SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHARISHI DAYANAND COLLEGE OF EDUCATION

HANUMANGARH ROAD NERA BSF CAMPUS ABOHAR
152116
WWW.MDCOLLEGEABOHAR.ORG

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharishi Dayanand College of Education, Azimgarh, Abohar, a co-educational college governed by Maharishi Dayanand Education Society (Regd.) is recognized by National Council for Teachers Education through its Northern Regional Committee, Jaipur and is affiliated to Panjab University Chandigarh since 2005-06. It is also duly notified by Punjab Government for 100 seats of B.Ed. It was recognized by NRC, NCTE for 50 seats of D. El .Ed. / E.T.T. It is affiliated to SCERT (state council for Research &Training) Chandigarh in 2012.It has 50 students in the First year and 50 students in the second year that is of the 100 students of D. El. Ed.

Vision

Vision

To develop a leading institute for action research and development having courses producing professionally trained teachers with global teaching competencies as well as values. Professional training through explanation and demonstration of teaching skills by trained lecturers especially Skill of Black Board work, Skill of Reinforcement, Skill of Introducing the lesson, skill of Questioning, skill of stimulus variation is imparted. Lesson on skill teaching practices are followed by practice of teaching skills by pupil teachers. Teaching practice is done in simulation for developing teaching skills and in practicing schools in real situation for 105 days. For developing teaching competencies the college has computer lab with 20 computers wifi, LED, LCD projector and over head projectors. The institution is reflective of developing values.

Mission

Mission

To provide quality education of global standards with latest technology inculcating values and patriotism.The auditorium has 3'x5' feet 15 pictures of patriots in the form of flexes displayed and fixed properly on walls of auditorium and the patriotism mentioned in the mission is reflected in celebrating days of patriots by paying homage and communicating the sacrifices of the patriots to the budding teachers and channelizing the energy of Page 78/79 10-04-2023 01:41:41 Annual Quality Assurance Report of MAHARISHI DAYANAND COLLEGE OF EDUCATION youth in the right path of service and sacrifice for the nation and the society. By doing action research and research for promoting higher standard of teacher education, the lecturers improve blackboard writing of pupil teachers and improve their teaching.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

An Academic Calendar based on the schedule of work communicated by the university was prepared by an IQAC of the college in the first session. Various co-curricular activities planned to be undertaken by the college were added and the academic - cum - activity calendar was prepared. The academic and activity calendar reviewed and modified and addition were made by the IQAC. This calendar was put on the notice board for the student for their suggestions and their additions.

The College provides Ramp, Wheel chair and other needed material or help from staff to the physical challenged persons. The teacher educator motivates the physically challenged students to live like normally and participate in every function of the college. College also organized a one day trip annually to visit "Jagdhambha Andh Vidhyalaya" and "Mook badhir Vidhyalaya". This also helps them in planning curriculum for physically challenged students.

The students are divided in 4 sadans or tutorial groups. Each sadan is headed by the teacher in charge in which lecturers know the difficulties of the students and provide them the requisite guidance and counseling. One period in a week is fixed for the meeting of the sadan as it gives hesitation free environment to the students.

The college has own IQAC which ensures the Quality of teacher. College allows the teacher to attend National Seminars, International Seminars, Conferences, and Quality improvement programmes, post graduation in another subject from distance education etc, and college give duty leave or permission to attend the seminars and the finance to attend the seminars in other colleges. The principal himself presented and presents the lectures for guiding the faculty and the students.

The institutions have a website. It displays the institutional data, the qualification and names of the staff, information regarding affiliation, activities under taken by the college, vision, mission, objectives, values, curriculum, house test, period of training, facilities, do's and don'ts, facilities in the library, placement cell, women cell, blood donation, guidance and counseling facility, NSS camp, scout camp, tour and trips, athletic meet, scholarships available to the students etc.

Institutional Weakness

College has only 2 course namely B.Ed.(100) and D.El.Ed (50) intakes.

Institutional Opportunity

ntegrated Curriculum- 4 years integrated education in the form of B.A/B.Sc./B.Com with B.Ed.

New Education Policy 2020- new education policy is a new challenge for us to teach students with new curriculum and with the help of new techniques.

Institutional Challenge

1. **Inclusive education** -To sensitize students regarding this, the college has included in its curriculum a visit to an institute for Blinds, and an institute for Deaf & Dumb. Every year physically challenged

student take admission in this college and the staff is oriented to respect the dignity of physically challenged and to provide every sort of help to them. The college staffs helps and provide guidance to Physically Challenged students to get scholarship.

2. **Practice teaching-** Before sending teacher trainees to schools, the college periods in time table for teacher trainees to practice teaching in simulation and develop teaching-skills through Micro-teaching and Macro-teaching. Five model lessons are delivered for the students. Students are given pin pointed and specific feedback.

3. **School experience / internship**-The institute ensures inclusion of school experience in curriculum by allotting 140 days to school experience for internship of teacher trainees in school the college has adopted 20 schools for teaching practice.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. Experimental learning: Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the classroom. We are additionally promising students to coordinate projects at departmental level. Participant Learning: College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Quiz, Project and so on. Encourage students to actively involve them in the learning process for example Google Classroom,Whats App groups Problem Solving Methodologies: College teacher follow the following steps in problem solving Method: 1.Sensing the problem 2.Interpreting, defining and delimiting the problem 3.Collect the relevant data. Brainstorming as teaching strategy Students are approached to sit in a group and are given a specific issue or point. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. Focused Group Discussion This strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It generally involves group interviewing in which a small group of usually 8 to 12 students. Online mode : Nearly all teachers are using Google Classroom, Zoom classes. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.

Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the continuous Internal Evaluation as prescribed by Punjab University, Chandigarh & S.C.E.R.T Punjab on the Commencement of each new academic session; the students are intimated about the evaluation system to be followed. Updated of different university & S.C.E.R.T Punjab notification about the examination about the examination is provided to the teachers as well as students. The college has adopted a method of assessing the academic performance of the students on a continuous basis. Continuous Assessment In Theory Subjects :- * The marks allotted for Internal exam are ,Assignment for , Marks and to that of external exams are .In this frame work ,the college conducts the following components as part of internal exams . *Marks are awarded for all the above activities and the average is taken as the assignment marks. *Special tests for slow learners. *More Assignment is given for practice.

Teaching-learning and Evaluation

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continuous Internal Evaluation as prescribed by Punjab University, Chandigarh & S.C.E.R.T Punjab on the Commencement of each new academic session; the students are intimated about the evaluation system to be followed. Updated of different university & S.C.E.R.T Punjab notification about the examination about the examination is provided to the teachers as well as students. The college has adopted a method of assessing the academic performance of the students on a continuous basis. Continuous Assessment In Theory Subjects :- * The marks allotted for Internal exam are ,Assignment for , Marks and to that of external exams are .In this frame work ,the college conducts the following components as part of internal exams . *Marks are awarded for all the above activities and the average is taken as the assignment marks. *Special tests for slow learners. *More Assignment is given for practice.

CONTINUOUS EVALUTION IN PRACTICAL SUBJECTS: - *For Practical subjects, there shall be a continuous evaluation during the semester for sectional marks and examination marks is taken. * Additional actives are introduced. INTERNAL EVALUTION IS TRANSPARENT: - There is complete transparency in the internal Evaluation. The Criterion adopted is as directed by the University. * At the beginning of the Semester, faculty members inform the students about the Various Components in the assessment process during the semester. * For Internal Evaluation system, Proper arrangement of formative tests in class in done.

