, teachers, office staff, and students on a regular basis.

Other functions

Before every activity, the discussions between the management, principal, teacher, along with students, is organized. The discussion is held cordially and peacefully as the management promotes sharing the opinions by every section.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

As already mentioned, the main objective of the institution is to provide affordable and inclusive quality education for all. In light of this, all the strategic and operational plans have been prepared and executed in the past. At the operational level, several steps have been taken to improve the college intake and help out the needy and deserving students with appropriate schemes. At a strategic level, targets have been fixed regarding improvement in teaching quality, education delivery, and the extension of financial support to needy and deserving students. Being far away from the main city, the students' hostel was another urgent requirement; it was completed in 2017. Several initiatives have been taken up to improve the pass percentage of the students. Furthermore, the teachers have been motivated to explore avenues for funded

research.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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.

Response:

The functioning of the bodies is effective and efficient. The institution has established written policies for all the aspects of governance. The chairman of the college in collaboration with the principal and staff participated actively in the relevant policy. Therefore, through the structures, processes and practices of the governance, all the members of the college work as a team for the development of the institution. As Asian college of education is a private college functioning under the direct administration of Punjabi University, Patiala. Principal of the college is the academic and administrative leader of the college. The tasks of the planning and supervision of the execution of annual academic plans, co-curricular and extracurricular activities are performed by the principal in consultation with the faculty and office staff of the college. The institution has various committees to ensure the execution of all activities like IQAC cell, Anti Ragging Committee, Grievance redressal committee etc. For planning, recruitment, training and orientation of the staff, a set procedure has been designed. Elaborate rules relating to all this have also been framed.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The Governing body framed the committee namely IQAC , Academic Committee, SC/ST/OBC Committee, Anti Ragging Squad, Grievance Redressal Committee, Examination Committee, Cleanliness Committee, Discipline Committee , Sports Committee etc. which support the students to enrich the leadership skills, interpersonal skills and intra personal skills and soft skills which leads to a holistic development in their future.

Sports Committee :

The Sports Committee takes responsibility of organizing the annual sports meet, intra college sports activities. The Committee circulate the lists of events to be conducted on the specified date given by the Punjabi University, Patiala . The Circular from the Principal desk consists of the name of the Incharges to enroll the students name for participating in the event indicating the date and venue. The circular is circulated in the classes and placed in the notice board for the reference. The circular is dispersed to the respective Faculty members to conduct the Meet in grant and Successful manner. The principal encourage the students to won the places in Zonal and District Level games

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Several welfare measures have been envisaged in the past for the teaching, non-teaching and technical staff. Being a developing self-financed institution, these measures are being implemented in a phased manner subject to the availability of funds.

Welfare Measures for Teaching Staff

1. Free/subsidized transport facilities.
2. Waiver of fees for teachers' children in the Institution.
3. Medical leave and Maternity leave.
4. Marriage gifts with the sanction of one week leave.
5. Gifts and mementoes on Teachers' Day celebrations.
6. Sponsorship for attending conference, workshops and FDPs.
7. Incentive for publication of papers / research articles.
8. Reward for producing University Ranks.
9. Cash awards for academic excellence / cent percent pass percentage.
10. Special Study Leave (SSL) to pursue higher education.
11. Stress free work environment where in they are given a free hand in subject selection.

Welfare Schemes for Non-Teaching Staff

1. Educational support to the children of the staff.
2. Marriage gifts with the sanction of one week leave.
3. Granting medical leave/ maternity leave.
4. Free/Subsidized transport facilities.
5. Special Study Leave (SSL) for higher studies.
6. Incentive for dress materials for non-teaching staff.
7. ESI/Group Insurance/ Provident Fund Schemes.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 36.51

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	6	2

File Description	Document
Data as per Data Template	View Document

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

Response: 19

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	11	2	1

File Description	Document
Data as per Data Template	View Document

6.3.4 Percentage 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

Response: 14.29

6.3.4.1 **Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Promotion and annual increment for both (teaching and non-teaching staff) is decided on the basis of a performance appraisal. Performance appraisal system for the teachers is on the basis of a well-structured Performa which takes into account various factors like academic performance, results of students, remedial teaching for poor learners, research work, punctuality and regularity, attendance of students in class and extra responsibilities shared by the teacher. Teacher fills the self-appraisal form and submit it to the respective head of the department. This form is recommended by the Head of the Department and final approval is given by the Management. The increment, if any, is implemented from the first of July of an academic session. Non-teaching staff is also granted an increment in salary on the basis of their overall performance as per the evaluation by the Management.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Auditing is a process of examining an organization's financial records to ensure that all departments are following a documented system of recording transactions in an organization. Auditing by qualified independent persons ensures unbiased check on the accounts and their authenticity. Auditing being mandatory ensures proper usage of funds and acts as a moral check.

