YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	National college of Education Loharu,Bhiwani
• Name of the Head of the institution	Dr. Pashmita
• Designation	Principal
• Does the institution function from its own campus?	No
• Alternate phone No.	01252258958
• Mobile No:	9992310612
• Registered e-mail ID (Principal)	pasmita3080@gmail.com
• Alternate Email ID	nationalcollegelhu@gmail.com
• Address	Near Surajgarh Railway Phatak,Loharu
• City/Town	Loharu
• State/UT	Haryana
• Pin Code	127201
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Chaudhary Bansi Lal University Bhiwani**
• Name of the IQAC Co-ordinator/Director	**Neetu Bai**
• Phone No.	**9671317210**
• Alternate phone No.(IQAC)	**01252258958**
• Mobile (IQAC)	**9671317210**
• IQAC e-mail address	**nceiqac@gmail.com**
• Alternate e-mail address (IQAC)	**nationalcollegelhu@gmail.com**
3.Website address	www.nationalcollegeloharu.com
• Web-link of the AQAR: (Previous Academic Year)	http://nationalcollegeloharu.com/sectionE.php?AM3
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://nationalcollegeloharu.com/section11.php?AM11

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B**	**2.18**	**2012**	**10/03/2012**	**09/03/2017**

6.Date of Establishment of IQAC **02/12/2016**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	**0**	**0**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

To make necessary measures for improving the quality of lesson planning and teaching models of the students. Five day workshop was organized on "Quality improvement of lesson planning." In this all types lesson planning ware discussed along: Formulation of instructional objectives Formulation of content specific objectives Drawing out of learning outcomes Effective use of ICT Interactive teaching Reflective teaching Backboard sum up Evaluation and feedback

Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Faculty suggested for optimum use of ICT. PPT of lesson/topic for discussion prepared.

Faculty held its meeting to workout review all activities performed in the past and evaluate its input and output to declare which one could be termed as the best activity of the year.

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

be provided).

Plan of Action	Achievements/Outcomes
Institutional Social Responsibility activities were given due importance	Many activities were organized during the session. Detail report in annexure
Academic Calendar	The Academic Calendar for the session 201920 was more elaborate and was successfully executed.
Faculty Development Programs were organized to ensure the continuous learning for teachers.	continuous learning for teachers. Three faculty development programs were organized during the session.
Academic autonomy was ensured through systematic check points	All courses follow a lecture plan and all teachers prepare a course-file for their respective subjects each semester.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	30/09/2020

15.Multidisciplinary / interdisciplinary

The college aims to bring in flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

• No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and

academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.

• Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

• Emphasis has been on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four-year undergraduate programme. Single discipline universities, along with Multidisciplinary Education and Research Universities (MERUs) and a National Research Foundation.

16.Academic bank of credits (ABC):

17.Skill development:

Following skills work as leading force towards vocational training :

Ø Intellectual Skills

Ø Socio-cultural Skills

Ø Life Skills

Ø Communication Skills

Ø Vocational Skills

Ø Psychomotor Skills:-

*   Non-Verbal (Motor) skills

*   Verbal (Communication) Skills

*   Skills Conducive to Human Relations

*   Technical and vocational skills- Generic skill development needed for enhancing :

•   Operative capability;

- Adaptive Capability;

- Innovative capability;

- Multiple skill generation capability;

- Organisation building capability;

- Policy, Planning and implementation capability; and

- Entrepreneurship and marketing capability

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

- The NEP talks about granting graded autonomy to colleges, in a move that will phase out affiliation of colleges to universities in the next 15 years.

- A new National Curriculum Framework for Teacher Education, NCFTE, will be framed by 2021. The BEd degree is likely to become a four-year integrated course by 2030.

- Extreme emphasis has been given to digitalisation of higher education and open learning systems to boost the GER.

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

20.Distance education/online education:

Online courses, digital repositories, student services towards making this a reality will likely be developed. An autonomous body, the National Educational Technology Forum (NETF), will also be created to encourage the use of technology in college education.

Extended Profile

2.Student

2.1	199
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**200**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File](#)

2.3	**100**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File](#)

2.4	**195**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**195**

File Description	Documents
Data Template	[View File](#)

2.6	**200**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1	**572525**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2 Total number of computers on campus for academic purposes	16

5.Teacher

5.1 Number of full-time teachers during the year:	19

File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	28

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Being an affiliated body under Chaudhary Bansi Lal University, the college offer curriculum planned and designed by the University.To meet the objectives, collegehas developed robust strategies and action plans to ensure effective implementation ofcurriculum. National College of Educationis mandated by the University and activities are enumerated below with details of some important steps:

1.Lesson Plan: Once subjects are allocated,Lesson Plans are prepared as per the guidelines.

2.Orientation Programme: Orientation Programme is organised for new students and their parents are made aware about course, class, time-table, faculty, staffs, support system, activities/events, examination, rules & regulation and code of conduct.

3. Industrial/plant tour/visit, community visit and educational tour: For the development of practical awareness about industries and other domain for enhancement of surrounding environment.

4.Presentation/Test:As a part of the pedagogy, students are assigned topics to make presentation and/or test. They are assessed/evaluated. as part of internal assessment.

5. Internal Examination/Assessment (Written): Subject-wise Internal Examination is conducted asInternal assessment.

6. Interaction with the students on their performance: After written test, faculty members interact with the students with the evaluated sheet on their performance and guide them further improvement, wherever required.

7.Preparatory Classes: Before commencement ofEnd-term examination, preparatory classes are scheduled for students-in-need.