Infrastructure and Learning Resources

the college has physical infrastructure as NCTE norms. The college has 5 Acres, 1 cannel and 4 Marlas (41 Kannels+ 4 marlas) of land, registered in the name of the college itself, that is, Maharishi Dayanand College of Education since 2004. It is situated in Punjab in a village in Azimgarh on the main road Hanumangarh road that is, in on interstate road leading to Hanumangarh,Rajasthan. The college has a total area of 2, 24,324 sq.feet. Out of which nearly 39,000 sq.feet area coveredby permanent construction R.C.C. roofs. The college has a ramp for physically handicapped persons. The college has laboratory and rooms as detailed below:-

1. Methodology lab
2. Psychology Lab
3. Science Lab
4. Education Technology Lab.
5. Computer Lab
6. Workshop for preparing teaching aids
7. Art lab
8. Seminar Rooms
9. Language Lab.
10. Sports Room
11. 14 rooms for other classes and
12. Canteen
13. Common room for boys
14. Common room for girls
15. Multipurpose Hall
16. Play grounds
17. Library
18. Reading Room
19. Principal Office

20. Staff Room

Student Support and Progression

An Academic Calendar based on the schedule of work communicated by the university was prepared by an IQAC of the college in the first session. Various co-curricular activities planned to be undertaken by the college were added and the academic - cum - activity calendar was prepared. The academic and activity calendar reviewed and modified and addition were made by the IQAC. This calendar was put on the notice board for the student for their suggestions and their additions.

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Governance, Leadership and Management

The secretary Mr. Baljinder Phutela is himself associated with experience of heading Punjab Technical University's centre for computer education and the management education. The Cashier Sh. Sohan Lal Jhamb, has a long experience of teaching and heading educational institute as he is a retired principal an lecturer of Government Senior Secondary Schools. Mrs. Raj Rani has been a principal of a high school affiliated to Panjab School Education Board. The director is former Principal of this College and was a Principal of D.A.V. College of Education, Abohar since 1997 and remained senator Panjab University for 8 years and was members of various academic bodies of Panjab Unviersity. The management always exhorts the faculty for effective and efficient transaction of teaching learning. The management gives free hand to the principal and the faculty for betterment in teaching learning techniques. The college faculties have staff meetings as well as representation on the management as two staff representatives are on the managing body of the college. The college has IQAC (Internal Quality Assurance Cell). There are committees Academic Committee, sports Committee, Assessment Committee, Seminar Committee, organizing committee. The college has a democratic management. All the members of the governing body are highly educated and a majority belongs to the field of education

Institutional Values and Best Practices

Title of the Practice:- Organization of Morning Assembly The college organizes daily morning assemblies in

which almost all the students and lecturers participate. The students and lecturers pray to the almighty for bestowing upon us goodness in deeds and wise thinking. Prayer is followed by physical exercises followed by news/ announcements of the college or appreciating/honoring the achievements of the students. The morning assembly ends with the singing of the National Anthem. This morning is aimed at cultivating values and discipline and reinforcement of goodness. Talent Hunt Programmers The students can choose any one area based on their interest and talent, and progress it to become worth appreciating. The main aim of conducting these activities is to identify and nurture the talents from a young age to boost self-confidence in their skills which will be translated into studies to gain parallel academic excellence. To serve this purpose our college celebrates talent hunt Page 77/79 11-04-2023 01:57:10 Annual Quality Assurance Report of MAHARISHI DAYANAND COLLEGE OF EDUCATION programs every year. Students prepare different items according to their talents like dance, singing, poem recitation, play drama, or skit on various issues to give a social message to society. Teachers act as a mentor and observe them. It becomes a competition, the winners are given prizes and others are applauded.

Research and Outreach Activities

no reserach work in B.Ed /D.El.Ed. . Asst.Prof. of the college pursuing Ph.D(Education) from tantia University, Sri Ganganagar.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARISHI DAYANAND COLLEGE OF EDUCATION
Address	HANUMANGARH ROAD NERA BSF CAMPUS ABOHAR
City	ABOHAR
State	Punjab
Pin	152116
Website	WWW.MDCOLLEGEABOHAR.ORG

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sunita Arya	1634-9464233778	9855607157	-	mdbedabohar@yahoo.com
IQAC / CIQA coordinator	Vishal Deep	-	9464233778	-	guptavishaldeep37@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Chandigarh	Panjab University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	26-05-2015	10	Permanent Affiliation

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HANUMANGARH ROAD NERA BSF CAMPUS ABOHAR	Rural	5.15	3574.3

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,EDUCATION	24	B.A B.Sc. B.Com B.B.A B.Tech	English,Hindi,Punjabi	100	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	8	7	0	15
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	0	0	0	0
Yet to Recruit				4

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	6	0	9
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	90	10	0	0	100
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	6	5	0	0
	Female	3	3	2	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	14	1	3
	Female	26	25	10	24
	Others	0	0	0	0
General	Male	12	15	9	15
	Female	44	34	29	53
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		97	96	51	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NOT APPLICABLE TO TEACHER EDUCATION INSTITUTES
2. Academic bank of credits (ABC):	NOT APPLICABLE TO TEACHER EDUCATION INSTITUTES
3. Skill development:	AS ALREADY SAID, SKILL DEVELOPMENT PROGRAMME DONE IN B.ED SEM-1 (2 WEEKS), SEM-2 (2 WEEKS), SEM - 3(INTERNSHIP PROGRAMME 4 MONTHS) Our college is ensuring the use of student- centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. Experimental learning: Our College

	is giving all students the occasion to assume a job as a teacher and have insight of educating in the classroom. We are additionally promising students to coordinate projects at departmental level. Participant Learning: College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Quiz, Project and so on. Encourage students to actively involve them in the learning process for example Google Classroom,Whats App groups Problem Solving Methodologies: College teacher follow the following steps in problem solving Method: 1.Sensing the problem 2.Interpreting, defining and delimiting the problem 3.Collect the relevant data. Brainstorming as teaching strategy Students are approached to sit in a group and are given a specific issue or point. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. Focused Group Discussion This strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It generally involves group interviewing in which a small group of usually 8 to 12 students. Online mode: Nearly all teachers are using Google Classroom, Zoom classes. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	in the morning assembly, day started with Morning Prayer, Thought of the day, News, G.K.Questions and Ends with National Anthem.Medium of the instructions were mother tongue.
5. Focus on Outcome based education (OBE):	NOT APPLICABLE TO TEACHER EDUCATION INSTITUTES
6. Distance education/online education:	NOT APPLICABLE TO TEACHER EDUCATION INSTITUTES. PANJAB UNIVERSITY ALLOWS DISTANCE/ONLINE EDUCATION ONLY IN ITS OWN DEPARTMENTS.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes every year college organised activities related to

set up in the College?	the voter responsibility to create awareness among students. college organised chart making competitions etc.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Faculty Member- Dr.Neetu Upveja Student Member- ELC is functional in nature
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1) Aware the students about voting with the help of seminar. 2) Chart making,Slogan Writing Competition was also held by the college. 3)Oath taken by the students in front of Principal and all the teachers.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	-Activities Conducted in the college:- chart making competition, model Seminars based on awareness of voting
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes , college has B.Ed and D.El.Ed. courses . Some students of the D.El.Ed are 18 years but all the students of B.Ed are plus 18 years and capable of voting.Most of students of B.Ed having Vote card at the time of Admission

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	100	100	100	96

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	34	34

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

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	96	97	96	94

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	96	97	96	94

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	100	100	100	96

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
44.15777	33.04232	24.41998	43.43459	21.54300

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

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

At the institution level, the curriculum planning and adoption are acollaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

      1.*Faculty of the institution*
      2.*Head/Principal of the institution*
      3.*Schools including Practice teaching schools*