During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmations for the credit balances, to collect documentary evidences wherever necessary in respect of payments, compliances of T.D.S. and statutory formalities and reconciliation of unit-wise balances with the control accounts and bank reconciliations. The Cash Book is well maintained with all the payments being done through cheque or cash by the Accountant and signed by the Management of the college. The Internal Audit covering all matters related to maintenance of accounts is done by an internal committee comprising the Members from Management, Staff and Accounts . The final audit is done by an independent Chartered Accountant appointed by the management. The final audit report with audit findings is submitted to the Management. The consolidation of the findings of the Institutions with the annual returns is submitted to Income tax authorities and to other authorities concerned.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document

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

Response: 48.08

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
83.04	57.03	44.03	44.03	12.29

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The college has institutional strategies for mobilization of funds and optimal utilization of resources. Funds are mobilized from various sources and utilized for the core activities of the college largely for the benefit of the students, both in terms of academics and extra-curricular activities. The following are the major sources:

1. Mobilization of funds through self-financed type of courses for the purpose of providing salary to staff members;
2. The NSS grants are received from Government for organizing training camps for the students, which cover a range of different activities and programmes for their holistic development;
3. Stalls and exhibitions are organized by the college during fests and by the NSS wing of the college;
4. Miscellaneous funds mobilized through canteen rent, sale of trash or donations by Society

members. Austerity is a thumb rule, which is followed everywhere to optimize the resources without sacrificing the quality.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

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

Response:

College constituted an Internal Quality Assurance Cell in the year 2016. This cell is an important organ of the college and plays a significant role in improvement of academic and administrative qualities of the institution. It has ten members, one representative each from college management, industry, an external expert, five from the teaching faculty, one from the Non-Teaching Staff, and two student members, who contribute to the Planning, Execution, and Evaluation of policies and programs for quality enhancement. The external expert, Dr. Kulwinder Singh, from Punjabi University, Patiala, played an important role in the process of making plans for the introduction of new courses and chalking out various programs for the development of the faculty.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC regularly evaluates the teaching-learning process and takes action to raise its quality. The Institute rigorously adheres to the Academic Calendar, which is developed in advance, published and distributed. Exam schedules, results announcements, and admission to B.Ed. and B.A.B.Ed/B.Sc.B.Ed. programmes are all announced on the institution's website. All newly admitted students are required to attend the mandatory Orientation Program, where they learn about the Institute's philosophy, distinctive

educational system, teaching and learning process, continuous evaluation system, required core courses, various co-curricular activities, discipline, and culture.

Additionally, all students receive a guided tour of the campus and its facilities. The Student Diary, which contains all information pertaining to students, is given to every student. Before classes start, students are informed of the schedule, programme structure, and course syllabi. The principal keeps an eye on student behaviour and attendance while making important announcements during the morning assembly.

Members of the discipline committee conduct sporadic inspections to guarantee that lessons run smoothly.

Teachers also collect feedback from students on an individual basis using IQAC for their respective courses. Additionally, students are allowed to approach for criticism and advice. Feedback is thoroughly examined and communicated to the principal and specific faculty members.

Based on the IQAC's recommendations, the teaching-learning processes are examined, and changes are made. The following are some of the significant actions made throughout the previous five years:

- Homework assignment introduction,
- online fee payments for admissions,
- automated examination procedures, and
- subject-specific curriculum development workshops
- Green activities on campus, including tree planting, a biogas plant, solar panels, electric vehicles etc.
- MoUs with esteemed institutions, universities, and government organisations.
- The Institute also takes into account the Advisory Committee's suggestions.

Owing to the initiation of IQAC, the Institution plans to encourage the students as well as the faculty members to take MOOCs to utilize the remarkable effort of MHRD through SWAYAM. There will be a continuous effort to encourage the faculty and students for active participation in SWAYAM, MOOCs courses. Additionally, after the sudden outbreak of COVID crisis, the institution switched over to online education system which involved a big effort in setting up the online classroom studios, for this we have provided the training program for teachers and students. State of the art information technology hardware and software was acquired and a high bandwidth Internet system helped to overcome the COVID generated limitations.