8. External (End Term) Examination: Students are notified about the centrethrough College Notice Board and website.

9. Result Analysis: After declaration of Result by University, analysis is done for assessing actual pass percentage and its merit list.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni | C. Any 3 of the above

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://nationalcollegeloharu.com/section21.php?AM21
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

3

File Description	Documents
Data as per Data Template	**No File Uploaded**
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	**No File Uploaded**
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
Any other relevant information	http://nationalcollegeloharu.com/section11.php?AM11

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

2

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

2

File Description	Documents
Data as per Data Template	[View File](#)
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

200

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

200

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The institute is running B.Ed program. The curriculum isdesigned by Indira Gandhi University in such a manner that Institution integrates crosscutting issues relevant toProfessional Ethics, Gender, Human Values, Environment andSustainability.

The institution took care to inculcate values related to environmentand sustainability through various programs and activities. The institute conducted following activities. Debate competition on the topic "use of plastic should be banned". Workshop on "social entrepreneurship , swacchatta andcommunity engagement" Debate competition on the topic "should school ban the use ofcell phones in school?" Counseling and guidance session Gender Equity An Internal Complaint Cell has been formed for Redress of complaintsrelated to sexual harassment. The Cell is involved in prevention, prohibition and reprisal the complaints regarding sexual harassmentof women employee and students. Additionally, our institute organizes special programs ongender equality are:- Guidance and counseling session Women's day celebration Program on Women Empowerment Guidance lecture for female students Human values and ethics,ethics & social responsibility and Value Education in B.Ed covers the human values andethical aspect in curriculum. Beside the syllabus, the institutionconducts various activities to inculcate human values in studentsand staff members.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Our institution initiates to build and promote an environment for cultural and spiritual values among the students and staff. Various commemorative days are celebrated to bring harmony and to develop the emotional and religious feelings among the students and the faculty members. like New-year's day, Fresher Party ,teacher's day, orientation and farewell program, Induction program, plantation, Women's day, Yoga day, festivals. To inculcate the cultural and religious values all the festivals are also celebrated in campus. Like: Diwali Dashara Mela celebration, Holi celebration, New Year celebration, Lohri celebrations, etc. Apart from the above celebrations our institute also initiates the following programme to aware students about communal socioeconomic diversities.

India is generally known for "unity in diversity". It means that we have a lot of different cultures co-existing in India. School is one such place where cultural diversity is high. Children who otherwise are not aware of the existence of different cultures, meet children of other culture at schools.

Advantages of teaching cultural diversity to students: * It helps students learn new things, a different culture has to offer. * It makes students patriotic. Once they learn about various culture of India, they begin to understand their importance and they will start respecting what the country has to offer. * Helps students learn new languages. It might help them at some point in time. * Helps students value the rich heritage that India has. * Helps them break barriers and to value unity. * Helps them overcome differences.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Intellectual

- **The College is committed to sustained high quality education.**
- **To make employable and responsible citizens with the value education in focus.**
- **Promote by providing pos-entrance level financial assistance and concessions to the students of who have been 'deprived of education due to their poverty'.**

Academics

- **The college is committed to the principle of grace in life through learning to ensure the growth of human resource of the country.**
- **It nurtures intellectual and academic quest among the student teachers.**

Training

- **Developing latest professional life skills**
- **Training learners to excel in all spheres of life, useful and purposeful to the society**
- **Developing effective trained manpower for education for contributing in the process of nation building**

Equity

The college is committed to

- Providing education to all irrespective of considerations of caste, creed, religion and the social strata
- Providing quality education for overall growth and development of general
- The college follows state reservation policy in favour of the SC/ST and OBC

Self Development

The college strives

- To make the youth self reliant and capable of showing direction to others.
- To improve communication skills

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

200

2.1.1.1 - Number of students enrolled during the year

200

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

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

18

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

18

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The institute has designed two fold assessment plans to identify the learning abilities at the entry level. At the time of enrollment; students are categorized under various categories including advanced learner and slow learner on the basis of their 10+2 marks and accordingly the students are provided with the remedial classes in

the initial 2 weeks in the beginning of the Academic Session.In the beginning of the academic year 15 days special classes are provided to non subject students which enable them to cope with the program. The Department is conducting Bridge Course in two areas - basics of accounting and Basics of Computers to enable students to cope with the course. The second one is during academic session; a continuous assessment includes Daily Home Assignments, Class Assignments, Seminars and Group Discussions, Quizzes, Class Tests, Projects, Internships, Viva[1]voce examinations, enable effective assessment of learning levels of students. In addition, teacher-student interactions, and mentors –mentees system helps to identify the obstacle or difficulty in learning process of students. Faculty members and various Committees regularly counsel students to improve their performance to ensure their academic growth. The Institute employs varied evaluations to test both Quality and Values. Continuous evaluation system with different types of assessments spread throughout the semester. The Institute has well-defined models of evaluation with varied types of assessment to effectively evaluate outcomes, both at the course and the program level.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

12.5:1

2.2.4.1 - Number of mentors in the Institution

16

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

2.3 - Teaching- Learning Process

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

NCE practices a teaching methodology focusingon imparting education through a student centric approach. The Course curriculum is defined by the university which has separate programme specific objectives and programme outcomes. It also helps to students in self-evaluating their performance at the end of the course. Feedback is given by students at the end of each semester. Faculty members usemany ways to make lecture interactive and interesting like lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. these methods makes teaching and learning effective.In a student-centered classroom, the focus of activity is the student. In this learners are encouraged to participate in a series of tasks including speaking, listening, writing and collaboration with other students. These are: Project methods: The project methods provide freedom of thoughts and free exchange of their views. In education department students have to prepare some models to make teaching learning process easy and effective and they used these materials in their internship project. Interactive methods:Class room discussion in various topics is done under this method. These activities make learning easy and interactive. Experiential learning: Experimental/Laboratory method is used to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Students take interest and learn things via experiential learning. In education department we have art and craft lab, psychology lab and curriculum lab.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