      1.*Employers*
      2.*Experts*

      1.*Students*
      2.*Alumni*

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1.   Website of the Institution

2.   Prospectus

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

1.2.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	4	3	3

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

1.2.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	100	100	100	96

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

For the students to acquire and demonstrate knowledge:- house test was done internally with the time bound limits according to the university rules and syllabus. A Deputy supdt.,Invigilators were appointed internally. After evaluation proper feedback in term of suggestions was given so that students got excellent marks in Final Exams.top 20 students got highest assessment in Final exams.This assessment is done time to time by providing the students with questionnaire in which questions include content aspects like relevance of the curriculum, time allotted, learning, applicability, extent of coverage and the inclusion of projects and assessments.

skills:- Skill-in-teaching practice continues throughout the session in the form of explaining teaching skills, practice of teaching skills through micro teaching in simulation, practice of macro lessons in simulation,

exhibition of teaching aids, model lessons by lecturers, lectures and counseling on improving handwriting

and improving Blackboard writing, model lessons by lecturers, writing and handwriting competition, Phase I

– teaching practice in schools, demonstration lessons by the staff ,observation lessons, intra college competition in preparation of Teaching aids & skill in teaching competition, skill-in-teaching and preparation of teaching aids inter college Panjab University competitions, Phase II – of teaching practice and final exam in skill in teaching.

Values :-Our college constantly works to develop our students as better citizens of the country. In this regard, the institute, apart from imparting education, inculcates a feeling of being one among the student

community through various practices and programs. The college ensures that the students participate very enthusiastically in all such activities. Since last year, the college has strived forward with great effort to

increase the level of awareness and appropriate practices amongst the students with regard to the following points: 1)National identities and symbols: Our college has always taken various steps which promote

awareness about various National Identities and symbols. Our college spreads the message of nation-first policy. The college celebrates independence day and Republic day with a clear message of duties and responsibilities. 2)Fundamental Duties and Rights of Indian citizens: Our college has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of Indian citizens. *Academic programs like seminars etc which have enriched the awareness about these aspects.

*Various activities like poster-making competitions etc.

Attitudes:- Our institute provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal, and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like 1) Women's day 2)Yoga day, and AIIDS along with many regional festivals like Lohricelebrated in our college. This establishes positive interaction among people of different racial and cultural backgrounds. There is agrievance redressal cellin our institute, which deal with grievances without considering anyone's racial or cultural background.A NSS CAMP also held every year where our students (belongs to different racial or cultural background) live together, eat togerther and do activities together.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.

Response:

All the lectures use variety of methods (Lecture, Activity, Demonstration, Role playing, Storytelling, Project Method) etc to enhance learning. Two sections of B.Ed. namely Sec A and Sec B have projectors and Lecturers use projectors while teaching. Teaching Aids, Models, Globes and other teaching aids are also used to simplify the content. Time Table is a mixture of Theory and Practice. The college has provided teaching

and guidance schedule from 9 am to 4 pm. All the lectures use variety of methods (Lecture, Activity,

Demonstration, Role playing, Storytelling, Project Method) etc to enhance learning. Two sections of B.Ed. namely Sec A and Sec B have projectors and Lecturers use projectors while teaching. Teaching Aids, Models, Globes and other teaching aids are also used to simplify the content. Time Table is a mixture of Theory and Practice. In time table there is sufficient periods for skill development of students. College has a big library in which students get books from book bank for self learning. Special classes/Periods are arranged for

Acdemically Weaker students having weakness in particular subjects/ Black Board Writing / Handwriting.

College organized plenty of co-curricular activities like celebration of National Seminars, International seminars in which advanced learners hosted the seminars, present their views.

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

1.3.3

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

Response:

1. Skill of introducing the lesson 2. Skill of writing instructional objectives. 3. Skill of questioning. 4. Skill of reinforcement. 5. Skill of stimulus variation 6. Skill of B.B. writing. 7. The students practice the skills through Micro teaching. They planed5 Micro lessons and also deliverd Micro

lesson for each skill. Feedback wasprovided by the lecturers as well as students. 8. The college takes nearly 18 -20 schools for teacher practice in Abohar. All the schools wereaffiliated to P.S.E.B. After pre- practice, the trainees weresent to

schools for teachingpractice and each group washeaded by teacher educator. The teaching practice wasin Semester-iii/ semester-iv. In which teacher's trainee has to deliver 5 Micro + 20 Macro + discussions lessons and 15 observations for each teaching subject. The process of feedback is same. Feedback wasof both types verbal and non- verbal. During teaching practice teacher trainee has to arranged Cultural activities in the

school, i.e. Conducted Morning assembly madea report of school plant, Maintained of Attendance Register etc so that their teaching skills are developed.

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

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 90.2

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

2.1.2

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

Response: 111.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	48	42	48	39

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

2.1.3

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

Response: 0.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

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

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

The teacher trainees are admitted through online central counseling conducted by constituted admission committee which is appointed by the Panjab Government from one of the three Government Universities

.As the College is affiliated to the Panjab University ,Chandigarh so the College adheres to the admission policy and procedures of admission rules and Panjab University . The Government of Panjab organises the Common entrance test through one of the universities at entry level in which a Students' readiness and eligibility for entering the teaching profession is assessed .Generally,'CET' is comprised of assessment of General awareness,teaching aptitude test,reasoning test and general numerical ability test with one of the languages i.e.Hindi,English and Punjabi..All the students admitted in the B.Ed programme have choice of selection of their pedagogy subjects although selection is done on the basis of subjects in previous lower degree i.e.graduation or the post graduation.So far as choice of language for writing test and exams is concerned the student can choose any one of the three languages i.e.Hindi,English or Punjabi.Yet students can use English with Hindi or Punjabi if he/she feels it convenient . The College has planned and managed wider and intensive interaction between the newly admitted students and the teachers pulls down barriers . Healthy intra student relations are given priority.These are developed through various means which include personal rapport and the collective and cooperative activities organized by the College.

All the lectures use variety of methods (Lecture, Activity, Demonstration, Role playing, Storytelling, Project Method) etc to enhance learning. Two sections of B.Ed. namely Sec A and Sec B haveprojectors and Lecturers use projectors while teaching. Teaching Aids, Models, Globes and other teaching aids are also usedto simplify the content. Time Table is a mixture of Theory and Practice. The college has provided teachingand guidance schedule from 9 am to 4 pm. All the lectures use variety of methods (Lecture, Activity,Demonstration, Role playing, Storytelling, Project Method) etc to enhance learning. Two sections of B.Ed.namely Sec A and Sec B have projectors and Lecturers use projectors while teaching. Teaching Aids, Models,Globes and other teaching aids are also used to simplify the content. Time Table is a mixture of Theory andPractice. In time table there is sufficient periods for skill development of students. College has a big library inwhich students get books from book bank for self learning. Special classes/Periods are arranged forAcdemically Weaker students having weakness in particular subjects/ Black Board Writing / Handwriting.College organized plenty of co-curricular activities like celebration of National Seminars, Internationalseminars in which advanced learners hosted the seminars, present their views.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3.   **Remedial Learning Engagement**

4.   **Learning Enhancement / Enrichment inputs**

5.   **Collaborative tasks**

6.   **Assistive Devices and Adaptive Structures (for the differently abled)**

7.   **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 5

2.2.4.1 **Number of mentors in the Institution**

Response: 11

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The curriculum and scheme of evaluation proposed by the Maharishi Dayanand College of Education, Abohar is highly student-centric and it completes all these processes in a time bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning. The following methods are employed to develop varied skills and competencies.