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the last five years.

Response: 6

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	7	6	4

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

- No. of Computers has been increased to 45

- One of our faculty member is in the process to submitt thesis.
- Adequate Incentives and leave are provided .
- Online Educational Resources link in the college Website provide a gateway for learning.
- Automation of Library
- National Missions
    - Swachh Bharat Mission
    - Skill India Mission
    - Renewable Energy
    - Make in India
    - Digital India
    - BetiBachaoBetiPadhao Abhiyan
    - Unnat Bharat Abhiyan
- Campus Development/Green Initiatives
    - Tree Plantation
    - Open sitting
    - Wifi Connectivity
- Introduction of Value added Courses
- Introduction of Add on Courses
- Installation of CCTV for greater safety of students and staff

Criterion 7 - 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

Response:

Due to the excessive consumption of energy in all production, manufacturing, construction, and other activities, traditional energy resources are dwindling day by day. The utilization of fossil-based energy sources will not continue forever. Large-scale, rapid energy use also contributes to rapid climate change, resulting in a dangerous environment. Therefore, it is time to implement energy conservation measures to meet our basic needs and prevent their waste.

Green Energy and eco-friendly energy are currently in high demand. Every individual, community, civilization, production method, and nation are prioritizing energy conservation.

These are the steps to be followed in this direction:

- To reduce the amount of energy wasted.

- To investigate the alternative energy source.

- To use energy based on requirements.

Our college has adopted an energy conservation policy with the aforementioned goals in mind. To achieve these objectives, the college employs LED lights and solar energy facilities as an alternative source of energy and educates students, faculty, and staff on the need of conserving energy resources and preventing their waste. Solar energy facility of 1KVA has been erected on the college campus to light the buildings, especially at night. For power backup, a Kirloskar Company green generator and inverter have also been installed. The college prefers to use just 9-to-12-Watt LED bulbs.

Awareness Campaigns to conserve the energy and avoids its wastage is organised in the college campus from time to time.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management policy adopted by the college

Policy Statement

The College is committed to maintain a clean, green and secure campus. To accomplish this, the college has developed a distinct waste management and disposal policy. Additionally, the college believes in educating and involving students, faculty and staff in waste management and its disposal.

Objectives-

1) Maintain a clean, green and secure campus.

2) To reduce waste production by reusing useful waste materials.

3) Inform stakeholders of the benefits of a clean, green, and secure campus.

4) To organize campaigns to raise awareness about the environment and how to protect it in order to sustain life on earth.

Committee on Waste Management and Cleanliness

To meet the objectives of its waste management policy, the college has constituted a waste management committee of the following members:

S. No.	Members	Designation	Contact No.
1	Mr. Upinder Singh	Nodal Officer	9041105956
2	Ms. Anju	Administrative Officer	8146411129
3	Ms. Bhinderjeet Kaur	Assistant Professor	8558830127
4	Mr. Damanjeet Singh	Assistant Professor	8146411134

Steps taken by the college:-

- The entire campus is cleaned daily by subordinate staff and the college also involves students, faculty, and staff in keeping the campus clean, green, and secure.

- The waste from daily cleaning is deposited in a pit.

- Chemical and other hazardous materials are collected separately and disposed off safely.

- Electronic waste is collected separately and sorted for reuse, while the remainder is disposed of in a safe manner.

- The college has adopted waste management and disposal practises in accordance with legal requirements.

Prevention? Reuse?Reduction?Disposal?Recuperation

- Everyday waste is deposited in a composting area so as to generate organic fertiliser for use in the college garden.

- Receptacles for solid waste and liquid waste have been installed in different areas of the college.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Any additional link	[View Document](#)

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

- The college is committed on a social and moral level in maintaining a clean, green and safe campus with a pleasant atmosphere.

- The campus is cleaned daily by subordinate staff.

For improved sanitation, organic material is sprayed for sanitation purposes.

Green Cover: Numerous trees, plants, flower beds, and grass lanes provide a substantial green cover for the college campus. Regular plantation, protection of existing green cover, and their grooming into proper forms serve to expand the green cover.

