



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	SANT DARBARA SINGH COLLEGE OF EDUCATION OFOR WOMEN, LOPON
• Name of the Head of the institution	Dr Tripta Parmar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01636252016
• Mobile No:	8360218358
• Registered e-mail ID (Principal)	naacdoc7@gmail.com
• Alternate Email ID	sdsedulopon@gmail.com
• Address	SANT DARBARA SINGH COLLEGE OF EDUCATION FOR WOMEN, LOPON VPO LOPON
• City/Town	Moga
• State/UT	PUNJAB
• Pin Code	142037
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	<b>Rural</b>				
• Financial Status	<b>Grants-in aid</b>				
• Name of the Affiliating University	<b>Panjab University Chandigarh</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Gurjit Kaur</b>				
• Phone No.	<b>01636252016</b>				
• Alternate phone No.(IQAC)	<b>01636252016</b>				
• Mobile (IQAC)	<b>9417366133</b>				
• IQAC e-mail address	<b>naacdoc7@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>sdsedulopon@gmail.com</b>				
<b>3.Website address</b>	<a href="https://sdsinstituteslopon.com">https://sdsinstituteslopon.com</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2022/07/sds-AQAR-2020-21.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2022/07/sds-AQAR-2020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2022/02/Academic-Calendar-2020-21">https://sdsinstituteslopon.com/wp-content/uploads/2022/02/Academic-Calendar-2020-21</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B++</b>	<b>80-85</b>	<b>2006</b>	<b>02/02/2006</b>	<b>02/02/2011</b>
<b>6.Date of Establishment of IQAC</b>			<b>02/02/2015</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>nil</b>	<b>nil</b>	<b>nil</b>	<b>Nil</b>	<b>nil</b>	

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
IQAC worked for the successful implementation of the College Academic Calendar as it was expanded to cover a variety of activities for the academic year 2021-2022.		
Activities of institutional social responsibility and outreach were given due importance.		
Ten Days Workshop was organized to enhance the teaching skills of pupil teachers on 04/10/2021 to 14/10/2021 & A Seven Days Faculty Development Program was conducted from Jan 27, 2022 to February 02, 2022		
On April 27, 2022 an Orientation Programme was conducted on NAAC by IQAC		
21 Days Workshop on 'Yoga for Peace and Harmony' was organized from June 1, 2022 to 21 June, 2022		
<b>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).</b>		

Plan of Action	Achievements/Outcomes
Preparation of AQAR for the academic session 2021 - 22	IQAC members opined to take the necessary steps for the preparation of AQAR of academic session 2021-22 and ensure timely submission of the same to the portal before December 31, 2022.
Enrolment of Students	The main concern was how we can increase enrolment in institution. For this purpose, revisit of faculty members to nearby schools was scheduled and collected phone numbers from nearby schools.
Strengthening Research Resource Centre	All faculty members were informed to submit their published research papers to the research resource centre. Faculty members were also requested to submit a copy of certificate of paper presentation, workshop or Faculty Development programme attended to the Research resource Centre of the college.
Internship programme Workshop	11 days' workshop was organised to enhance teaching skills among B.Ed. SEM III students from 4th October 2021-14th October 2021 March.
Focus on Institutional social and outreach activities	NSS cell organized many activities during the session
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
IQAC	01/07/2021

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021	21/01/2022

**15. Multidisciplinary / interdisciplinary**

The college is Teacher Education College running D.El.Ed., B.Ed. & M.Ed courses. The Management committee is running a Degree college also. WE intend to sign an MoU with the degree college and transform the teacher Education College into multidisciplinary one.

**16. Academic bank of credits (ABC):**

The institute is an affiliated institute of Panjab University Chandigarh. The institute is running regular Professional programmes. The curriculum prescribed by the affiliating university is followed in toto. In the direction of Academic Bank of Credits the guidelines issued by the NPE 2020 & Higher Education Department are being implemented by the institution.

**17. Skill development:**

The Institute organizes a variety of events to foster the growth of teaching skills, soft skills, life skills, values, career assistance, etc. Activities and workshops are organized for developing these skills. Some of the major skill activities, that are included in workshops on Internship Programme, are Soft Skills, interview skills and special lectures on Mental Health, Aids Awareness, life skills etc. Mentoring students is practised to enable students to explore future employment pathways after graduation. On Swayam Portal students and staff registered themselves in the self-paced course 'Communication & Employability Skill' with credit 1 & certification. The College plans to provide vocational courses in order to eliminate dropout and to promote skill development. Proposal to collaborate faculties from vocational institutions to provide vocational skills and trainings to the students, is in the near agenda of the college.

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

Indian Knowledge system is the integral part of the D.El.Ed., B.Ed. & M.Ed. course curriculum as in Philosophical Bases of Education-(Idealism, Pragmatism & Naturalism) & Process of Education -(Indian Philosophy Sankya, Yoga & Vedanta). For the promotion of Indian languages, arts and culture, every year students participate in the Youth & Heritage festivals in various creative writing, handwriting, fine arts, dance and heritage competitions conducted by the University. Important days and anniversaries of eminent persons of India are also celebrated. One of the future goals of the college is to preserve and promote languages. In the college 'Language Munch' was established in January 2022 to promote Punjabi language. It organizes various activities and competitions for the promotion of Punjabi language. Various programmes are organized from time to time to preserve, promote and enrich Indian languages preferably Punjabi and Hindi, art and culture and videos of these programmes are uploaded on YouTube. 'Ek Bharat Sreshth Bharat' Club was established in the college on March 2022 as per the instructions of the Department of Higher Education to preserve the various languages, art and culture of India. The main objective of this club is to make possible efforts to revive the extinct literary and tribal languages, arts and culture of India.