19

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

200

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

teacher-student interactions, and mentors –mentees system helps to identify the obstacle or difficulty in learning process of students. Faculty members and various Committees regularly counsel students to improve their performance to ensure their academic growth.Mentoring remains a viable policy option in education. However, for purposeful mentoring to occur, a prerequi site is the acceptance of its complexity in carrying out the mentoring function. This implies careful planning. Teachers are valuable resources in education, and high quality performance in teaching is an essential ingredient of educational improvement or reform. To assist beginning teachers, it is necessary to support their performance in the classroom from the very beginning of their teaching careers. Support in the form of well-designed mentor ing programs can be pivotal in inducting new teachers into the profession and keeping them in education. The stakes are high. Quality teaching is essential if the mission of education is to be fulfilled. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and pre pare students for the next century. However, to be effective, mentoring programs must be developed that take into account the complexity, process and function of the programs.

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

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

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

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

teaching-learning resourcesaided to retain more concepts permanently. Also, students can learn better when they are motivated properly through different teaching-learning resources. It also provides complete example for conceptual thinking and creates the environment of interest for the student.Teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching of particular academic skills, but as importantly, thefostering of student self-esteem. Reinforcing self-esteem in the classroom is associated with increased motivation and learning.

What are the benefits of teaching/learning process?

Including reflective learning strategies in your lesson plans will

benefit students in the following ways:

- **Improve Student Performance. ...**
- **Boost Engagement in Class. ...**
- **Develop Critical Thinking and Coping Skills. ...**
- **Enhance Student Motivation. ...**
- **Improve Overall Effectiveness.**

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	**No File Uploaded**
Reports of activities with video graphic support wherever possibl	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied	**Four/Five of the above**

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

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

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

Two of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement

Four of the above

provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	**No File Uploaded**

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams

Three of the above

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The college plans internship programme including the following components.1.Visits to Innovative Centres of Pedagogy and Learning. 2. Action research. 3. Developing Unit Plans in advance than teaching. 4. Creating and maintaining resources for teaching-learning in the internship schools. 5. Co-curricular activities.

In teacher education internship has three stages. (1) Pre-internship, (2) Internship, (3) Post internship. The pre-internship

activities include selecting school for the internship, making groups of trainees, arrange time table, write unit plan, planning of activities ect. 2 The internship is a field experience for trainees, which includes practice teaching and all activities of the school. The post-internship activities cover final report of internship and evaluation. Internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. We know that if internship programme is done with complete involvement of trainees, it may be useful in evaluating teacher's ability. It supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting. Internship would help trainees to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice.

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

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

2.4.9.1 - Number of final year students during the academic year

168

File Description	Documents
Data as per Data Template	No File Uploaded
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests	Nine/All of the above

Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

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

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

The assessment of the student teacher's performance and achievements at different stages during the school internship will be required for certification purposes as per the scheme of evaluation prescribed by the affiliating body. The assessment of interns' performance in tasks undertaken by them shall be done jointly by the teacher education faculty, school principals and mentor teachers. The teacher education institutions will make available to the schools the detailed guidelines for the evaluation scheme (provided in the Internship Handbook of NCTE). ? NCTE shall develop Internship Guidelines for State Governments/SCERTs, and Internship Handbook for Affiliating Universities, TEIs and Internship Schools for implementation of school internship. NCTE shall also orient University Education Faculties and SCERTs as master trainers to further orient the TEIs and Internship Schools. 5 ? The State Government shall facilitate availability of especially Government Schools to the TEIs and in the smooth implementation of School Internship. ? The Internship Schools shall take responsibility in engaging and assessing student teachers, and shaping their attitude and experiences on school and community engagement.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	**No File Uploaded**
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

2

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

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

6

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

6

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

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

Facilitating the creation of a learner-centric environment conducive

to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process;Enhanced a positive Online Learning/teaching friendly Environment for the students through virtual classrooms to promote inclusive and democratic learning.

Our Institution is carried out the Faculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking &Punctuality Behavior with Colleagues, Subordinates & with students Academic Performance and Teaching Performance.

The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. The College facilitates the best faculty/ teacher by honoring at the time of "Aspire", (a cultural event of the College) every year. Performances of faculties are evaluated on following criterions.

Integrity : 10 Marks Service Length : 10 Marks Sincerity, Hardworking &Punctuality : 10 Marks Behaviour with Colleagues, Subordinates& with students : 10 Marks Academic Performance : 20 Marks Teaching Performance : 40 Marks Criteria for evaluation of Academic Performance.

Extended all supports to the students and faculty members by organizing various seminars, workshops, conference, faculty development programs for ensuring continuous learning and quality in higher education.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Before commencement of the academic year, University publish Academic Calendar comprising schedule for classes and examination along-with cultural and sports activities at University level and release the same to the institutions for all the programmes for timely and properly completion of the academics. On receipt of University academic calendar, NCE prepared the academic calendar by

incorporating tentative schedules for the activities related to cocurricular, extracurricular, cultural, sports, conference, seminar, FDP, workshop, various training & awareness programmes, teaching practices, social outreach etc. on the basis of inputs from programme co-ordinators along-with internal examination (class test) schedule & other related matters fitting in the timeline given by the University. Both the academic calendars, released by the University and prepared by the institution, are shared by with departments to ensure proper implementation and hosted on the website for wider dissemination.

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The Student Grievance Redressal Committee looks into the complaints lodged by students andjudges each case on its merit. Thecommittee is empowered to look into both academic and non-academic matters. It has been constituted to maintain a responsive, disciplined, accountable andharmonious atmosphere among all the members of the institute. The committee meets one in three months or as and when required at the instance of the Nodal Officer.

Redressal of grievances at institute level:

Departmental Level: The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, unit tests. The midterm marks are allotted based on defined strategies and displayed on notice board. Query if any is discussed with faculty and HOD.If students are facing any problems, they are solved by the institution Chief Examination Officer appointed by the university. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination section.

Redressal of grievances at University level: The queries related to results, corrections in mark sheets, other certificates issued by university are handled atexamination section after forwarding such quires through the college examination section. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Internal Examination/Assessment (Written): As per the scheduled date/week given by theuniversity, Subject-wise Internal Examination is taken in the form of written test as a part of the Internal assessment.Institution follows the ordinance of theUniversity for conduct and evaluation of the examination and related rules and regulations thereupon formulated and issued by the University.

Internal Assessment Process is conductedas per the guidelines of the University by the examination department of NCE and kept in records as per the norms of the University. Continuous evaluation by teachers (Internal Assessment) is done on the basis of students' performance in terms of assignments, presentations, class tests, practical file, viva and case studies.As per the scheduled date/week given by the university, Subject-wise Internal Examination is taken in the form of written test as a part of the Internal assessment. Awards sheets of all subjects for the Internal Continuous Assessment pertaining to each student are prepared through the respective faculty members.Students are communicated their subject wise internal assessment marks before their end term examinations.

2.7 - Student Performance and Learning Outcomes

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

The College adopts Outcome based education. The following mechanism is followed by the institution to communicate outcomes to the teachers and students. Every year Institution organizes an orientation program in the beginning of academic year. PPTs are prepared and presented by the heads of the department to provide complete information about the courses and program outcomes. The Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are uploaded on the Institution website and hard copies of syllabus are provided to students at the beginning of the session. The importance of the learning outcomes are communicated to the teachers in IQAC Meeting and Staff Meeting. Initially 5-7 lectures are given by the faculties for introducing the subject in all the programmes. The students are also communicated about the Programme outcomes, Programme Specific Outcomes and Course outcomes in classroom Meetings.

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

2.7.2 - Pass percentage of Students during the year

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

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

The NCTE Regulations, 2009 made an attempt to broaden the scope of practice-teaching by emphasising the importance of providing experience of all activities and programmes of the school to the student-teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement' by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes. Program Outcomes (POs): It represents the knowledge, skills and attitudes the students should have at the end of a course completion of their respective program. Course Outcomes (COs): It defines the cognitive processes, built by a course and programmes. It gives the resultant knowledge and skills that a student acquires at the end of each course. Program Specific Outcomes (PSOs): These are statements that defines outcomes of a program which make students realize the fact that the knowledge and techniques learnthavedirect implication for the betterment of society and its sustainability.

The assessment of the student teacher's performance and achievements at different stages during the school internship will be required for certification purposes as per the scheme of evaluation prescribed by the affiliating body. The assessment of interns' performance in tasks undertaken by them shall be done jointly by the teacher education faculty, school principals and mentor teachers. The teacher education institutions will make available to the schools the detailed guidelines for the evaluation scheme (provided in the Internship Handbook of NCTE).

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

99

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

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

The past few years have witnessed a paradigm shift in the concept of school internship courses in India.While the Internship put in by student-teachers in designated schools, the rest of the four weeks are spread over other semesters and involve activities like school visit, classroom observation, individual and group assignments. Out of the 16 weeks full-time school internship, two weeks are for community work, and the rest be divided equally between practice teaching and all school-based activities.

Teacher Preparation: Joint Responsibility of NCTE, State Education Departments, Schools, Affiliating Bodies Performance Assessment by TEI and Schools Intern[1]Teachers as Full-Time Teachers Competent and Willing Internship school teachers as Mentor Teachers School Experience in Diverse contexts: 80% Govt Schools, 20% Non Govt Schools Internship Schools as Lab Schools 4 performed by regular

teachers of the school.Some competent and willing teachers of the 'internship schools' could be designated as "Mentor Teachers".

In an academic session, 3-4 student-teachers could be attached with a mentor-teacher keeping in view his /her subject specialisation. The identified mentor-teachers who could be treated as members of the extended teacher education faculty shall be provided intensive orientation to the responsibilities of a mentor-teacher to avoid wastage of resources. It has been proposed to earmark 80% of time for Internship in Government and 20% of time in Private Schools. The schools identified for hosting the internship aretreated as lab schools. These schools should be available to the faculty and students throughout the year for observation, experimentation, interaction, information gathering, etc.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.nationalcollegeloharu.com/section22.php?AM22

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

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

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

0

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

3.3 - Outreach Activities

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

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

5

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

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

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

20

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

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

18

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

18

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

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

Social Outreach Activities 2021-2022

1. Right to Equality Awareness Lecture

No. of participants:177

2. Gender Equality Awareness Programme

No. of participants:133

3. Tree Plantation Drive:

    1. 60 Tree plantations

    2. 100 Saplings distribution

4. Corona Virus Awareness Lecture

    No. of participants:155 Students

5. Women Health and Hygiene Awareness Campaign

    No. of participants:132

6. National Youth Day

    No. of participants:158 Students

    Beneficiaries:40 Slum Dwellers

    Services:

      ◦ **Health Check-up Camp**

      ◦ **Distribution of Winter Clothes to slum Dwellers**

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation	None of the above

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

It is essential for any educational institute to provide ICT enabled Instruction Facilities for teaching learning process. The management of the college has positive approach with full commitment for providing all supports to maintain and utilize them. To provide adequate space for effective teaching and learning process like: 1. College has spacious classroomsequipped with white boards and cameras. Class rooms are also equippedwith LCD projectors to facilitate the Audio, Visual Presentations. 2. Separate Staff Cubical for all the Faculty members with the facility of desktop/laptop. 3. Reading room has been allocated for accommodating more students. 4. The computer laboratory has also been expanded and well equipped. 5. Campus is Wi-Fi enabled. 6. Library is equipped with text and reference books related to subjects, competitive exams, national and international journals, project reports, newspapers, magazines, e-books, e-journals to meet the expectations of the teachers and students with the changing time. 7. Institute has well equipped Art and Craft Resource Centre, Curriculum lab with component of language and Soicial Studies, Health and Physical Education Resource Centre, ICT Resource Centre as per requirement.

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), etc. for the holistic development of the students. The Institution has earmarked specific spaces for extracurricular activities for the indoor and outdoor games and made available to students. The institution has a Mutlipurpose Hall which is well furnished and equipped with projector and audio visual aids to conduct various activities for students as well as staff members.

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

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

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

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

700000

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

4.2 - Library as a Learning Resource

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

Our institution has central library which covers text books, reference book and others books with foreign, peer-reviewed journals

and bound volumes of journals. Our Library is well furnished to accommodate more than 50 students at a time and provides conductive environment for study. The library has under closed circuit television (CCTV) surveillance Cameras. DELNET: The Institution has DELNET (Developing Library Network) for promoting resource sharing among the libraries through the development of a network of libraries. It aims to collect, store, and disseminate information besides offering computerized services to students and faculty members. KOHA (Version: 20.11.03.000): The library has developed the database of its own collection through the library software named KOHA. We introduced KOHA in our library in 2021. Library is fully computerized with barcode-based issue-and return process. By KOHA a particular book can be found by Title, Author, Subject name etc. Library Automation: library is partially updated in the library software database and it still in progress.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

- The college library has computer and internet facilities
- Computer and internet services are used by staff and the students alike. Details on the access to the staff and students and the frequency of use, are as follows:
- Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

File Description	Documents
Landing page of the remote access webpage	**No File Uploaded**
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

38250

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

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

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

16

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**Two of the above**

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

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Our institution has well equipped computer lab for the students. Our college building including library is facilitated with the Wi-Fi connectivity. Institute updates its IT facilities on regular basis and new equipment also has been purchased as per the requirements. We have open access of Wi-Fi connectivity for all students and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching

staff member use the ICT in the classrooms and laboratories, whenever needed. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating: Computer is formatted in regular basis. All computers has anti virus Computers have been formatted by our computer operator as per the requirement. Anti-virus is regularly installed in computer Wi-Fi connectivity is available as mentioned in 4.1.1, Institution has CCTV installed in every classroom. We are using 100 Mbps Internet speed in our campus.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

8:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

600000

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

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

It is very essential for any educational institute to provide estate of-art Infrastructure, ICT enabled Instruction Facilities and all Facilities for Extra-curricular Activities (Sports, Cultural and Academics). The management of the college has positive approach with full commitment for providing all supports to maintain and utilize them. Accordingly, the college follows the guidelines of regulating bodies. Page 35/68 07-06-2022 10:49:49 Annual Quality Assurance Report of SANT HARI DASS COLLEGE OF HIGHER EDUCATION In order to create and enhance infrastructure that facilitates effective teaching and learning, the policy of the institution is To cope up the contemporary educational environment in order to learn and

implement the new developments for improvement. To get feedback of the stakeholders for improvement and better maintenance. To comply the suggestions put forward by the internal and external auditors and the regulating bodies. To provide adequate space for effective teaching and learning process like: 1. Reading room has been allocated for accommodating more students. 2. The computer laboratory has also been expanded and well equipped. 3. The Institution has furnished air-conditioned in the area of Reading Room and ICT Lab andalso Final year Classrooms have been facilitated with LCD Projector. 4.Campus is Wi-Fi enabled. 5. Library is updated with latest edition of text and reference books, journals and e-journals to meet the expectations of the teachers and students with the changing time.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	**No File Uploaded**
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
150	157

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

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

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

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

20

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

5.3 - Student Participation and Activities

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

Students are very important stakeholders of an institution. Students support and contribution is an integral part in institutional growth and development. To operate institutional activities we provide opportunity to our student council to get involved in various administrative, co-curricular and extracurricular activities. Each committee is constituted with 5-7 faculty member and 5-7 students.

A list showing students representation and engagement in various administrative, co-curricular and extracurricular activities has been given as a sample and a separate list of committees for student's representation on various bodies as per established processes and norms have been attached.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	**No File Uploaded**
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Former students or alumni of an institution can play an immensely positive rolein higher education transformation. The college makes all round efforts for Continuous Engagement with the Institutions likevisiting and interacting with faculty and students, responding to emails, providing contact information to the institutions, visiting the institutions' websites regularly to keep abreast of what is happening, giving suggestions and feedback, etc.

The College-Alumni engagement model started from interest and responsibility to build mutually beneficial and enduring relationships.

Role model and Inspiration:Alumni members are effective role models and Inspiration for students to enhance institutional credibility and visibility. Alumni membersshare useful personal experiences with students on diverse aspects of the academic and social life, including adequate time and financial management, self-discipline and character formation, soft skills. One key area of support is mentoring them on career opportunities in the job market. Alumni can also open channels for students to undertake practical learning or internships to gain work experience in some of the alumni work institutions. Providing . Most higher education institutions worldwide have representations of alumni on their governing Councils and Boards and other statutory Boards and Committees to enhance institutional governance. Such Alumni bring their practical experience to bear on the decisions and policies of the University.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development	Five/Six of the above

Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	**No File Uploaded**
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	**No File Uploaded**
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

1

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

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

The National Education College acknowledges that Alumni Association's support is crucial for the all roundgrowth of students. Alumni members are encouraged to intereact with school management, faculty menmbers and students.

1. Assists students in transition to university life.2. Help students to explore and clarify their values. 3. Encourages the development of relationships and friendships and a sense of belonging to a campus community. 4. Assists in identifying financial aid resources for needy students. 4. Creates opportunities to expand

the cultural and aesthetic horizons of students 5. Sensitizes students on how to resolve personal and group conflicts.6. Provides special programmes and services for students who have learning difficulties. 7. Contributes to the understanding and appreciation of ethnic differences, diversity, racial challenges.8. Creates opportunities for leadership development of students.9. Establishes programmes that encourage a healthy lifestyle and reduces misbehavior of students. 10. Provides counseling and career guidance, helping to clarify professional goals, exploring options for further study or career choices.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Our Institute has a vision and mission to serve better and to overall development of the students. Our mission and vision are as follows:

Vision & Mission

Vision National College of Education aspires to be a leading institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster life long learning. Mission

- To develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.
- To develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
- To provide opportunities to the faculty and the students to undertake action research projects contributing to new insights into the teaching learning process
- To enable the students to live in harmony with oneself and

- with others in the profession, community and society at large.
- To instill the spirit of fellowship among students, to prepare them to be global citizens through cooperation and peaceful coexistence.
- To inspire students for life long learning and for reaching the unreached.

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

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

The Institutions believes in the practices of decentralization and participative management. For practicing Decentralization in our institution various committees and cells have been formed: IQAC Committee, Anti Ragging committee, Grievance redressal committee, sexual Harassment committee, admission council, sports committee, guidance and counseling committee.

NAME OF COMMITTEE ROLES OF COMMITTEE 1. IQAC Committee Development and application of quality benchmarks; Setting parameters for various academic and administrative activities of the institution; Facilitating the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process; Collection and analysis of feedback from all the stakeholders on quality-related institutional processes; Maintaining the inventory of distribution sports equipments to the students on daily basis. Maintain the database of students interested and take part in sports activities. 6. CCA Committee Make plans for all the cultural events and execute the same. It includes Scheduling the events estimating Budget for event. Estimating no. of participants. Maintain the database of students interested and take part in various activities. Preparation of reports on all the activities and maintaining records of all the activities. 7. Admission Committee

Handled all the activities related to admission. 8. Guidance and Counseling cell Guidance and counseling cell is formed to guide the students for career and help them to take decisions. 9. Examination Committee Scheduling and Conducting internal exams. Make necessary arrangements to conduct external exam if it required.

File Description	Documents
Relevant documents to indicate decentralization and participative management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

ational College of Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution. Committees verify the income and expenditures of a year and submit the detail report to the management. External audit is conducted once in every year by a chartered accountant who audits the balance and Income & expenditure of the institution and submits the report to management. Audits are based on generally accepted auditing standards. In this report auditor express their opinion on the financial statements.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Our institution truly believes in inculcating value system among the students. We provide platform to pay their responsibilities towards the national development through contribute their efforts to community and society. The outcome of this approach of the institute was realized through the following activities.

VOTER AWARENESS PROGRAMME: NCE in association with Local Development Committee organized voter awareness programme for the residents of Loharu.

FACE MASK AND SENITIZERS DISTRIBUTION: NCE organized free Mask and Senitizer distribution to the poor families. More than 200 poor families got the benefit of Mask and Senitizers.

SWACHHATA ABHIYAN: NCEorganized Swachhta Abhiyan that was led by the students and the team of Teachers.

Beti Bachao Beti Padhao Abhiyan: Students of NCE continuied to take out rallies in support of Beti bachao, Beti Padao Abhiyan.

Tree Plantation:Students took the lead in planting several trees in the college premise and also in and around the institute for a greener and pollution free environment.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.nationalcollegeloharu.com/vision.php
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Hierarchical structure of our institution has been formed to clearly delineate duties, responsibilities, accountability, and powers at each level. Day-to- day administration of department is carried out by Heads of Departments under guidance of Principal.All stakeholders participate actively in administration of the institute. It consist various committees at institute and department level for effective functioning. Roles and functions of the committees are organized and defined as per the instructions of principal of the institute and university requirement.

APPOINTMENT, SERVICE RULES AND PROCEDURE: All posts are filled by advertisements. Appointments of the staff of the College except that of the Principal shall be made by the Selection Committee constituted by the Chairman. Appointing Authority for teaching posts: (a)The Chairman(b)Principal, (c) Director, (d) 2 subject

experts in relevant field (from outside the institution, not below the rank of Professor).

For Non Teaching Selection Committee: - (a)The Chairman, (b) Principal,(c) Director, (d) 2 experts in relevant field (from outside the institution).

Medical Fitness: Every appointment is subject to condition that the appointee is certified by a medical authority for health and physically fit to serve institution.

Salary and Allowances: All employees are entitled to pay according to pay scales as per university norms. All permanent appointments shall ordinarily be made on probation for a period of 1 year after probation period, the appointee, if confirmed, shall continue to hold the post, till the close of the academic session.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

RESPONSE-- practices decentralized and participative management for all academic and extracurricular activities. Decision relating to all academic activities is brought to the notice of the principal and the entire staff members meet together, discusses how decisions would affect the academic calendar and only then decisions are made. This is the regular practice Two practices that showcase this decentralized, participative process include: 1) Establishment of Committees: Various committees are in place for grievance redressal, staff selection, student selection, etc. which have their own policies and processes and the members in charge are able to make decisions pertinent to their activities 2) Democratically Elected Student Council: A democratically elected Student Council plans, organizes, and executes various co-curricular and extracurricular activities under the guidance of a faculty coordinator

The Admission Committee counsels prospective candidates for admission before the Application Forms for admission are released The Admissions Committee (for admissions) involves all members of the staff who co-operate and work at different levels. They also sit in at interface meetings and meet parents and students prior to admission. Planning Board (for financial planning and implementation) involves the participation of teachers and non-teaching staff.