Healthy Environment: The college also ensures a conducive environment for the maximum output of our students', teachers', staff, and management's efforts. Covered waste receptacles of blue and green hues have been installed at various locations across the college campus for waste collection.

Pollution Free Environment: For a pollution-free environment, students are educated on the importance of adopting practices that keep pollution at a minimum. The practice has been performed frequently. The objective is to reduce pollution levels in order to reach the target of minimal pollution on campus.

Plastic Free Environment: Use of Plastic is not allowed and in this regard awareness is created among staff and students through orientation programmes with display boards in the campus.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.88

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.29	0.22	0.32	0.89	0.34

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

A) Name of the Programme: **Swachchata Pakhwara**

Category of the programme: **Environmental Sensitivity**

Swachchata Pakhwara is a project undertaken by the college in collaboration with its Teaching, non-Teaching Staff, and Teacher Students from the surrounding villages. The project is an initiative to introduce students to various occupations.

Sanitation Drives

1. March 17th to March 24th, 2016 2. March 24th to March 30th, 2017

3. March 20th to March 26th, 2018

4. From the 23rd to the 29th of March 2019

The adopted village Kasiana was chosen for the "Swachchata Pakhwara" campaign from 16th to 22nd of February 2020. It is a chance for students to experience and comprehend various types of common cleanliness in society. Students are leading the project with assistance from staff, management and individuals of good will.

B) Name of the Programme: **Dumb and Deaf School Visit**

Category of the programme: **Socio-economic diversity**

From the current session Asian College of Education registered itself under Unnat Bharat Abhiyana.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice-1

The title of the practice is **Weekly arrangement of morning assembly** by tutors.

1. **Objectives of the method:** The primary outcome of this best practice is sustainable student development. In this practice, significant emphasis is placed on the value system, social issues, and current events in order to foster moral and spiritual development among student-teachers.
2. **The Context:** Mentor teachers devised a special timetable for morning prayers to avoid disrupting the regular class schedule as morning assembly is a mandatory requirement at the college for healthy and spiritual atmosphere.
3. **The Practice:** Every Wednesday, the committee organizes an assembly in the college assembly hall, where students recite prayers and discuss current events. Every student-teacher is required to attend this assembly wearing their college uniform. All in-charge tutors compile a cumulative record of all activities.
4. **Evidence of success:** During the student teacher's teaching practicum, a notable change was observed. During the internship phase, social and cultural values are imparted to them.

Best Practice-2

1. **Title of the Procedure:** Graduation School programme
2. **Objectives of the Practice are:** In order to improve Teacher education, student-teachers are provided with enhanced teaching skills.

- Soft Skills development.
- Interpersonal skill.
- Resume preparation.
- Simulated interviews.
- MOOC development.
- Online teaching expertise.
- Continuous and Thorough Evaluation.

3. **The Context:** The faculty has introduced a finishing school programme into the college curriculum to boost the confidence of B.Ed and B.A.B.Ed/B.Sc.B.Ed students through the acquisition of various skills resulting in a holistic development in the attitude of future teachers.

4. **The Practice:** It meets the needs and requirements of both advanced and slow learners. Designed for advanced students, the programmes are:-

- Presentation via PowerPoint.
- Engage them in online education.
- Conferences and seminars are organised.
- Influenced their participation in youth festivals.
- Team tasks are framed.
- To participate in discussion sessions.
- For slow students: Special classroom accommodations such as :-

?Extra care and a conducive environment provided by the faculty to ensure their comfort.

?Reexamine students with low scores.

?Discussion with parents in order to comprehend their past.

5. **Evidence of Success:** Student teachers are instructed in vocational and social skills to ensure their long-term viability.

6. The expenditure and other fees are covered by the college administration and the workshop is provided at **no cost** to the students.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The institution working is guided and oriented by its vision and mission statement. The vision of the Asian College of Education is to aspire to the educational advancement and welfare of society through excellence in activities. Institution consistently inspires students and provide a platform for skill development, ethical and human values enrichment.