Experiential learning: The student teachers are given experiential learning by different means

Field Visit Poetry Recitation Demonstration of Experiments/Instruments

Discussions and debates on contemporary issues Institutional Visits and study tours

Students are provided with an opportunity to work in schools during their pre- internship (15 days) and internship period (16 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes and human resource system etc. of the host institutions. These pre- internship and internship programs are structured on the premise that students need to gain **experiential learning** and **hands-on training** for respective work areas.

Participatory learning: Participatory learning is incorporated into the courses through a variety of learning methods, tools, and mechanisms, including field-based assignments, field visits, group presentations, hands-on group exercises,home assignments, quizzes, seminars, brainstorming interaction with experts and other stakeholders, and role-play-based learning.

Problem-solving approach: The College uses the problem-solving approach to help students in

Developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. This approach is being effectively used in fields including psychology, computer science, physical science, and math to improve student learning experiences.

Brain storming strategy: During theory classes, the teacher educators encourage the student teachers to focus on a topic and contribute to the free flow of ideas.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 31.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

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

2.3.3

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

Response: 100

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

Response: 55

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

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

An effective mentoring can have a powerful impact on students during the time of college professional. Students overall success will be influenced significantly by the impact of the mentoring relationships with Faculty. Working in team:- Our college teacher work in a team according to the personality and expert of

each team members. The working environment of the college is conducive for the overall development of the faculty as well as the student teacher. Dealing with student diversity. Our teacher promote awareness and

create a personal connection with diverse culture in the classroom. When working and learning with people from a variety of backgrounds and cultures present in classroom, student gain a more comprehensive under teaching of two subjects matters. Conduct of self with colleagues and authorities.

Collaboration being with finding time to connect with colleagues to share thoughts and provides support. Teaching is emotionally training but our college best teacher/ staff that can be there for one another in all type of situation. Balancing home and work stress Our staff/teachers always organises different programs like sports, cultural, activities, games, quiz, competitions and other type of competition to balance the home and work stress in students.

Keeping oneself abreast with recent development in education and life. Mentorship plays a very crucial role in the growth of students. Faculty mentors, peers and alumni mentors have a purposeful role to play in

counselling and guiding student to choose their growth path.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

Creativity and innovation are not skill in themselves. A skill is a learnt or thought cognitive action in which one carries out or follows through with a specific task. Skills are subdivided into categories which determine how human behaviour and action are use to identify an ability as demonstrated in a specific domain of learning. The teacher uses student's interest to immerse them in the learning journey. They design a learning environment and a schedule that encourages play discovery and useful failure. They help connect problems and their solutions to real world situations. using inquiry learning tools. Try to stretch the students to take

creative risks and do what they are unsure of. Innovative tools used by a teacher Multimedia learning process.- Multimedia is the combination of various digital media types such as text, images, audio and video into an integrated multi sensory interactive application or presentation to convey information. Impact on

students. These tools make the teaching learning process dynamic and easy for the students. Reading process becomes more dynamic instead of the written presentation of the texts printed in the book. Presenting different drawings and pictures support the clarification of ideas and communication of information The

students can move easily from a presented subject to another, provides a good chance for questions and discussions. There is more scope of rising attention and interaction between students and the educational subject. They help learners remember and transfer their knowledge.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**

7.Community Engagement

8.Facilitating Inclusive Education

9.Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as procedural steps of entire practice teaching protocol

a) The principal of the institute meets the heads of the schools for taking their consent for the said purpose.

b) Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship.

c) Discussion with the teachers in-charge of school allotment with the student teachers for their preference in opting the schools out of the selected schools,

d) Preparation of the allotment list of the students teachers for different schools with the selection of group leader and allotment of one teacher educator as the college mentor.

e) Visit of the schools by the college mentor allotted for different schools to meet the student teachers, supervising their class room performance with the use of teaching aids and appliances and the prepared lesson plan.

After that the supervisor reports his/her observations in the supervisors observations book regularly with the help of school mentor teacher

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

2.4.9

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

Response: 3.67

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

Response: 15

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**

4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship in schools The college has strong bonding with surrounding area schools as our students interns complete their 16 week internship in these school under the guidance and mentorship of head of school and senior faculties and other teachers. The head of our institute personally discuss with the head of varies schools before internship regarding the pectation of school from our interns previous years feedback and suggestions. We are call subject experts, senior experienced teachers and in-service teachers (preferably our alumni) from our area's government and recognised private schools in orientation of pre internship programme. With the pragmatic viewpoint the senior teachers quote all the practical aspects, the student teachers ought to face during their teaching practices. These discussions help a lot to plan and prepare themselves for innovative and fruitful teaching practices. Te pupil teacher also know • about their . With the pragmaticviewpoint the senior teachers quote all the practical aspects, the student teachers ought to face during their teaching practices. These discussions help a lot to plan and prepare themselves for innovative and fruitful teaching practices. Along with this, they also tell about responsibilities perform by pupil teacher at the time of internship. This team of mentors also provide feedback to student interns and suggest the ways of improvement in their day to day teaching practice. During internship the college mentor teacher visits the concerned school.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 68.75

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

Response: 11

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

2.5.3

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

Response: 9.25

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

Response: 148

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

In house discussions on current developments and issues in education Community and academic peers are invited for formal/informal talks to the teaching and non teaching staff of the college. Input from parents of the PTs and interaction with neighborhood provide general feedback about the course and the related curricular/cocurricular activities. Maharishi Dayanand College of Education, Abohar emphasizes on research and action research amongst the faculty and PTs. Management and the Principal of Maharishi Dayanand

College of Education, Abohar always look forward for systematic and objective analysis and recording of controlled observations that may happen or have happened in the college. College authorities keep a close look at the emerging trends and needs of teacher education. Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation. The institution ensures that the student teachers develop proficiency for working with children from diverse background and exceptionalities through the teaching of individual differences, inclusive education, equality of educational opportunities, and removal of gender disparities from theoretical stand point of the curriculum transaction

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

2.6 Evaluation Process

2.6.1

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

Response:

Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the continuous Internal Evaluation as prescribed by Punjab University, Chandigarh & S.C.E.R.T Punjab On the Commencement of each new academic session, the students are Intimated about the evaluation system to be followed. Updated of different university & S.C.E.R.T Punjab notification about the examination about the examination is provided to the teachers as well as students. The college has adopted a method of

assessing the academic performance of the students on a continuous basis. Continuous Assessment In Theory Subjects :- * The marks allotted for Internal exam are ,Assignment for , Marks and to that of external exams are .In this frame work ,the college conducts the following components as part of internal

exams . *Marks are awarded for all the above activities and the average is taken as the assignment marks. *Special tests for slow learners. *More Assignment is given for practice. CONTINUOUS EVALUTION IN PRACTICAL SUBJECTS: - *For Practical subjects, there shall be a continuous evaluation during the semester for sectional marks and examination marks is taken. * Additional actives are introduced. INTERNAL EVALUTION IS TRANSPARENT: - There is complete transparency in the internal Evaluation. The Criterion adopted is as directed by the University. * At the beginning of the Semester, faculty members inform the students about the Various Components in the assessment process during the semester. * For Internal Evaluation system, Proper arrangement of formative tests in class in done.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution follows a set procedure which brings grievances into the open so that the institution can know them and can take necessary action to settle them. It covers the receipt and processing of complaints from the students, and action taken on any issue raised by them to avail services more effectively. The college has a

well organized mechanism for redressal of examination related grievances. The students can approach the Teachers, College examination officer, and principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. * After the evaluation is done for the examination, if any

student feels that the marks given to him in any paper are not just ,he or she can apply revaluation by remitting the fees to the college. * Students and faculty members are made aware of the transparency to be maintained in the system of assessment. * The subject handling faculties with Department head deals with the grievances related to university question paper after informing the principal like questions out of syllabus, repeated questions, Improper distribution of marks, Marks missed ,wrong questions numbered etc. *If student has any grievances related to evaluation of University answer scripts are intimated to the subject handling faculty and head of the Department if necessary. * The mentor deals with the doubts the students come

across, clarifies them which enables them to do better in future. * The corrected answer scripts at random are verified by head of Department to ensure the standard evaluation process.