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

The college trains students to develop a positive outlook and other traits that help them to lead successful lives. The college offers various programmes. All these programmes are offered as outcome-based education (OBE) which is designed keeping in mind the national and global requirements. The institution's pedagogy is student-centered which includes constructivist, inquiry-based, reflective, collaborative, and integrative. assignments and summative and formative evaluations are utilised to examine the students' learning outcomes. The Institute has implemented outcome-based education with clearly stated Programme Specific Outcomes and Course Outcomes. All courses are designed with outcome centred on cognitive abilities i.e. Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that students contribute proactively to economic, environmental and social wellbeing of the nation. All course syllabi have been designed with due consideration to social needs at large so as to implement the spirit of NEP 2020.

#### **20.Distance education/online education:**

During Covid-19, keeping in view the convenience of the student, the various technological tools used by the faculties like Google

Classroom, Zoom, Google Meet, using videos as teaching and learning aids, group collaboration, interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant locations. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. As a part of course curriculum, MOOCs courses are joined which promote the blended learning system of learning. Now most of the seminars, workshops and conferences are organised in blended mode.

### Extended Profile

#### 1.Student

2.1	241
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	250
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	122
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	130
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	130
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	111
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	12.37219
4.2 Total number of computers on campus for academic purposes	40
<b>3. Teacher</b>	
5.1 Number of full-time teachers during the year:	16
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	13
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	



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

Every year college IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the Panjab University Chandigarh. The curriculum is reviewed with the aim of holistic development of students and enhanced employability. Our college follows the curriculum prescribed by the PU. Before the commencement of the session, planning to review the curriculum is done with the help of Curriculum Development Committee. Class In-charges and experienced subject teachers are part of curriculum committee and the meetings are conducted periodically to review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society. The proceedings of the meetings are also recorded and recommendations are made. The same is communicated to the management committee and concerned officials of the University. Feedback also, serves as the backbone for planning and reviewing the curriculum. Besides reviewing the curriculum prescribed by PU, Curriculum Development Committee reviews and plans for addition of new add-on/ value-oriented courses/Certificate course as per the needs of the society. Organization of workshop, seminars/webinars and conferences by the college is also the part of planning and/or reviewing, revising curriculum.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the**

A. All of the above

**curriculum planning process during the year**  
**Faculty of the institution Head/Principal of the**  
**institution Schools including practice teaching**  
**schools Employers Experts Students Alumni**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://sdsinstituteslopon.com/plo-of-b-ed-m-ed/">https://sdsinstituteslopon.com/plo-of-b-ed-m-ed/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

31

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

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

6

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

281

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

281

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

60

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

60

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.

Before the commencement of regular classes, new entrants are given a

coherent understanding of different Teacher Education programs (D.El.Ed., B.Ed. and M.Ed.) running in the institution through induction programme. Students are made aware of Program and Course Learning Outcomes.

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field engagement, field tours & trips, laboratory work, community service, cultural activities etc.

The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the D.El.Ed., B.Ed. and M.Ed. Program students during school internship and field engagement activities.

Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality. Celebration of important events and days makes them to work in collaboration with peer, teachers and local bodies. Through seminars, workshops, value-added courses, the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Students are familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge through curriculum, school internship and field engagement. During Internship students of D.El.Ed., B.Ed. and M.Ed. Programs make the profile of the school. Students of M.Ed. program are also familiarized with diversities in school system through dissertations. The students are acquainted with the school system during the induction session. They are asked to closely observe Government as well as Private Elementary, Secondary and Senior Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools. During internship programme, students are also made familiar with the assessment system and evaluation policy. The observation and practice of norms and standards followed in the schools lead the students to understand the diversity in School Education System. With the change and advancements in society, we make sure that our students visit International schools during field engagement and internship to know about the functioning, curriculum transaction, assessment system, norms and standards and other pedagogical strategies used in the teaching-learning process.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Our institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. Students are provided platform for practicing micro teaching skills during which they practice and

master the skills. After, equipping the students, they are sent to schools for their internship. During internship programme, interns consolidate the relevant understanding of different subjects for maximum learning outcomes of students. On the first day, interns receive time table from the school. Every lecture is supported by number of audio-visual aids catering to diversity in the classroom. They prepare variety of approach-based lesson plans and teach accordingly. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with different values. Interns are also motivated to identify weak students and organize remedial teaching for them. Thus, teaching practice is a skill improvement as well skill development process with hands on experience. Interns become a part of the total system by participating in different co-curricular activities. They also apply the knowledge in maintaining result records, attendance register, admission register, stock register etc. They construct and administer the achievement test in their respective pedagogy subject. They do not just perform their duties but develop enviable respect for the teaching profession.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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**

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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



File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

251

##### 2.1.1.1 - Number of students enrolled during the year

251

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

82

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

82

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

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 admission committee discusses with the students their interest and

suggest accordingly. Prior to the beginning of classes, the college conducts orientation programme to make new entrants aware of

institution's goals and objectives, code of conduct, Compulsory & optional subjects, classroom attendance, examination & evaluation system and the facilities available in the college. Students introduce themselves and discuss their expectations regarding course structure. In Talent Hunt programme Students participate in various activities like debate, elocution, group songs/folk songs, shabad, ghazal, geet, skit, drama, folk dances, poetry, creative writing, mehndi designing, crochet work, pakhi making, collage making, landscape, cartooning, poster making etc. this helps in judging the knowledge, needs and skills of student-teachers. At the entry level, Class Teachers and Mentors identify slow and advanced learners through students' performance in the previous examination, classroom discussion, class tests & through house tests.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**Three of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.2.4 - Student-Mentor ratio for the academic year**

**15; 1**

**2.2.4.1 - Number of mentors in the Institution**

**16**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.3 - Teaching- Learning Process

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

The institute adopts student centric methods to improve student involvement in problem solving methodology and experimental & participative learning.

### Experiential learning

Experiential learning is a powerful way to engage students and ensure deep learning. It is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results .It gives students the opportunity to have real-world experience. Experiential learning is used to taught students -Micro & macro skills of teaching, Teaching Aid prepration skills.

Participative Learning: The approach encourages students to share information, learn from each other, and work together to solve common problems

.Problem solving methodologies Problem based learning is a student centered pedagogy in which student learns about a subject through solving an open ended problem found in the given material. Problem based learning does not focus on solving a problem with define solution but it requires the development of other attributes like knowledge acquisition, Communication skills, Enhance group collaboration etc.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="#">Nil</a>
Any other relevant information	<a href="#">View File</a>

### 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

251

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Five/Six of the above

**activities Biomechanical and Kinesiological**  
**activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/channel/UckiFvDfrOOW4eFFZBKKDyyw">https://www.youtube.com/channel/UckiFvDfrOOW4eFFZBKKDyyw</a>
Any other relevant information	<a href="#">View File</a>

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students. The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient. There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution work whole heartedly towards creating an overall environment of teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. for fulfil the needs of students

Various programmes like orientation programmes, morning assembly, Educational tours various competitions are organized from time to time to cater to the varied needs of students teachers.

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

CO- Curricular Activities:- Many Co - Curricular activities are being held at college which keeps the students active throughout the



year. These activities mould the personality of the students. These activities include orientation, Talent search, morning assembly, Poem /essay/slogan writing competitions, Poster making competitions, sports competitions, celebration of important days. online Quiz competition, Gardening, Youth festivals, Skill in teaching & teaching Aid preparation competition etc. All these activities help in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skill etc. among students

**2. Community & Outreach Activities:-** Activities in NSS programme such as environmental awareness, sensitivity to ecosystem, Nukkad natak, Swachh Bharat, Fit India freedom run , Poshan Maah, Rallies etc. are also organized regularly for helping students to learn the intellectual and thinking skills, empathy, life skills ,

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4 - Competency and Skill Development**

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity 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</b></p>	<p>Ten/All of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Internship programme is systematically planned by the college. In pre-internship-1&2, the school exposure programme is carried out in local/nearby school or schools. For this, the student teachers are placed in various types of school such as Government, Private, Urban, Rural. The supervising teacher from the parent institute orient the Principal and faculty of the school about the whole school observation/experience programme. Efforts are made to provide exposure to as many types of schools as possible. A brief orientation programme is arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. In Pre-Practice phase Student teachers learn to write and demonstrate micro, macro, diary, ICT, test based and teaching model based lesson plans. Every student teacher go through one week simulated teaching practice in each teaching subject. Workshop on development of audio visual aids is organized during this week. Necessary orientation programmes for Mentor Teachers and Heads of the selected schools is organized by the institute. For school teaching practice phase, Student teachers are asked to give their choice of school. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers are attached to a school.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

80

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Nine/All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

College adopts effective monitoring mechanisms during Practice. Teaching practice is conducted in various local schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools and M,Ed students also observe the lessons. They are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks in the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished; Detailed feed back is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

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

<p><b>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</b></p>	<p><b>Five of the above</b></p>
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<p><b>No File Uploaded</b></p>
<p><b>2.5 - Teacher Profile and Quality</b></p>	
<p><b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b></p>	
<p><b>8</b></p>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<p><b>No File Uploaded</b></p>
Any other relevant information	<a href="#">View File</a>
<p><b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b></p>	
<p><b>6</b></p>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



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

146

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

146

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Teachers put-forth efforts to keep themselves updated professionally throughby attending college/state/national/international level seminar/webinar/workshops/conferences etc.They also participate in various Faculty development programmes.They also attend Refresher courses. They also attend meetings on curriculum development.Our faculty members also engaged in discussions on current developments and issues in education. They also Share information with colleagues and with other institutions on policies and regulations. They also write research papers/ articles for college magazine/ Edited books/journals.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
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

The College has to follow the Panjab University guidelines for the internal assessment of M.Ed & B.Ed Class students . For D.El.Ed.Class students the College has to follow the guidelines

issued by SCERT.

Mechanism of internal evaluation is totally transparent as this criteria of internal assessment is displayed on the college Notice Board. Before the start of the regular classes of the college, in the orientation program, the students are told about this internal evaluation system in details. Internal evaluation system is continuous and comprehensive. Assignments and tests for each subject are regularly conducted and evaluated on time. Students are given multiple opportunities to improve their performance. Remedial support is provided to slow learners. Peer teaching is encouraged .

Internal assessment is based on the performance of the student in house test, class test ,class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. It is assessed and prepared by the concerned teacher on the basis of file work and viva voce. Before the term end examination the assessment record of the students is shared during Mentor periods and their queries for the same are duly satisfied and answered.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>Five of the above</b></p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

There is proper provision for the redressal of grievances of the students' queries and problems concerned with the Internal examination. Examination committee of the college ensures the smooth conduct of the examinations held from time to time. Datesheet is displayed on the notice board one week before the commencement of the house exams. The format and syllabus of the question paper are informed to the students in advance by the subject incharge. The evaluated papers related to internal examination consisting of class tests, assignments, Sessional work, etc. are returned to students with detailed remarks and suggestions for improvement. Any query of students regarding the evaluation is thoroughly addressed by the respective teachers. Students who have complaints about getting less marks are given the answersheet containing the ideal answer for comparison. If there is any mistake in the total marks or any question is left to be checked, then it is corrected by the subject teacher at the same time. If a student fails in the house exams or because of illness or due to any reason is not able to give the house exams, then for such students re-exams are taken after the house exam is over

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The academic calendar is prepared by the college according to the guidelines of the Panjab University Chandigarh and according to the temporary date sheet of the university examinations. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the academic year. The incharge of each program memonitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through staff meetings.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The PLOs and CLOs are helpful in developing the framework of teaching and learning. The program outcomes, program specific outcomes and course outcomes primarily aim at imparting knowledge and skills which is critical for holistic development of the students. The syllabi of all UG and PG programs with the program outcomes and the course outcomes is readily available for the students and teachers in their respective departments, college library and on the website of Panjab University, Chandigarh.

Program learning outcomes for each course are also displayed on the college website for quick reference of stakeholders. The learning objectives are communicated through various means such as college prospectus, Orientation Program and dissemination in classroom by concerned subject teacher. Teachers are also well communicated about the outcomes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
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

**Attainment of program learning outcomes and course learning outcomes are duly evaluated by the institution**

As programme outcome, on successful completion of the final year of study, there is a reward system for the students who have scored highest marks. The teachers regularly track student feedback related to curriculum objectives and the learning process and make sure that course milestones are effortlessly achieved. The results of house, Semester end examinations as well as the problems and difficulties faced by the students are discussed.

In case of course outcomes, each subject incharge of the college identifies the weak and bright students, and accordingly, the outcome attainment target is set by introducing improvement measures by allotting tutorial classes or extra classes. Study materials, textbooks, reference books, etc. are provided.

Course Outcomes are measured on the basis of performances of the students both in curricular and cocurricular activities and also on the basis of the students' performance in the class activities, sessional work, assignments, in different examinations and their role in Co-curricular activities.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
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

251

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Internal Assessment and External Assessment both are major components of assessment for any student-teacher throughout the session. Students are assessed on the basis of their performance both in curricular and cocurricular activities and also on the basis of their performance in term paper, house test, class test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. Academic Support is provided to the student teachers according to their prior assessed learning needs, so that they can perform well in various internal & External assessment tasks. In the Last completed session Pass percentage was 100% and all students secured above 70 % marks. The College team got 13 prizes in Panjab University Zonal Youth and Heritage Festival 2021 in Education Colleges Zone-B. The college Sports team bagged 9 gold and 1 silver medals. It is worth mentioning that our College Athletics Team won

winners up trophy and Harpreet Kaur was adjudged to be the best athlete. Principal Dr. Tripta Parmar and Sports Incharge Dr. Balwinder Kaur were honored with Sports Promotion Award at The Annual Sports Prize Distribution function 2022 held at Panjab University, Chandigarh. Our students also participated in various State or National level online competitions.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://sdsinstituteslopon.com/sss-report-2021-22/>

## 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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>Four of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>Four of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

31

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

250

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

250

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

250

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Sant Darbara Singh College of Education for Women, Lopon promotes outreach activities in the neighbourhood community for sensitizing students to social issues and their holistic development. The institution provides the students with an opportunity to extend their classroom knowledge into practical experience. Through its diverse community oriented programmes and activities focused at holistic development of students with community, the NSS unit, Counselling Cell, Red Ribbon Club, Ek Bharat Shresth Bharata aim at developing a sense among students about attachment to the community, utilizing their knowledge in finding solutions to community problems, acquiring leadership qualities and democratic attitudes,

developing capabilities and skills to meet emergencies and natural disasters and participating in community services by actively involving in various campaigns and programmes. During the last academic year, various community related extension activities were organized such as Environmental Awareness Programmes, Health Awareness Programmes, Swachhata Abhiyan, Road Safety Awareness Programmes, Water Awareness Programmes, Vaccination Programmes, Programmes on Food and Nutrition and played the roles of community helpers at different places. Swoc Analysis being done by M.Ed, B.Ed and D.El.Ed students as part of their curriculum.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
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

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

5

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The focus of the college is to create physical infrastructure with the latest information technology in mind so as to facilitate effective teaching and learning in the classroom. The building and campus is made completely accessible to the diversity of students. Ramps and toilets have been constructed for differently-abled students.

College Library supports the mission of the college with more than 13853 books, and access to unlimited e-resource. It is a partially computerized library. Internet facility is available in the entire campus.

All three computer labs, the Principal's office, administration and office sections, library, Psychology Lab, Science Lab, Language Lab and classrooms are equipped with Wi-Fi/LAN facility. The students and teachers are encouraged to make use of ICT resources.

CCTV cameras have been installed in the whole college for surveillance with the control panel in the Principal's office.

College has full power backup of 200 KVA for uninterrupted teaching and administrative work.

The college also focuses on the physical wellbeing of the students. The college has 200 metres of track. A well-equipped Gymnasium is also one of the facility of the college for the physical well-being of students and staff. The Institution raised its infrastructure facilities to 07 laboratories, 12 classrooms, 2 seminar halls and 1 auditorium.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://sdsinstituteslopon.com/ict-rooms/">https://sdsinstituteslopon.com/ict-rooms/</a>
Any other relevant information	No File Uploaded

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

12.37219

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2 - Library as a Learning Resource**

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

The Library of Colleges is the heartthrob of the institute which is working successfully on the road of development since its inception in the year 1976. The library houses in 650 sq. m. area and consists of an adequately rich collection of over 13853 books.

The institution has patially digital library which is well equipped with 02 systems. The library helps the students to access N-List of e-journals, e-books and other e-resources. Thye libray has My Library Software (MLS) for automation of Library. It includes bar coding of books. All the books can be accessed through this access catalogue.

The library has the following facilities.

- Centrally Air Conditioned
- Reading Room with 100 seats
- Competitive Exam Section
- Wi-Fi Facility
- 1 cubical for research scholars
- Total area of the library (in Sq. Mts.) 107.3 sq. mts

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2022/03/Library.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2022/03/Library.pdf</a>
Any other relevant information	<a href="#">View File</a>

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 Library has huge collections of books, journals, non-book materials, etc. The Library is also a member in National Digital Library (<https://ndl.iitkgp.ac.in/>) (NDL). All our staff and students have enrolled their membership to access the huge resources, offered by NDL, freely. The Library subscribes e-Journals through N-List. All these e-Journals can be accessed anywhere anytime through 'remote access'. Library conducts 'Annual Book Exhibition', regularly, which enable our staff, scholars and students to go through hundreds of titles of their area of interest under one roof. The library is also equipped with Educational Audio & Video Cassettes, CD ROMs, and Back Volumes etc. A number of guides are available in reference section for preparation of competitive exams like GATE, Civil Service Exam, TOEFL, GRE, GMAT, Defense Service exam and similar exams



File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
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**

Four of the above

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

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

0.16555

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

140

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2023/07/Library-pages4.2.5.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2023/07/Library-pages4.2.5.pdf</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>4.3 - ICT Infrastructure</b>
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
Optical Fibre broadband Internet facility with a bandwidth of 100+70 Mbps is available to cater to the academic & research needs in the institution. The entire campus is Wi-Fi enabled. The activity in the institute are under video surveillance with 16+16 cameras.Website of the institute that continuously displays information regarding any upcoming events, photographs of the completed events, campus news and awardee photographs.

In college, faculty and students are also rapidly integrating connected devices into their work. Faculty and students are provided with dedicated username for accessing internet facility in the campus. The college has Interactive whiteboards, LCD projectors, Digital Processing Visualisers, microphone systems and speakers are installed in smart classrooms. After BSNL telecommunications installed in the college, the entire campus was made wi-fi enabled. Along with the college is also using Netline internet services.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

#### 4.3.4 - Facilities for e-content development are

Four of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/@sdsedulopon9876">https://www.youtube.com/@sdsedulopon9876</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/@sdslopon5593">https://www.youtube.com/@sdslopon5593</a>
Any other relevant information	<a href="#">View File</a>

#### 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)

12.37219

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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

Predefined procedures are available and executed within the institute for the maintenance and utilizing physical, academic and support facilities. Laboratories are well equipped and maintained regularly without disturbance to the academic schedules. Library updates its books repository on a yearly basis as per the changes in

the curricula. Inputs from the students and faculty are collected in the prescribed format for books to be procured other than the syllabus. Library Committee discusses and approves the procurement of these books.

The gym and other equipment servicing is taken up as and when required under the supervision of the Associate Professor. The playgrounds are made ready and kept up to the mark before the commencement of sports activities.

Many classrooms in the institute are ICT enabled. The devices are maintained on a regular basis. Lab incharge constantly monitors and keep up the usage of the systems. Additional ICT equipment is procured and kept ready for the replacement while the damaged one is sent for repair. This enables smooth classroom delivery without causing disturbance to the lecture.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2022/01/ICT-Rooms.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2022/01/ICT-Rooms.pdf</a>
Any other relevant information	<a href="#">View File</a>

## 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**

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
45	80

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



### 5.3 - Student Participation and Activities

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

The functioning of the following students councils are :-

**Houses** There are 4 houses of students in the college . In every house of students there is 1 captain and 1 vice-captain who takes care for proper functioning of morning assembly as her their turn and duty.

**Tutorials** The duty of tutorial is divided into 10teachers and under these 10teachers there are 8students and there is leader of each tutorial. The leader tutorial used to collect biodata of each student..

**TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher as well as the activity of each and every pupil teacher under his leadership to the mentor teacher.

**Class Representative** Every year 2 girls are elected as class representative by way of voting by the students.

**NSS Camp** The institute is conducts NSS Camp in the month December every year and the class representatives looks after the activities of students in NSS Camp.

**Discipline** The institution gives much attention towards discipline in the college and for proper discipline, duties have been assigned to the house captain and vice captains.

The tutorial leaders, TP group leaders, festival leaders, Class representatives, who are working for proper discipline in the college under the supervision of teaching staff and principal of institution.

**Refreshment** For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Every student of the college is enrolled as member of alumni Association. This association meets from time to time and arranges get together, functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and colleagues. They are encouraged to work towards college development. The alumni provides inspiration and motivation for trainees to perform well during the training period.

#### Contribution of Alumni

- Alumni are continuously in touch with the college. Various

suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.

- Alumni give guest lecturers for students, which leads to productive interaction and experience sharing.
- Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for career guidance.
- Alumni also strengthen the placement cell of the college by providing job opportunities and generating references in the job market for the placement of the students.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 'Alumni Association of SANT DARBARA SINGH COLLEGE OF EDUCATION FOR WOMEN LOPON ' provides dedicated support in all activities of the institute. It has contributed significantly through financial and non-financial means during the last five years.

- Short lectures on Soft Skills , Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.

- The Alumni members are invited in faculty development programme

- The placement cell is a cell that guides the post graduates on educational, vocational or personal basis.

- Alumni helps in pre Internship program as they give demonstration lessons and discuss other relevant things.

- Campus development.

- The Alumni living in abroad have also registered for the Alumni association and they stay in touch with the college, they help the students by telling them that how they can go abroad after B.Ed for further studies.

- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.

- The institute takes feedback from all Alumni members in surveys that motivates the students.

- Provide counseling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for printing of magazines, conference proceedings, and brochures.
- Offer honorary services to teach, guide, action research of students

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

**Vision:** The vision of the institution is to evolve through collective leadership into a centre of academic excellence. The college envisages producing quality teachers and to serve as a podium for establishing a society based on ethics and excellence by providing a variety of activities to shape the personality of each trainee who will positively contribute to the World of Learning with their selfless service and devotion to the profession.

**Mission:** The college owes its establishment to Sant Darbara Singh Ji who was a holy man, a born genius, great visionary enlightened personality & a divine soul committed to the upliftment of society through women education, providing dynamic and competent secondary school teachers as well as teacher educators abreast with Indian ethos, & social renaissance through education. It is indeed a great service not only in the field of women education but it has great importance for teacher education too. The primary object of Sant

Darbara Singh College of Education for Women is to inculcate the spirit of dedication among the would be teachers. Along with the academic courses of studies, stress is laid on character formation through religious education and social service i.e. Sewa Simaran and Abhiyas.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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

Ik Onkar Trust Management of Sant Darbara Singh College of Education For Women is quite sensitive to latest management concepts like decentralization, teamwork, decision making, participative management etc. That is why it has adopted the policy of decentralization and the same is ensured through participatory management of the institution. The Principal with the support of Conveners of various committees initiates the decision making process which creates an organizational climate of participatory democracy. At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as Administrative committee, Academic Committee, Time table Committee, Anti-Ragging Committee, Examination Committee, Discipline Committee, Purchase Committee, Construction Committee, College Campus Beautification Committee, Press Committee etc , the college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow. The governing body also includes two staff representatives to look into the overall policy and governance. There is also an active unit of teachers' union.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each year financial year. The day to day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level. The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities. The rules and regulations are made clear to the Students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs, etc are posted on the College notice board/Whatsapp. They are circulated among the staff and students. Transparency in the Admission process is ensured through online process. Online Centralised Admission is carried on Panjab University Chandigarh/Punjabi University Patiala/GNDU Amritsar on rotation basis..

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

The institution has undertaken many initiation as part of its strategic planning. The revised teacher education curriculum as per NCTE guidelines since 2015-17 at the college is two year duration with four semesters. The intense practice teaching is scheduled in the 3rd semester and the internship is to be undertaken in the 4th semester. After the observation of the student teacher progress of work in the 4th semester during the first batch of the two year B.Ed. course (2015-17), it was noted that an organizational support in terms of Time vs. Actions to be performed is to be provided in advance to the interns in order to streamline their effort to culminate to a more fruitful one. Based on our internal analysis from the managerial/planning perspective, Students are provided with a copy of the same. They are directed to follow the scheme as far as possible to reduce the assumed heavy work load during the internship in a sequential manner. A strategic plan ensures that the set target is achieved through accountability process comprising of review, evolution, reporting and re-planning. This is done by preparing long and short term plans.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2021/12/Strategy-Development-and-Deployment">https://sdsinstituteslopon.com/wp-content/uploads/2021/12/Strategy-Development-and-Deployment</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

The Institutional bodies form an effective and efficient as visible policies administration set up. Manager is the authority of all administrative function. Management secretary comes under the manager. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. An academic council with 6 members was constituted to observe the day to day functioning of the institution. The academic council frames policies and regulations and it is published in the academic Calendar of the college. Administrative council reviews academic economic and physical facilities and other activities of the college and suggests remedial measures.



**FUNCTIONING**

- Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution
- Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions especially Academic Staff Colleges.
- To constitute of interview board as per government norms- Issuing interview memo to all eligible applicants, conducting interview and preparation of minutes signed by selection board members , preparation of merit list with the approval by the management,issuing appointment orders on the basis of vacancies available.

File Description	Documents
Link to organogram on the institutional website	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2023/03/6.2.2-Organogram-Copy-1.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2023/03/6.2.2-Organogram-Copy-1.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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.

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs. The head of the institution organizes meeting before the commencement of the academic period. Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization. The plan of action is prepared after thorough discussion. Every month staff meeting is conducted where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to Staff at the meetings conducted between the Principal and the staff and will be conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications. The list of various committees/ cells functioning in the institution is attached as document for clarification. The various committees are Anti-Ragging, Grievance Redressal, Sexual Harassment Prevention. Along with this, other committees function to look after liaison with apex bodies such as UGC, NCTE, NAAC, AISHE etc. Besides these, the day to day administration, scholastic and co-scholastic programmes etc are carried out through different clubs.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
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

Significant initiatives were taken for the teaching and Non-teaching faculties in various dimensions such as

1. Academic 2. Professional 3. Social 4. Economic 5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to the much needed professional environment in the campus.

- It is ensured that every staff member must have some Medical /health insurance policy. Medical allowances is provided by Government rules.
- Canteen facilities for students and staff .
- Outdoor and indoor activities including recreational tours for staff.
- Yearly get together and cultural programme of the staff on teacher's day.
- Merit awards are presented for staff on the basis of their achievements
- Encouraging the staff to be resource persons in other institutions,
- Motivating the staff to take part in seminars, work- shops, conferences and publications.
- The management has put several incentives in place for teaching and non-teaching staff besides the salary package.
- Some of the initiatives towards the welfare of the staff and faculty .
- Maternity Leave, Medical Leave, Loan against PF, ESI Gratuity for non teaching and teaching staff as per the guidelines of Panjab University/Punjab Govt.rules
- Provision for Duty leave for attending meetings, seminars, workshops and conferences for professional development purposes.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	No File Uploaded
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
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.**

05

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

06

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The performance appraisal system of teaching staff follows the guidelines of Panjab University, Chandigarh. For this purpose the college has adopted a predefined system. Self Appraisal For ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus it is ensured that students can give their feedback without any pressure. Their feedback is evaluated and necessary measures are recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms issued by the NCTE, Punjab Government, are taken into consideration. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work. Additional Features of Performance Appraisal System.

The Principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. As such there is no performance appraisal system followed for non-teaching staff in the institute except the informal validation by the Principal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

Sant Darbara Singh College of Education for Women Lopon Moga conducts audit in accordance with generally accepted auditing standards. Those standards require College plan and perform the audit in collaboration with Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following: (a) all receipts from fee, donations, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Books and Journals, electricity and water charges etc. Government audit is conducted regularly as per the requirement of Government of Punjab usually in connection with Principal for periodic Evaluation. Audit may take 2-3 days. In the audit Objection is attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

The college follows a well defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC. The college Accounts Department prepares an annual budget estimate in consultation with IK ONKAR TRUST And Management .

The major sources of funding are as follows:

- Fee collected from the students.
- Interest from saving of the institution.
- Alumni and well wishers
- The financial resources are effectively and efficiently used in the institution. The budget is prepared for optimum utilization of resources and the major areas of allocation are Salary, amenities to teaching and non teaching staff, Infrastructure Augmentation , Academic support facilities, Building and campus maintenance, Electricity and generator expenses, Gratuity and leave encashment, Youth festivals and other f Miscellaneous expenses.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Internal Quality Assurance Cell (IQAC) of college has contributed significantly for institutionalizing the quality assurance strategies In both academic and administrative areas, Our Teachers Training College has implemented quality management strategies. It is designed to foster a culture of creativity, innovation, and quality improvement. In order to respond to evolving educational, social, and market demands. The cell evaluates and tracks the various facets of operation. It makes recommendations at various points in the course, from the beginning to the end. This cell also discusses and responds to suggestions received in a variety of ways, including verbal, written, and Suggestion Box and related networks. Its main operations are as follows:

Quality benchmarks/parameters for the various academic and administrative activities are being developed and implemented.

Inter- and intra-institutional conferences, seminars on quality-related topics, and the promotion of quality circles are all planned.

Documentation of the programs/activities, with the aim of improving quality; Institutional database development and maintenance through improving institutional quality;

Creating a Quality Culture Facilitating the creation of a learner-centered atmosphere conducive to high-quality education and the maturation of faculty to implement the required knowledge and technology for participatory teaching and learning.



File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

With the establishment of IQAC of the college quality concerns decision are taken through staff meetings. Teacher training college is conscious of educational quality as well as shifting educational, social, and business demands. The standard is reflected in the academic programmes that are implemented and the number of targets that are met. The academic programmes are planned and implemented with great care at the college. The input from stakeholders and previous year's results serve as the benchmark for further progress in order to maintain the standard of its academic programmes. The college maintains stock verification and ensures it. Students' attendance is monitored, and students are updated, with the help of a schedule for all activities, ensures adherence to the academic calendar. Ensures that students perform well in internal examinations. For a better learning experience, LCD projectors have been used in different classrooms. Remedial classes are scheduled based on the needs of the students and their feedback. The institution has taken steps to digitalize the library in order to make it more student-friendly. Students in the library have access to the internet as well.

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

30

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://sdsinstituteslopon.com/igac-meetings-2021-2022/">https://sdsinstituteslopon.com/igac-meetings-2021-2022/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://sdsinstituteslopon.com/wp-content/uploads/2023/02/Report-of-IQAC-2021-22.docx.pdf">https://sdsinstituteslopon.com/wp-content/uploads/2023/02/Report-of-IQAC-2021-22.docx.pdf</a>
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	<a href="#">View File</a>

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 teaching learning method, operations, and learning outcomes at Sant Darbara Singh College of Education for Women lopon Moga are all being reviewed. The Academic Administrative Committee evaluates the teaching-learning process on a regular basis and takes steps to strengthen it. The academic calendar is planned ahead of time, displayed and distributed across the institute, and strictly followed. All newly enrolled students are required to participate in orientation programmes in which they learn about the educational structure, teaching learning method, continuous evaluation system, mandatory core curriculum, different cultural practices, discipline, and culture. Before the semester begins, students are informed of the timetable, curriculum layout, and course syllabus. Class committees meet on a regular basis to solicit student input and to take necessary action to improve the teaching-learning process.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

This institute is located in rural area. Suitable location of the Institute inspires inhabitants to remain eco-friendly. So away from congested city environment, the staff and students enjoy the nature intimately on this campus. The institute has taken conscious efforts to enhance and nurture the eco-friendly environment and always strives for sustainable environment in the campus. All possibilities of enriching environment are constantly explored and implemented in planned way. The Institute has taken all initiatives in line with the Swachha Bharat Abhiyan to sensitize its students and staff through different activities e.g. seminars, webinars, NSS cell etc. All classrooms are so airy and well ventilated that they hardly need any artificial lighting which helps a lot in conservation of electricity.

The Institute also celebrates Environment Day, Earth Day and Water Day. The Institute believes in preserving traditional medicine and has established medicinal plants and promotes eco-friendly cultivation practices by distributing medicinal plants.

Through NSS students are encouraged and motivated to plant sapling in the college as well as at the selected places outside the campus and in community.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

**Solid Waste:** The solid waste at the canteen and hostel is segregated at source using green and blue dustbins. And then dumped in the waste pit for wet waste situated in the corner of the campus compound. The waste when decomposed is reused as manure for the plants in the garden. Organic waste is collected in green dustbin and non-degradable waste is collected in blue dustbins.

**E-waste:** The e-wastes like non-functional computers, monitors, printers, keyboards, mouse's etc are collected and are disposed to the scrap dealer based upon the highest bidding. The cartridges of laser printers are reused through refilling by the vendors from outside the college campus. Institute now have taken a policy for using LCD monitors for all new procurements which will help in reducing e-waste.

**Liquid Waste:** Liquid waste from the points of generation like the canteen and toilet etc is let out as effluent into a proper drainage facility and to avoid stagnation. All waste water lines from toilets, bathrooms etc. are connected to the septic tank. The waste from the septic tank is discharged into underground sewage system of the institute. The sewage system finally discharges the sewage into sewage system.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and**

All of the above

**conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

College believes in the promotion of environmental consciousness and awareness among students and faculty.

The Environmental Society regularly organizes workshops and events to promote eco-awareness. In 2021, students handcrafted posters on various environmental concerns including pollution, global warming etc. and displayed them in college. Students launched an e-waste disposal campaign in the college. In 2021, they also screened a short animation clip to sensitize the college community about the increasing dangers of depleting natural resources and global warming. There is a well maintained garden in the campus premises including a wide variety of flora and diverse species of trees. The ensures its proper care. This garden is accessible to the staff and students and is not merely an ornamental component of the campus. The garden is alive with seasonal flowers and is an extremely pretty site. To create awareness about cleanliness, periodical cleanliness drives are undertaken. The Beautification of Campus Society of the college organizes innovative competitions on eco- friendly themes including Save Wildlife and utilizing waste. Nanak Bagichi dedicated to herbal plants is established and maintained in the campus. I

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

0.235

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The mission of our institutional is "SEWA" (selfless community service) ,"simran" (spiritual and religious education) and upliftment of society through women education. Efforts are made to develop all round personality of pupil teacher through curricular, co-curricular and religious activities. Blood Donation camp, Covid Vaccination Camp & NSS Camp was organised every year.

Extension lectures are delivered by the experts from time to time on different occasions. The students in daily morning assembly present "thought of the day" turn wise. Seminars on moral religious and culture themes are organized in weekly tutorials groups conducted under the supervision of the tutors.

During N.S.S camp the students come in close contact with the community. Faculty members make them aware of the prevailing social evils like communal difference, dowry, female foeticide, illiteracy and diseases like AIDS, Hepatitis, cancer and polio etc.

For the harmonious development of students curricular and co-curricular activities run side-by-side. Republic day, Independence day, festivals like Lohri, Baisakhi, Diwali, and birthdays of prominent personalities are organized and celebrated to develop cultural, civic, spiritual and moral values etc.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

A. All of the above



File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
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	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
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

**Title of The Best Practice I: "TRIVENI LAGAAO, VATAAVARAN BACHAAO"**  
**Objective of The Practice:**

- To create a better learning atmosphere which makes the environment carbon neutral

**Context:** The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus .

**Practice:** The plantation area of the College is spread with diverse plant species and colourful seasonal flowers. **Evidence of success:**

- College organizes various activities, like organizing a talk on several aspects, staged a nukkad natak on use and abuse of water, avoid using plastics, etc.

**Problems encountered and resources required:** The problem arises about irrigating certain areas of the garden in the summer season.

**Title of The Best Practice: II Quality Teacher Education for Rural Women:** It is essential for the well-being of families and rural communities. **Objective of The Practice:** • Maintain and strengthen the status of women and create awareness of feminine potential. The

**Context:** The main task was to spread quality Teacher education among rural women . **The Practice:** Women Welfare Cell was established in the college three years ago. **Evidence of Success:**

- Graduates from the institution are successfully placed in government and non-government teaching institutions

**Problems encountered and Resources Required:** Mostly girls belong to rural area and are from economically backward families so monetary problems occur to pay the fees.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
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

Community Welfare through teacher education The vision of our institutional ienvisage to produce quality teacher, with a vision for future and an eye for excellence, serving as a podium for creation of a society based on ethics, education and achievement, by providing set of activities to mould the personality of each pupil-teacher in such a way that she becomes a selfless and committed vehicle of the mission of the college, attaining professional achieiment, personal satisfaction and self-realization to fit in the modern world of cut throat competetion, raising her standard to that of the best of the world. The institution has been marking great strides with the sacred slogan of Humality of Mind, Mellowness of Thoughts since long and is marching ahead with the mission of women upliftment and their social emanicipation, maintaing international standards in the field of edication with the support of state of art , technology and IT tools and techniques aimimng at setting up a learned social structure of human progress. The curriculum requires the students:

- To develop the right attitude towards dignity of labour and world of work
- To develop teaching qualities and resourcefulness
- On 04/10/2021 to 14/10/2021 workshop was conducted on Internship Programme for developing teaching skills.
- 21 Days Workshop conducted on 'Yoga for Peace and Harmony'

from June1,2022 to 21June,2022

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>