The institution believes that its first and foremost duty is to ensure inclusive and affordable quality

education. In terms of quality education, must ensure the multiple skills development of its students and inculcate life long learning in them in order to make them globally competent, ethical strong human beings. Towards this objective, different mechanisms are adopted, which are given below:

1. **Inclusive and affordable education:** Inclusive and affordable education is a difficult venture in the phase of privatization, when profit is the only buzzword. The Asian College of Education is trying its best to help the needy and deserving students. The schemes of the government relating to SC/ST/OBC and minorities are fully implemented. Students are made aware about the schemes. T

   1. **For meritorious students, the institution has framed its own schemes.**

   2. **For economically weaker students fees are charged at an affordable rate and in easy installments.**

   3. **As per university norms, the fee is to be charged in two installments but the institution extends it to more than two installments.**

   4. **The girl students securing 85% or more marks in their 10+2 examination are exempted from the fees.**

   5. **The institution provides books, clothes and other maintenance charges of the needy and deserving students to fulfill their basic necessities.**

2. **Academic Activities:** The institution offers a blend of traditional and modern education through its academic programmes. To develop specific and general skills among students, these programs are designed for both B.Ed. and B.A. B.Ed./B.Sc.B.Ed. courses.

   1. **Classroom teaching is supplementedwith the use of ICT techniques like PowerPoint presentations and audio visual aids for better learning and understanding.**

   2. **Seminars and workshops are organised for the professional growth of the students.**

   3. **Our institution is taking steps toward MOOCs as this is going to be a turning step in the coming years through training.**

   4. **An audio/video recording studio has been set up in the college premises.**

   5. **During their internship phase, teaching practice takes place in various schools to boost their confidence and skills.**

   6. **Feedback from the stakeholders is collected for their improvement.**

3. **Skill Development through Co-Curricular Activities:** The institution offers a variety of co-curricular activities for the promotion of skill development among student-teachers.

   1. **To promote sports, a number of facilities are offered to the students which include full fee concession and other benefits.**

2. **Other co-curricular activities**

   1. **Students are encouraged to participate in other cultural and co-curricular activities. The students are motivated to show their talent by participating in youth festivals and literary, cultural, and artistic competitions.**

3. **Skill development through participation in activities : emphasis on lifelong skill development among students. skills such as critical thinking, problem solving , creativity, leadership, communication, collaboration, adaptability, etc. are developed in students through various activities.**

4. **Corporate Social Responsibility**

5. **Learning Initiatives**

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Asian College of Education has made great efforts to impart best and quality education to the students who are skillful but belongs to poor family. College provides free and compulsory education to the needy and deserving students. Scholarships and incentives are granted to deserving students. Girl students having 85% and above marks are exempted from the fee.

As there are many students from the economical weaker section of the society, where there is no atmosphere for education. Our institution is trying valuable efforts to bring the change in their personality.

Remedial classes are organised for slow learners where teachers can enhance their learning outcomes by using various techniques. The aim of the college is to make the students holistic in all the domains, so value added and add-on courses related to new teaching skills and latest technology are introduced from the very first semester.

Concluding Remarks :

To conclude it is to be said that Asian College of Education is a well-established co-educational college providing affordable and quality education to all. Asian College of education was incepted in the year 2015 for B.Ed. (Two Year Programme) and 2016 for B.A.B.Ed. / B.Sc. B.Ed. (integrated four-year programme). The basic approach of this college is to make the student disciplined, technological learned and social moral beings. The college provides academically rich learning environment with diversified teaching courses combining virtual teaching and real learning. The spirit of Asian College of Education is embedded in its motto, ***"Knowledge is Power".*** All the teachers work as a team for proper functioning of the institution. The college believes that *"**As all work and no play makes Jack a dull boy**"*. So, college involves students in outdoor activities like games, field trips etc.. For this purpose, there is a well-maintained playground in our campus. The institute is striving hard to achieve excellence, inspite of all the weaknesses and challenges it is facing at the moment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has select B. Any 4 of the above as per shared report by HEI.
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.
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 last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	12	12	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	12	12	12

1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	12	12	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	21	18	16	19

Remark : DVV has made the changes as per the Punjabi University syllabi, number of optional /electives including pedagogy courses.

1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.
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** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs**

	5. Collaborative tasks
	6. Assistive Devices and Adaptive Structures (for the differently abled)
	7. Multilingual interactions and inputs
	Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 8 Answer after DVV Verification: 12 Remark : DVV has made the changes as per shared mentor list.
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** **1. Special lectures by experts** **2. 'Book reading' & discussion on it** **3. Discussion on recent policies & regulations** **4. Teacher presented seminars for benefit of teachers & students** **5. Use of media for various aspects of education** **6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : A. Any 5 or more of the above

	Answer After DVV Verification: C. Any 3 of the above Remark : DVV has select C. Any 3 of the above as considered exposure to students about recent development in the field of education appropriately as per SOP.