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

2.6.4

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

Response:

An academic calendar is of vital importance for the Institute to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Institute annual Calendar is a representation of planning of Institute which is scheduled for the entire year. It is a setting of exact activities that can be done according to appropriate time. The annual calendar is a planning tool for Institute to do all the Institute related programs in a particular time. It is also useful for prospective students, alumni and parents as well.

The institution prepares and publishes academic calendar before the commencement of the Academic year containing the relevant information regarding the teaching learning schedule, working days, various events to be organized, holidays, dates of internal examination, semester examination etc. *The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.

*The Institute Academic calendar gives particular period to conduct extracurricular and social activities such as celebration of birth and date anniversary's of the national icons, Celebration of various national and international days. * The Institute adopts the strategy of continuous internal evaluation, seminars, Project

work, unit tests and semester examination through which the Academic progress is monitored regularly.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The institution is an affiliated college of Punjab University Chd., adopts the curriculum of B.Ed and scheme of courses under the programme as provided by affiliating university the teaching learning is aligned with the following PLOs after completion of the B.Ed programme. The pupil teachers would be able to achieve . 1.

Content competency. 2. Pedagogical skills and innovative practices.3. Professional ethics and accountability .

4. National character. 5. International citizenship qualities. PLOs Transaction of the courses requires a variety of the approaches such as, class teaching, case studies, discussions on reflective journals, observation of

children,interaction with community multiple sociocultural environments close reading of original writings, tutorials, seminars project work, term papers , individual or group assignments and continous engagement with the field. CLOs The curriculum scheme of B.Ed programme is bifercate in four semester . Each

semester pertains some foundation courses which are compulsary for all the students and some optional pedagogical courses to train pupil teacher several teaching skills, devices techniques and strategies along

with work experience and field work courses to achieve essential professional competencies the courses wise learning outcomes as below,

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	96	97	96	94

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

2.7.3

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

Response:

Students performance on learning task is assessed and recorded on the basis of term paper , house test , class assignments, attendance , participation and participation in discussions/seminars/tutorials, related practical

and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal. The most appropriate assessment to improve guidance in student learning are quizzes test writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with

classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation ofthe results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. Despite the importance of assessment in

education today, some teachers receive very formal training in assessment design or analysis. teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 55

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

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

Response:

The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding of the concept. For example, a planning session about future projects related to teaching learning in which the students work in small groups on different topics. Issues lead to a discussion about the criteria for judging the work quality. This type ofassessment discussion, which occurs before an activity even start as a powerful influence in how the students conduct themselves throughout the activity and what they learn. To best support their students learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom.

Assessment for learning and quality feedback has promoted increased student progress. Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to learners on their performance with a view to improving their work. The teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their

performance.

Teachers have created learning opportunities where students can progress at their own pace and undertake consolidation activities where necessary. The individuality of feedback has a facility to support weaker learners and challenge more able learners. Teachers set tasks and activities and pose questions to learners.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Any additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	5	9

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

3.2.2

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

Response: 1.11

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International**

conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	6	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 2.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	4	4

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the

last five years

Response: 88.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	100	100	50	100

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

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

Response: 68.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	98	50	45	92

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

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

Response:

Our college campus adopts a policy to make students aware of the ongoing social issues in the society. Underthis blood donation camps are organized. Seminars on current social issues are held from time to time. Inwhich awareness is created about child marriage, traffic rules, women empowerment etc. Apart from thismany other issues are emerging in the society about which the college campus is also raising awareness aboutthe activities from time to time. Information on social issues is provided by the college teacher. With thecollaboration of NGO's college conduct seminars and camps from time to time. Blood donation camp isorganized every year during which 30-35 units of blood are donated. . Blood is also donated duringemergencies if needed. work has been done in collaboration with the Social Welfare Society. Information hasbeen given about recharging rain water and more has been done to recharge rain water. Plants are also plantedin the college and adjoining villages. College students are also provided door-to-door health education andvoting information in the villages from time-to-tome. College and students are always ready to help thecommunity when needed.

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

3.3.5

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	4	2

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	6	2	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.4.2

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

Response: 4

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

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

The college has a sufficient number of classrooms, well-furnished and fully equipped science and math laboratory, psychology laboratory, computer lab. with wifi and computers and a printers, art room with purchased as well as student prepared art items, two staffrooms with wash rooms, Almirahs and two microwaves and sofas, NSS office etc. The automated library has 9664 books on 31.03.2023 (10546 on 10.05.2024) and magazines and journals and reading room for students with wifi facilities. There are ramps for divyanjan and have a ICT facility classroom with a projector and a computer with a wi-fi connectivity. The college has a separate common rooms for boys and girls. The college has a separate office, separate room for vice principal, a well equipped exam storeroom. All rooms are properly ventilated having natural lights as well as electric lights. The college has a multipurpose auditorium and physical education room for indoor games. The college has a two hundred metre running track and a basketball and volleyball ground.

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

4.1.2

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

Response: 18.18

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

Response: 2

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

Response: 11

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 49.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.01231	15.25765	14.74551	22.61627	7.51841

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Library is fully automated using e-granthalaya 3.0 and there were more than 10546 books in 2023-24 Barcodes were pasted on the books with the help of barcode printer. Books were issued and return with the help of barcode scanner.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

The institution has wi-fi connection and internet facility in the library for all the students and teachers.Student and teacher use frequently wifi and internet for e-journals and e-books.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.29359	1.50226	0.31788	0.75412	0.10180

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

4.2.5

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

Response: 21.38

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

Response: 387

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

Response: 395

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

Response: 377

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

Response: 119

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

Response: 240

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

College has wifi faculty in whole campus specially in the office, principal office, computer room, library, reading room and use of whatsapp is also availed for teaching learning. Computers, LED, Printers, laptop, scanner, copier, and projectors are among the IT resources available at the college. The college has a well-developed IT infrastructure to meet the needs of students and faculty in order to improve teaching and learning. For student security and monitoring, CCTV cameras are installed in every classroom, laboratory, hall, campus, college entrance and exit, and library.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.75

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

4.3.3

Internet bandwidth available in the institution

Response: 72

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

Response: 72

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link for additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 98.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
43.62809	32.43730	24.01938	42.40779	21.16731

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

IQAC helds the regular meetings for this year, IQAC decided that the classrooms be white washed, sunmica on the gates be cleaned and the frames (Chokaths) of the doors be polished and accordingly, this decision was implemented. The books were purchased under the guidance of subject in-charges and the discussion with principal. Two books are issued to all the students and re-issued after 14 days or more if needed. The college has a book bank and all the text books are issued to a large number of students for whole year and even the university roll numbers for exam are issued without getting these books back. There is a suggestion box for student in the library. Staff member suggested books for doing research work and Ph.D. degree for research paper and for class teaching these books were purchased. The staff is helpful is providing facilities to use library, laboratories and sports facilities. IQAC recommended purchase of more books and accordingly books were purchased. The binding of the books are repaired and all the books are being covered and protected though the library has open access but to maintain the books, the books are kept in almirahs. Whenever any defects/deficiency is expected or detected in computers, CCTV, printers, LED, sound system etc., immediately the concerned experts are arranged to repair and replace the parts, if needed. Most of the facilities need electricity and there for the college has two generators. IQAC recommended that playground be maintained and used for sports.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 14.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	15	21	17

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

5.2.2

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

Response: 23.64

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

Response: 11

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

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

Response: 2

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 44.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	4	53	60	45

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Our college has active student council. The student council consists of president, vice president, of sadan,subject associations, NSS and youth welfare council. The student members of the council are

elected throughdemocratic process. The council is monitored by senior faculty members. Student council of MaharishiDayanand college of education plays an important role in curricular and co-curricular activities. Themembers of student council helped in organization of vaccination camp in which 250 persons of nearbyvillages were vaccinated against covid19. Some were given the first doze and those who had already the firstdoze were administrated the second doze. Student council is in continuous touch with the students and act asa feedback system. Members of student council motivate the students to take parts in the college activities.The student council paid homage to the national heroes and shaheed /freedom fighters on their birth days andShaheedi Divas. The students council helped in organization of N.S.S. Camp and talent hurt programme.Student's representatives are encouraged to give

suggestions regarding up gradation of the teaching-learning process and their feedback is taken in to account. Apart from these the participation of students is done in the following Decision Making Bodies.

1. Admission Committee

2. Staff Secretary

3.Time Table

4.Youth Welfare Service/Co-Curricular Activities

5. Health & Sports

6. Skill-in-Teaching/Teaching Practice Committee

7. Discipline Committee

8. N.S.S.
A) Red Ribbon Club
B) Voter Awareness Club

9. Internal Assessment Committee

10. Wall Magazine/Display Board Committee

11. Examination Cell
    Sitting Arrangement

12. Refreshment Committee

13. Decoration Committee

14. Placement & Campus Interview Cell

15. Attendance Record

16. Women Anti Harassment

17. Anti Ragging Committee

18. Coordinator of the Houses/Clubs

19. Morning assembly Committee

20. Extension Lecturers/Seminars Committee

21. Prize Distribution Committee

22. Hospitality Committee

23. Alumni Association Committee

24. Library Committee

25. Curriculum Development Cell

26. Committees for Minority, SC/ST/ OBC & EWS
All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions/suggestions are executed through proper channel, in best interest of the institution. Funds are provided as per the needs.

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

5.3.2

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	20	3	18	11

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

5.4 Alumni Engagement

5.4.1

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

Response:

Our institution is devoted to cherishing the relationship with its family members by constant touch-ups, college interactions, and friendly get-togethers. A non-registered but functional till date Alumni Association has been established by the institution since 2005. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic
environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These
members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacitiesWe have presently 100 Alumni enrolled in Maharishi Dayanand College of Education Alumni Association from B.Ed. Course. We conduct yearly Alumni get together. Alumni Meet is organizedtwice in a year.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any additional link	[View Document](#)

5.4.3

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

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

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. They are informed about the seminars and workshops for professional development. The Alumni supports the institution whenever required specially during the time of visits of various Apex bodies, Accreditation organizations etc... They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Many alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-scholastic activities such as Dance, Music, General Knowledge, Essay Writing, Debate, etc. At times the best of the students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this college. Students are accommodated in nearby racticing schools during internships where many of our alumnae serve as Heads of Institution and Academic Faculty. Annual Youth Festival preparatory rehearsals were always attended by alumni members for constructive feedback and to ascertain level of preparedness. Mr. Roop, Mrs Maninder Kaur ,Laxmi,Raveena , Maneek , Gurdev, Rupinder the youth festival preparations. There is a consistent effort to organize meetings and activities like seminars and webinars for promoting dissemination of knowledge where alumni have been actively involved. They provided not only academic guidance to the new students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Vision

To develop a leading institute for action research and development having courses producing professionally trained teachers with global teaching competencies as well as values.

Professional training through explanation and demonstration of teaching skills by trained lecturers especially Skill of Black Board work, Skill of Reinforcement, Skill of Introducing the lesson, skill of Questioning, skill of stimulus variation is imparted. Lesson on skill teaching practices are followed by practice of teaching skills by pupil teachers. Teaching practice is done in simulation for developing teaching skills and inpracticing schools in real situation for 105 days. For developing teaching competencies, the college has computer lab with 20 computers Wi-Fi, LED, LCD projector and over head projectors. The institution isreflective of developing values.

Mission

1. To provide quality education of global standards with latest technology inculcating values and patriotism.The auditorium has 3'x5' feet 15 pictures of patriots in the form of flexes displayed and fixed properly onwalls of auditorium and the patriotism mentioned in the mission is reflected in celebrating days of patriots by paying homage and communicating the sacrifices of the patriots to the budding teachers and channelizing the energy of youth in the right path of service and sacrifice for the nation and the society.

2. By doing action research and research for promoting higher standard of teacher education, the lecturers improve black board writing of pupil teachers and improve their teaching learning.

Objective

To realize the vision and mission, college has objectives:

1. To impart quality teacher training to the teacher trainees.

2. To impart knowledge and training of latest technology for teaching.

3. To develop values of a good teacher, good human being, a patriot and a true Indian.

4. To develop the infrastructure befitting of a quality teacher education institute.

5. To make optimum and effective use of existing resources the human resources as well as infrastructure.

6. To arrange programmes for the all round development of personality of the teacher trainees.

7. To stimulate social and national integration

8. To educate for eradication of evils.

9. To keep alive the torch of knowledge kindled by Maharishi Dayanand, that is, to dispel the darkness of ignorance and to spread knowledge for the well being of all, that, physical, moral, social and spiritual development.

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

6.1.2

Institution practices decentralization and participative management

Response:

The secretary Mr. Baljinder Phutela is himself associated with experience of heading Punjab Technical University's centre for computer education and the management education. The Cashier Sh. Sohan Lal Jhamb, has a long experience of teaching and heading educational institute as he is a retired principal anlecturer of Government Senior Secondary Schools. Mrs. Raj Rani has been a principal of a high school affiliated to Panjab School Education Board. The director is former Principal of this College and was a Principal of D.A.V. College of Education, Abohar since 1997 and remained senator Panjab University for 8 years and was members of various academic bodies of Panjab Unviersity. The management always exhortsthe faculty for effective and efficient transaction of teaching learning. The management gives free hand to the principal and the faculty for betterment in teaching learning techniques. The college faculties have staff meetings as well as representation on the management as two staff representatives are on the managing body of the college. The college has IQAC (Internal Quality Assurance Cell). There are committees AcademicCommittee, sports Committee, Assessment Committee, Seminar Committee, organizing committee. Thecollege has a democratic management. All the members of the governing body are highly educated and amajority belongs to the field of education.

The management of the college takes effective measures in encouraging and supporting the involvement

of the staff for college development and its effective functioning through out the year. To promote decentralization and participatory management the college has effective mechanism. It allocates different duties to the teaching and non-teaching staff as per their expertise and potential.

This decentralization of various duties and responsibilities is evident from the various committees assigned to different members of the college as given in the college prospectus available on the college website:

Chairperson: Mrs.Raj Rani

Director: Dr.R.P.Asija

Principal: Dr.Sunita Aryra

 Secretary: Mr. Baljinder Phutela

 Chashier: Sh. Sohan Lal Jhamb

Staff Representative in College Management:

1. Dr.Vishaldeep
2. Dr.Rajdeep Kaur
3. Dr.Neetu Upveja
4. Dr.Inderjeet Singh
5. Dr.Seema Wadhwa
6. Mr.Dayanand

Staff Secretary: Dr.Vishaldeep

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

6.1.3

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

Response:

Maharishi Dayanand College of Education, Abohar maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust

well integrated system of internal process like Admission, Examination process, Internal Quality Assurance,Library Management etc. The Institute has a highly secured IT infrastructure for streamlining the information flow.

Financial Transparency: Maharishi Dayanand College of Education, Abohar maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working .Governing council also visits the financial statements in the general meetings.Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

Academic Transparency: With regard to academic matters, the Governing council is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and other important decision pertaining to academics.

Administration Transparency: The Institute main tainstransparency in its administration by uploading minutes of meeting .The institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative andacademic which ensures accountability and has adequate autonomy in decision making.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plan document of the college NAAC second cycle accreditation Achieving a good placement record .Improvise the collaborative and extension activities Improve students participation in inter college and university level competitions Improvement in greenery and infrastructure of the institute .
The major areas covered in the plan are mentioned below:

- Effective Teaching Learning Process -Orientation Program is conducted in the first semester to align the students with the Teacher Education and learning methodologies.
- Faculties teaching with the help of ICT tools and providing training to use ICT in teaching to pupil teachers.
- Online platforms, social media you tube etc are also used as and when required. Linkage with

schoolsand other educational institutes and Placement –More schools are included in Internship programme sothe students can get experience of different type of school systems, which further help them to get better access to several types of institutes for placement.

- Training and coaching for PTET and CTET provided by faculties .
- Student's participation in co-curricular and extra-curricular –Funds for preparation and coaching of several cultural, literary and musical; sports are provided by the college.
- TA /DA of teachers and students are allocated to participate in out of station activities.
- Staff development -Institution strives to ensure the quality of the faculty by continuous learning and skill upgradation through Faculty Development Programmes, Workshops, Weekly Technology Upgradation Meetings, internships, etc.
- Infrastructure development –Regular maintenance and required updation and improvements are done.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

The organizational structure of the college is effective because certain activities are directed to achieve the goals of the Institution. Institute administration is a combined and co-operative effort of Principal, teaching,non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. All aspects are organized in order to attain the desired goal. Various committees are formed underthe administration of principal. The Principal guides the functioning of the committees. The principal is involved in the implementation of the perspective plans of the Institute. They ensure that academic andadministration functions efficiently through the various committees constituted for the respective cause. Inthe beginning of the year, various academic and co-curricular committees are constituted. Specific task isallotted to them as per the academic and administration plans of the Institute. For the complete functioning of college activities, 28 committees/Clubs are identified. Every committee consists of members. They together plan forthe . the function of every committee in the Institution is well defined. All committee members report to Principal and Principal monitors the effective functioning of these bodies. A part various committees are formed for smooth functioning of various activities of the college like:

- Internal Quality Assurance Cell (IQAC) & Decision Making Committee

- Admission Committee
- Staff Secretary
- Time Table
- Youth Welfare Service/Co-Curricular Activities
- Health & Sports
- Skill-in-Teaching/Teaching Practice Committee
- Discipline Committee
- N.S.S.
- A)Red Ribbon Club
- B) Voter Awareness Club
- Internal Assessment Committee
- Wall Magazine/Display Board Committee
- Examination Cell
- Sitting Arrangement
- Refreshment Committee
- Decoration Committee
- Placement & Campus Interview Cell
- Attendance Record
- Women Anti Harassment
- Anti Ragging Committee
- Coordinator of the Houses/Clubs
- Morning Assembly Committee
- Extension Lecturers/Seminars Committee
- Prize Distribution Committee
- Hospitality Committee
- Alumni Association Committee
- Library Committee
- Curriculum Development Cell
- Committees for Minority, SC/ST/ OBC & EWS
- News Letter (Press Report) and Photograph Committee
-
-

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

6.2.3

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

1. **Planning and Development**
2. **Administration**

    3.Finance and Accounts
    4.Student Admission and Support
    5.Examination System
    6.Biometric / digital attendance for staff
    7.Biometric / digital attendance for students

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

The institute promotes holistic development and believes in having a decentralized approach. For this purpose, various committees are formed in the College for the smooth and efficient management of activities.It also gives the opportunity to the faculty to grow and develop in their extra curricular activity/field and administrative skills. The committees are constituted by the Principal in consultation with faculties for one academic year or until new committees are constituted. Every committee is assigned with specific tasks pertaining to the requirements of conducting college functions. Heads of the committees monitor the work and maintain the record of activities conducted by the cell/club/committee. The college has committees functioning and effectively conducting all the responsibilities. The procedure followed for constituting a committee is as follows: IQAC decided to augment the infrastructure and beautify the college campus and this decision was implemented by computerization of the library, increasing books to nearly 10000 renewing the subscription of the educational journals, use of barcode reader, updating the computers and purchasing new ones, installing modems and wires to make Wi-Fi effective at different places in the campus, installation of solar system, rain harvesting system.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Effective implementation of welfare measures for teaching and non-teaching staff is in place Maharishi Dayanand College of Education, Abohar Management treats its employees as family members and is completely committed to their professional growth of teaching staff and for the growth of Non-teaching staff,college organizes seminar in the current situation.

- The college ensures the professional growth of its employees .
- An amount equal to PF deducting is contributed by the management and the college maintains contributory provident fund deposited in bank accounts. Gratuity is given to the employees.
- Earned leaves are given in addition to casual leaves and unwilled E-leaves are enchased as leaveen cashment welfare measure.
- Loans are granted to teaching and non -teaching for meeting their personal urgencies.
- Training in computer and software management is provided to the staff members as per requirement Maternity benefits as per norms.
- Computer labs and Internet facility.
- College provide earned leave for maximum 8-12 days in year for teaching staff and 20 days causal leave for permanent female staff and 10 days for male staff as per rules.

Non-Teaching Staff:-

- The administrative staff also needs training in advanced skills related to their work.
- The non teaching staff is (IVth grade) provided with the accommodation facility.
- The staff welfare benefit of ESIC (employee's state insurance scheme) and EPF (employee's provident fund) scheme.
- An amount equal to PF deducting is contributed by the management and the college maintains contributory provident fund deposited in bank accounts. Gratuity is given to the employees.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)

6.3.4

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

Response: 2.5

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

Maharishi Dayanand College of Education, Abohar has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express

their views about different academic and co-curricular programmes organized by the college. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self appraisal report as well. The relevant committees, Teacher-incharges, event managers and the principal present their overall assessment.All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment ofthe faculty and other staff, and with that the total working of the college.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Institute has made the necessary provisions in the books of accounts towards efficient use of available fundsfor each academic year. The college has a well formulated financial budgets committee bursar which ensures effective and optimal utilization of finances for academic, administrative and development purposes. Towards this end of every year, the budget for next year is prepared well in advance after taking into consideration there quirements of the institution. The budget is reviewed by the management and approved after necessary changes, as and when required. The institute makes a provision for advance /additional funds. Internal audit is conducted by Principal, Director and Bursar. External / Financial audits are conducted by a certified auditor every financial year to verify the compliance with established financial processes. The books of Accounts, Balance sheet, Income Expenditure have been audited by C.M. JUNEJA Associates Chartered Accountants up to year ending . As per Report of the C.A. (ABOHAR, Punjab), all the information and explanation related to Accounts was duly checked and found Correct.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.4.3

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

Response:

Maharishi Dayanand College of Education, Abohar is a private self finance college. The Income of thecollege is generated from fee of students and donations. A part of funds is received for seminars and from Punjab govt. as scholarship fund. The Principal with the help of management committee of the institution monitors the use of resources received from fee and funds from students and any other scholarship fund from government or university. The accounting procedures are simple and transparent, so that it could be convenient for the audit authorities to exercise effective financial control. They make recommendation for better handling of resources and effective mobilization of available funds. For smooth running of the institution various committees have been constituted, each committee studies its own field and analyses there quirements and then forwards it to Principal. No authority shall exercise its

powers of sanctioning expenditure to pass an order which will be directly or indirectly to its own advantage. In case of any need where the financial support is required, proper demand in writing is made from the concerned Department.For e.g. in case of any requirement, the details of the requirement of the equipments, maintenance infrastructures etc are prepared and proper procedure for purchase is adopted. Every bit of expenditure requires an administrative approval by the competent authority.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Maharishi Dayanand College of Education, Abohar has adopted quality management strategies in academicand administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality .The College formulated and established a Six member Internal Quality Assurance Cell (IQAC) in 2009 so as to respond to the changing educational, social and market demands. The cell makes assessment ofdifferent aspects of the functioning of the college, and monitors their functioning. It gives suggestions fromtime to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parametersfor the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops,seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement; /enhancing the institutional quality;Development of Quality Culture; Maharishi Dayanand College of Education, Abohar is a student centric Institution, and always ensures the benefit of students in all spheres of life.

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

6.5.2

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

Response:

The institution takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students. IQAC of Maharishi Dayanand College of Education, Abohar takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.Preparation of course plan at the beginning of every session. Feedback is collected by the students (alumni) through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs.The improvement in courses and teaching materials is brought about with the help of evaluation. All students are provided with the student diary that provides all details relevant for students. Transparency is maintained in internal assessment. The institution organizes seminars, conferences, and workshops at various levels.Attendance registers and daily teaching Diaries are duly maintained and checked. IQAC supports the teaching and learning goals articulated in the institutions strategic plan.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	8	12	8

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)

Link to the minutes of the meeting of IQAC	[View Document](#)	
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)	

6.5.5

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

Response:

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays crucial role for continuous quality check.

- Institute works in close coordination and tries to cater to the changing needs.
- IQAC ensures continuous up gradation of quality of inputs supplied to students.
- Quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years (2018-2023)
- Campus Connectivity built up: Wi-Fi enabled campus Campus surveillance through CCTV Environment friendly campus has been developed.
- Seminars / Workshops has been Organised.
- Environment friendly campus has been developed.
- The institutions management opts for the alternate ways of production of energy such as solar energy.
- Power head projector has been installed in college's auditorium for academic purposes.
- Teachers are encouraged to use ICT tools to prepare and deliver their lectures through audios, videos,and PPTs.
- The library has been enriched with new edition books, periodicals etc. College's library has been automated and the software 'E-Granthalaya' is used. For E-learning the library has been equipped witha computer with Wi-Fi/internet facility for the students and teachers.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

The college has installed an on-grid solar plant to use an alternate source of energy and this plant exports solar energy in the form of electricity to Punjab State Power Corporation grids which in turn reduces the electricity bill of the college. The college has an off-grid solar plant also which gives a direct electric supply. The college uses sensor-based AC, library barcode scanners, LEDs, and LCDs.Conservation of energy has been done by various methods.Planting trees all around the campus so that there is less usage of air conditioners in summer.Insulating a building that maximizes the useof natural light. Adding fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.

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

7.1.2

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

Response:

Our institution has a stated policy and procedure for the implementation of waste management. Our college campus has developed a different type of waste management policy.

Some features are given below:

*Technical support is to be provided whenever required for it.

*Our college provides the required finance for creating and procuring infrastructures such as different types of bins or the construction of tanks for vermicompost.

*The college management provides the required infrastructure for the purpose of waste management.

*Facilities are to be provided for the segregation of solid waste.

*Staff and student supports to clean and maintain environment for cleanliness.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

Various measures have been taken to keep the college campus clean and tidy in which teachers and students have played their vital roles. In addition, the plantation was done on the college campus. Under Swachh Bharat Abhiyan every year students and staff members are made aware of cleanliness in the college campus. Our students are involved in a special subject gardening are given on choice to connect students to the environment. There are dustbins in every corner of the college campus.

Teachers and students use various methods to clean the campus. R.O.water is provided for all. Seminars and NSS camps are organized from time to time for the cleanliness of the college campus. Environment Day is celebrated on 5 June every year and students are made aware of the care of plants.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7

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

Response: 5.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.17	1.77	1.44	1.74	2.37

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

7.1.8

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

Response:

Our institution puts efforts into leveraging local environment,locational knowledge and resources, community practices, and challenges by making experiential learning an integral aspect of the teaching-learning process.

To serve this purpose some efforts aregiven below:

*Our college provides opportunities to work together with local schools and colleges by providing them with human resources and facilities in the form of trained teachers through placement services.
*Our college organized some seminars on Human Rights(19-03-2018 and 17-02-2018),One day NSS camp(01-03-2018) on Swachh Bharat Abhiyan, spread awareness about AIDS on AIDS day (02-12-2019), a seminar on Organic farming (01-03-2019) whichwere attended and participated by students and the local community.
*Institution organized well-maintained educational trips to local Tapovan and Andhvidalya on (06-03-2019) and (14-10-2019) for local community service and developing moral values among the students. These are institutions for the deaf, dumb,and blind.

*This college organized cultural heritage events that are related to the local environment and local community like talent hunt(18-10-2018) (09-09-2019) Teej etc.Students showed their talents in local community practices like

Gidha(the folk dance ofPunjab)heek,Sidhneea, Nala making, Rangoli making, Poster making Mehndi competition, Chikku, Croatia, Haryanvi folk dance, Rajasthani folk dance, etc. All these are local and community arts. At these events, all the local community members were invited to ensure local community relations.

*College participated in Blood Donation Camp (28-11-2019) for the welfare of society.

*NSS camps were organized from time to time for 'Tree Plantation' purpose, where our students and staff planted many trees like herbs, medicine plants, fruit plants, etc on(04-01-2017) (06-11-2019) in the local nearby places and village Dhani Vishasher Nath.

*A well-organized seminar was held on 10-03-2017 in collaboration with the districtlegal services authority. Where experts explained about legal services being provided free for low-income groups and S.C.S.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: - Organization of Morning Assembly

The college organizes daily morning assemblies in which almost all the students and lecturers participate. The students and lecturers pray to the almighty for best owing upon us goodness in deeds and wise thinking. Prayer is followed by physical exercises followed by news/ announcements of the college or appreciating/honoring the achievements of the students. The morning assembly ends with the singing of the National Anthem. This morning is aimed at cultivating values and discipline and reinforcement of goodness.

Talent Hunt Programmes

The students can choose any one area based on their interest and talent, and progress it to become worth appreciating. The main aim of conducting these activities is to identify and nurture the talents from a young age to boost self-confidence in their skills which will be translated into studies to gain parallel academic excellence. To serve this purpose our college celebrates talent hunt

programs every year. Students prepare different items according to their talents like dance, singing, poem recitation, play drama, or skit on various issues to give a social message to society. Teachers act as a mentor and observe them. It becomes a competition, the winners are given prizes and others are applauded.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our efforts are in harmony with our Vision,Priority and Objectives.Our institute serves the mission of providing quality education inculcating values and patriotism and channeling the energy of youth in the right path of life.With this view our institute always celebrate different important days and cultural activities with in the college premises for diversification purpose.

According to our Mission we provide quality education of global standards with latest technology,inculcating values and patriotsim and channeling the energy of youth in the right path of services.In the seseries we celebrated many NSS camps on Plantation,Sports day,Youth festivals and many more to explained the quality of these particular events.To arreange programmes for all round development of personality of the teacher trainees.In last years we celebrated "Hawan Ceremony "to impart our students true indian value education.Many other activities like NSS camps,Red Ribbon club activities ,Guru Gobind Singh study circle activities ,Tours Trips and many more included in our area of distinctiveness.

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

5. CONCLUSION

Additional Information :

All the information is given above.

Concluding Remarks :

Overall institues provides quality Education to all the students.