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

6.3 - Faculty Empowerment Strategies

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

NCE has effective welfare measures for its teaching and nonteaching staff. The various welfare schemes are as follows: 1. Free in campus medical facilities 2. Free Psychological counseling 3. Computers with Wi-Fi facility 4. Canteen 5. Free transport 6. Sports facilities Apart from above teaching and non teaching staff can also avail following facilities.

Casual Leave: Each employee can avail 8 days paid leave in an Academic Year subject to Two (2) days maximum at once and at most Four (4) days leave per Semester. 1. Medical Leave: An employee can avail Medical Leave for Two (2) days without submitting any documentary evidence. An employee can avail Medical Leave for more than Two (2) days by submitting documentary evidence along-with Medical Certificate issued by any Registered Medical Practitioner as per following details. 1. Fifteen (15) days Paid Leave or Thirty (30) days Half-paid Leave adjusting Two (2) days, if availed as above.2. More than 30 days up-to Six (6) months, all absence shall be considered as LWP. 1. Maternity Leave: A woman employee of the Institution shall be eligible for paid Maternity Leave for a maximum period of Three (3) months and Fifteen (15) days.

Study Leave: A Faculty can avail Six (6) months paid Study Leave.

Leave for Evaluation/ Examination work: Each Faculty Member can avail Four (4) days paid leaves per Semester for the purpose of Evaluation/Examination work of the University. 1. Leave for U.R. Duty: Each Faculty Member can avail Four (4) days paid leaves per Semester for the purpose of UR duty/University Examination.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

6

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Our Institution carries outFaculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking &Punctuality Behavior with Colleagues, Subordinates & with students Academic Performance and Teaching Performance. The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. Performances of faculties are evaluated on following criterions. Integrity : 10 Marks Service Length : 10 Marks Sincerity, Hardworking &Punctuality : 10 Marks Behaviour with Colleagues, Subordinates& with students : 10 Marks Academic Performance : 20 Marks Teaching Performance : 40 Marks Criteria for evaluation of Academic Performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

National College of Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution. Committees verify the income and expenditures of a year

and submit the detail report to the management. External audit is conducted once in every year by a chartered accountant who audits the balance and Income & expenditure of the institution and submits the report to management. Audits are based on generally accepted auditing standards. In this report auditor express their opinion on the financial statements. An audit includes the following: An examination which is based on evidence to support the amount and disclosures in financial statements. Audit also includes assessing the accounting principles used. Evaluation the overall financial statements.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

NCE adopts the following strategies for mobilization of funds and the optimal utilization of resources.

MOBILIZATION OF FUNDS: Sources of income 1. The student fee is the

main source of income for the institute. 2. Institute also raised funds by utilizing infrastructure and other facilities for examination centre.

Utilization of funds: To mobilize the above funds all expenditures are allocated on repair and maintenance of college building, salaries of the staff, staff welfare, student scholarship, on Events such as convocation, Welcome for fresher's and farewell etc.

OPTIMUM UTILIZATION OF RESOURCES: Our institution has the provision to sanctioned travel expenses for faculties who are willing to present a research paper or wants to attend national level conferences held anywhere in India. Our faculties are encouraged to use best ICT tools and equipments to make teaching and learning process more effective. Apart from course, curriculum duration is determined by the university, we provide extra classes to our slow learners with the use of available facilities and infrastructure. The college infrastructure is utilized for the exam centre (Government examinations /University Examinations).

National College of Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution and income and expenditures of a yearof the institution are submitedand reported to management.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

National College of Education has a mechanism for internal and external audit to ensure financial compliance. The internal audit is conducted twice in a year by the internal financial committee of the institution. Committees verify the income and expenditures of a year and submit the detail report to the management. External audit is conducted once in every year by a chartered accountant who audits the balance and Income & expenditure of the institution and submits

the report to management. Audits are based on generally accepted auditing standards. In this report auditor express their opinion on the financial statements. Our Institution is carried out the Faculty Appraisal, annually, based on certain administrative and academic criterions such as Integrity, Service Length, Sincerity, hardworking &Punctuality Behavior with Colleagues, Subordinates & with students' Academic Performance and Teaching Performance. The purpose of this Appraisal system is to motivate and encourage to the faculties to give his/ her best to enhance the quality overall. The College facilitates the best faculty/ teacher by honoring them during the annual festival.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC of our institute continuously reviews and take initiatives to improve the quality of the teaching-learning process, structures & methodologies. In order to meet the objectives of the regulating bodies, the Institute has developed robust strategies and action plans to ensure effective implementation of the curriculum mandated by the University so that the program outcomes are measurable and tangible. Academic review though evaluation process and periodic meetings and robust feedback mechanisms are in place through mentorship programs.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

5

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	**Nil**
Link to Annual Quality Assurance Reports (AQAR) of IQAC	**Nil**
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The staff enrichment programs are held to upgrade their knowledge and skill of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts. teacher educators are encouraged to present book reviews, sharing of knowledge got through attending seminars and workshops held else where and current trends in education.

- **The IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced. It directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved. At the year end, it reviewed the implementation of its decisions and sought clarifications on deficient part. Then, it suggested how best the quality aspect may be given prime significance in the over all working of the college.**

II The Programme Advisory Committeediscussed the status of syllabus, course contents, finalized academic calendar, time table and issued guidelines for further improvement to be ensured in the functioning of the college. It took decision on the selection of the members of committees for the next session. Thenthe committee took stock of the progress registered during the first half of the session; of the extent the objectives and goals were achieved.

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Energy Use and Conservation

A.) Use of LED Bulbs in Departmental Officesand all classrooms have LED bulbs to save and conserve energy.

B) Conducting Energy Audit: Energy audit of consumption of electricity in college is conducted every academic year.

The objective of this audit is to identify the extent of energy consumption and find appropriate strategies of conservation. Noise Pollution Management A) Silence zones in college: Various display boards have been placed in the library and other places for awareness to maintain silence in the college. B) Noise control in the college: The security guard and the Physical Director of the college ensure smooth entry and exit of students without any noise.

C Environment Protection and awareness programs:

A) Periodic Awareness Programme for Staff, Students and Society: College conducts awareness programmes for staff, students and society for protecting and maintaining environment. Environment awareness programmes, rallies, are conducted on various issues related to environment and health.

B) Establishment of Oxygen Park, plantation of oxygen rich plants: College has a beautiful green campus. A range of medicinal plants and old trees like Neem Trees and Tulsi make the campus Oxygen Park. C) "No Smoking, No Tobacco" in campus area is strictly maintained.

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

NEC has efficient strategy to reduce environmental menace in order to control the hazardness of the all kinds of waste. Following steps used to be taken by the institution. Solid waste management Although we are concerned about the measures of water management, as we are very concerned about the hazardous of these waste ,which is no longer useful ,so our institution is keen attentive towards waste management .The solid waste are used to be collected, treated and disposed carefully by the municipality by time to time. Liquid waste management Liquid waste management is one of the biggest challenges

basically of urban sanitation, we used to manage it very carefully, all the liquid waste is used to remove in sewage periodically.

E-waste management: E- waste is the most generated waste around us and if this waste is not handled, it can cause major problems so being concerned about its affect we use to collect all these E-parts which is wasteful which is no longer in use ,is disposed into non-biodegradable dustbins and often handed over torecyclers for further treatment.

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

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

National Education College envisions a Clean and Green Campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take the lead in redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate Eco-consciousness among them and in the world around them. The increasing human foot print on earth poses great environmental challenges that continue to grow over time. An unprecedented effort as been made over the years to alleviate the adverse effects that human activities have on the ecosystem, effects that in turn alter how we interact with the earth and with each other. Inclusion of all approaches to problem solving will be necessary to effect a meaningful change.

The policy aims to create awareness among young students and public about various environment related problems and conservation of Nature and natural resources in the surrounding area and educating on how to live in Eco-friendly environment. This initiative helps the students understand each individual's responsibility to take an initiative to save the environment andtake small steps in saving the environment.

File Description	Documents
Documents and/or photographs in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

80000

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

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

Chalenges faced by student community in the areas:

- The College has engaged students in various structured activities and curriculum based projects to instill confidence, enhance critical skills – interpersonal, presentation, critical and creative thinking, renew latent

energy while unravelling the existing potential of students

- Hosted/organized events such asworkshops on life skills, learning skills, project work and values.
- Lecture series were initiated wherein the students were exposed to lectures by professionals in various vocations; guiding them to make appropriate career choices.

LEADERSHIP AND STUDENT EMPOWERMENT

- Exposure visits were organized for students to other schools and national level seminars
- Workshops on goal setting, motivation and innovative pedagogy were conducted to trigger progressive thinking and self-reflection
- Coaching sessions were imparted that focused on planning and execution of activities and projects

IMPACT OF INTERVENTION

Impact on the overall Environment and Culture:

- Studentsleadership qualitiesenhanced, confidence, self-esteem, motivation and vision to achieve higher benchmarks

- Teachers experienced and utilized new pedagogical tools through dynamic projects

Impact on Students:

- Students exhibit renewed energy, improved self-image, motivation and raised benchmarks to perform
- They have attained enhanced levels in creativity, leadership, interpersonal, critical thinking, presentation and social skills

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website	A. All of the above

There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

· **Best Practice-1: The inculcation of sense of responsibility among students**

Responsibility comes from the change of psychology. To inculcate the sense of responsibility and to initiate the psychological change process in students we follow some practices so that self-awareness development of their own status and identity increases over time.The emotional changes are generated under the goal of achieving moral consciousness in participating in social activities in neighbourhood.

· **Evidence of Success Student's initiation and engagement in various activities, their regularity, their enthusiasm during social activity and achievements are the Evidence of Success . Problems Encountered and Resources Required It was quite difficult to handle previously set standards and their individual attitude towards· the**

society.

· Best Practice-2: Effective Mechanism for Diverse Career Development

· To provide quality education to achieve universal access for professional education· To promote multidisciplinary opportunities in education as well as complete professional· development and effective leadership.· Evidence of Success Our institution organizes various activities for the effective impartation of diverse career opportunity.Hence our institution has been being more positive and advance to foster career or professional development, ncludinginterpersonal skills that improves verbal communication, public speaking, active listening, teamwork or leadership or technical skill like Business administration, teaching learning practices for the betterment of their future. We provide very effective way to re-evaluate aspirations.

File Description	Documents
Photos related to two best practices of the Institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college is having all its endeavour to provide education to the students, mostly residing in the rural areas, by which character is formed, intellect is expanded, strength of mind is increased and so that they contribute towards Nation Building. In this course of action college has its action plan for providing platform with Innovative teaching pedagogy by which students improve their knowledge, skills and attitude by organising, participating and performing various events and activities through-out the session. In tune of above, students, staffs and faculty members are also involved and given opportunities to extend their footprints in communities and environmental eco-system by various events and activities duly framed at the beginning of the session. Over and above, to pursue Global Standards of Excellence in our endeavours for nurturing the pillars of the Nation, the Institute is committed to design, develop and maintain the value based quality education through the process of self-evaluation and continuous improvement.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	**No File Uploaded**
Any other relevant information	**No File Uploaded**