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	
	    1. **Organizing Learning (lesson plan)**
	    2. **Developing Teaching Competencies**
	    3. **Assessment of Learning**
	    4. **Technology Use and Integration**
	    5. **Organizing Field Visits**
	    6. **Conducting Outreach/ Out of Classroom Activities**
	    7. **Community Engagement**
	    8. **Facilitating Inclusive Education**
	    9. **Preparing Individualized Educational Plan(IEP)**
	
	    Answer before DVV Verification : A. Any 8 or more of the above
	    Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : DVV has select C. Any 4 or 5 of the above as per shared report by HEI.

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** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : A. Any 8 or more of the above

	Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has select B. Any 6 or 7 of the above as per shared report by HEI.
2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per shared report by HEI.
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>72</td><td>69</td><td>93</td><td>56</td><td>81</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>22</td><td>69</td><td>93</td><td>56</td><td>81</td></tr></table> Remark : DVV has made the changes as per shared report of final year passed students by HEI.
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: E. None of the above
Remark : Supporting documents are not in the name of HEI.

| 3.2.2 | **Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** |

3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	1	0

Remark : DVV has considered books with ISBN numbers alone may be considered.

| 3.3.1 | **Average number of outreach activities organized by the institution during the last five years..** |

3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	12	16	13	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	10	11	05	09

Remark : DVV has considered outreach activities organized by the institution alone.

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years**
	3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
178	125	203	178	152

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
154	116	115	109	105

Remark : DVV has made the changes as per 3.3.1

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	5	10	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : None of the activities have been provided by HEI for Faculty exchange, Student exchange, research etc.

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Answer before DVV Verification : 10

Answer after DVV Verification: 05

Remark : DVV has considered only the functional MoUs with institutions of National and/or International importance, other universities, industries, corporate houses etc.

3.4.3	**Institution has linkages with schools and other educational agencies for both academic and**

	outreach activities and jointly organizes 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has select C. Any 3 or 4 of the above as per shared report by HEI.
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
28.8	18.8	19.6	22.3	21.8 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
0	0	0.77	0.41	0	 Remark : DVV has made the changes as per shared audit report by HEI.
4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has select C. Any 2 or 3 of the above as per shared report by HEI.
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.04	15.3	17.43	18.24	21.42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.14	3.11	3.69	2.82	2.15

Remark : DVV has made the changes as per shared report by HEI.

5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has select C. Any 3 or 4 of the above as per shared report by HEI.

5.3.2 **Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	15	25	19	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	7	5	3

Remark : DVV has made the changes as per shared report by HEI.

6.2.3	**Implementation of e-governance are in the following areas of operation**
	1. **Planning and Development**
	2. **Administration**
	3. **Finance and Accounts**
	4. **Student Admission and Support**
	5. **Examination System**
	6. **Biometric / digital attendance for staff**
	7. **Biometric / digital attendance for students**
	Answer before DVV Verification : A. Any 6 or more of the above
	Answer After DVV Verification: D. Any 2 of the above
	Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

6.3.3	**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**
	6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	20	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	11	2	1

Remark : DVV has made the changes as the activities conducted by sister institutions of HEI.

6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**
	6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**
	Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85.54	83.04	57.03	44.03	044.03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
83.04	57.03	44.03	44.03	12.29

Remark : DVV has made the changes as per shared report of Total funds received from non-

	government bodies, individuals, philanthropists by HEI.
6.5.4	**Institution engages in several quality initiatives such as** **1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements** **2. Timely submission of AQARs (only after 1st cycle)** **3. Academic Administrative Audit (AAA) and initiation of follow up action** **4. Collaborative quality initiatives with other institution(s)** **5. Participation in NIRF** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report by HEI.
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report by HEI.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles**

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

        Answer before DVV Verification : A. All of the above
        Answer After DVV Verification: C. Any 3 of the above
     Remark : DVV has select C. Any 3 of the above as per shared report by HEI.

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**
	1. **Code of Conduct is displayed on the institution's website**
	2. **Students and teachers are oriented about the Code of Conduct**
	3. **There is a committee to monitor adherence to the Code of Conduct**
	4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 of the above
	Remark : DVV has select C. Any 3 of the above as per shared report by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations