YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	MAHARISHI DAYANAND COLLEGE OF EDUCATION, ABOHAR
• Name of the Head of the institution	DR.SUNITA ARYA
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	09855607157
• Mobile No:	9464211549
• Registered e-mail ID (Principal)	MDBEDABOHAR@YAHOO.COM
• Alternate Email ID	anurag_asija@yahoo.co.in
• Address	HANUMANGARH ROAD, NEAR B.S.F HEAD qUARTER AZIMGARH ,ABOHAR
• City/Town	FAZILKA
• State/UT	PUNJAB
• Pin Code	152116
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**PANJAB UNIVERSITY CHANDIHARH**
• Name of the IQAC Co-ordinator/Director	**DR.VISHAL DEEP**
• Phone No.	**9464233778**
• Alternate phone No.(IQAC)	**09855607157**
• Mobile (IQAC)	**9464211549**
• IQAC e-mail address	**mdbedabohar@yahoo.com**
• Alternate e-mail address (IQAC)	**mdbedabohar@yahoo.com**
3.Website address	Azimgarh
• Web-link of the AQAR: (Previous Academic Year)	https://mdcollegeabohar.org/wp-content/uploads/2023/07/AQAR-2021-2022.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://mdcollegeabohar.org/wp-content/uploads/2024/12/Academic-calendar-2023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.53**	**2010**	**28/03/2010**	**27/03/2015**
Cycle 2	**B++**	**2.80**	**2024**	**06/12/2024**	**06/12/2029**

6.Date of Establishment of IQAC	**02/02/2009**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NATIONAL SCIENCE DAY-2023	NSD 23	PSCST	24/02/2023	10000
NATIONAL SCIENCE DAY-2024	NSD 24	PSCST	25/11/2023	VISIT TO HOSHIARPUR

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	5
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	No
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	Yes
• If yes, mention the amount	110000 (FOR SEMINAR AND VISIT TO WILD LIFE SANCTUARY, HOSHIARPUR TRIP PURPOSE)

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

IQAC recommended that playgrounds be maintain and used for sports. Prepare the students for PSTET/CTET/REET/ NET etc. 5. IQAC decides that the classrooms be white washed all the gates be fixed with sunmica. 6. IQAC recommended purchase of more books and accordingly books was purchase

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

be provided).

Plan of Action	Achievements/Outcomes
FILE ATTACHED	**FILE ATTACHED**

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
WWW.NAAC.GOV.IN	**05/04/2023**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	**05/03/2024**

15.Multidisciplinary / interdisciplinary

COLLEGE APPLIED FOR CONVERSION INTO MULTIDISCIPLINARY.

16.Academic bank of credits (ABC):

APAAR FORM of 89 students filled. Moreover Internal Assessment is credited to the account of a student who has appeared in college house test but does not appear in the University Exam and this credit of Internal Assessment allows the student to appear in University Exam even after 2 Years.

17.Skill development:

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.

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

`Online education was given to students through online apps like what's App, Zoom , Google Meet and etc.in traditional Indian languages like Hindi and Punjabi.Various curricular activities were done by the students at home and presentation was done by the students with nhe help of Social Apps.The college has arrangements of teaching Hindi and Punjabi ,the Indian Languages.`

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

`Outcome Based Education- In Sem-3rd ,skill ij teaching , the lessons was delivered by the students according to the schedule made by the university.The lessons was divided into Diary based, ICT based , Micro Lessons, Discussion Lessons etc. Pupil teacher also wrote Specific Objective in their lesson plans.The College also gives Knowledge and Training for PSTET Examinations and the outcome is reflected in the fact that 51 students cleared PSTET Examinations and have got Employment as Govt. /Private Teachers.`

20.Distance education/online education:

`Due to covid-19, online education was provided by the college with the help of online Social Apps like Whats app, Google Classrooms, Zoom App etc. A Trainig was provided by the college to all the lecturers and the students so that they were able to impart instructions while sitting at home.`

Extended Profile

1.Student

2.1 Number of students on roll during the year	**100**

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

2.2 Number of seats sanctioned during the year	**100**

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**45**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**51**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**151**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**45**
4.2 Total number of computers on campus for academic purposes	**27**

3.Teacher

5.1 Number of full-time teachers during the year:	**16**

File Description	Documents
Data Template	
Data Template	

5.2 Number of sanctioned posts for the year:	**16**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

For the curriculum revision and update the college takes weekly list, Monthly Test, Unit Test, House Test and open Book Test. Feedback and suggestions of the students are obtained through the feedback Performa and the suggestion box. The heads and the teachers of the practicing school give feedback regarding the teacher trainees, which are later on discussed by the staff for the various improvements. 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. They are also issued two books per students on issue return basis. Lecturers are persuaded to be students friendly.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://mdcollegeabohar.org/wp-content/uploads/2024/05/ilovepdf_merged-1.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	**No File Uploaded**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

12

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://mdcollegeabohar.org/

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

3

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

3

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

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

100

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

100

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

100

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

100

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

1.3 - Curriculum Enrichment

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

Each student has to deliver 2 Seminars, 2 Assignments, 2 Power Point

Page 11/79 27-02-2023 12:51:47 Self Study Report of MAHARISHI DAYANAND COLLEGE OF EDUCATION presentations of each subject by using Reference Books, Journals, Magazines, Newspapers, and Encyclopedia. News and views in Education published in the newspaper of the day/week and Educational Journals are presented to the students through the notice board, Wall Magazine and /or in the form of announcements. The college is imparting value education in a period, in a week as a part of curriculum. The students cannot obtained updated knowledge from the books therefore we provide knowledge through, Internet, TV Broadcast, Educational Movies, through LCD Projectors and CinemasEach student has to deliver 2 Seminars, 2 Assignments, 2 Power Point presentations of each subject by using Reference Books, Journals, Magazines, Newspapers, and Encyclopedia. News and views in Education published in the newspaper of the day/week and Educational Journals are presented to the students through the notice board, Wall Magazine and /or in the form of announcements. The college is imparting value education in a period, in a week as a part of curriculum. The students cannot obtained updated knowledge from the books therefore we provide knowledge through, Internet, TV Broadcast, Educational Movies, through LCD Projectors and Cinemas.

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

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

The college has nearly 70% girls' students.

2. The college has a separate common room and separate toilet for girls which is clearly demarked.

3. The college has a women cell headed by the lady lecturers and

lady members from the college management, student lady representative and other members of the cell from Diksha – a law society. Diksha is a NGO run by advocates to aware the girl child on the topic like Equality, Justice, Domestic Page 12/79 27-02-2023 12:51:47 Self Study Report of MAHARISHI DAYANAND COLLEGE OF EDUCATION Violence, Legal Awareness, Drug de-addiction etc

4. To Cater to diversity in linguistic population, the College provides freedom and arrangement for all the three languages of this area, i.e. Hindi, Punjabi and English.

5. Students are free to choose any medium and any language out of these three as their teaching subject.

6. Students are free to express their views in any of these three languages.

7. College library has books in all of these three languages and there is no discrimination on the basis of language.

8. To facilitate the Physically Challenged Persons the college has a ramp and wheel chair.

9. The staff is oriented to respect the dignity of physically challenged and to provide every sort of help to them.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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 teaching Page 13/79 27-02-2023 12:51:47 Self Study Report of MAHARISHI DAYANAND COLLEGE OF EDUCATION practice 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	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

151

2.1.1.1 - Number of students enrolled during the year

151

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

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

13

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

13

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

the 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.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

151

2.2.4.1 - Number of mentors in the Institution

18

File Description	Documents
Data as per Data Template	*View File*
Relevant documents of mentor-mentee activities with seal and signature of the Principal	*View File*
Any other relevant information	*View File*

2.3 - Teaching- Learning Process

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

The 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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://mdcollegeabohar.org/
Any other relevant information	No File Uploaded

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

5

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

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

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

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

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

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

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

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

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

Teaching learning 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 sub divided into categories which determine how human behavior 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.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities with video graphic support wherever possibl	[View File](#)
Any other relevant information	[View File](#)

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized	`Ten/All of the above`

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

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

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

All of the above

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

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

All of the above

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

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

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

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution | **All of the above**

ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

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

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

2.4.9.1 - Number of final year students during the academic year

`100`

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

18

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

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

8

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

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

18

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

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

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

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

2.6 - Evaluation Process

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

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 internalexams . *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	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group	Five of the above

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

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	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

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

2.7.2 - Pass percentage of Students during the year

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

151

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

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

The 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 theirTeachers 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	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

14.56

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

2

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

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

`7500`

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

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think	`All of the above`

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

0

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

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

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

5

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

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

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

90

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

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

33

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

70

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

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

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	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	[View File](#)

3.4 - Collaboration and Linkages

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

3

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

3

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

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

5

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The 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 105454 books on 31.03.2024 (10572 on 03.10.2024) 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	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://mdcollegeabohar.org/
Any other relevant information	No File Uploaded

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

16

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

4.2 - Library as a Learning Resource

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

Library is fully automated using e-granthalaya 3.0 and there were more than 10545 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	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://mdcollegeabohar.org/
Any other relevant information	No File Uploaded

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

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

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

Two of the above

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

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

1.91

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

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

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

324

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	View File

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

Two of the above

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

4.3 - ICT Infrastructure

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

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=-_rEUMc1C-I
List the equipment purchased for claimed facilities along with the relevant bills	[View File](#)
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=Qr2HwUWOTC0
Any other relevant information	[View File](#)

4.4 - Maintenance of Campus and Infrastructure

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

22

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

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

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 expert 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	Documents
Appropriate link(s) on the institutional website	https://mdcollegeabohar.org/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

A. All of the above

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
131	151

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

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

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

20

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

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

37

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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 areelected throughdemocratic process. The council is monitored by senior faculty members. 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. . 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. Red Ribbon Club 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 Harassment17. 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

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

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

33

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

5.4 - Alumni Engagement

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

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

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

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

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

1

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

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

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.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. 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.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Maharishi Dayanand College of Education, Abohar has clearly, stated and communicated purpose, vision, mission and values.

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.

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

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

The 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.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.Geeta Rani 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	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

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 transparency 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 and academic which ensures accountability and has adequate autonomy in decision making.

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

6.2 - Strategy Development and Deployment

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

The strategic plan 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 schools and other educational institutes and Placement –More schools are included in Internship programme so the 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	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	[View File](View_File)
Any other relevant information	**No File Uploaded**

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

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. Various committees are formed under the 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. For the complete functioning of college activities, 31 committees/Clubs are identified. Every committee consists of members. 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:

1. **Internal Quality Assurance Cell (IQAC) & Decision Making Committee**
2. **Admission Committee**
3. **Staff Secretary**
4. **Time Table**
5. **Youth Welfare**
6. **Service/Co-Curricular Activities**
7. **Health & Sports**
8. **Skill-in-Teaching/Teaching**
9. **Practice Committee**
10. **Discipline Committee**
11. **N.S.S. A) Red Ribbon Club B) Voter Awareness Club**
12. **Internal Assessment Committee**
13. **Wall Magazine/Display Board Committee**
14. **Examination Cell A) Sitting Arrangement**
15. **Refreshment Committee**

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16.  Decoration Committee
17.  Placement & Campus
18.  Interview Cell
19.  Attendance Record
20.  Women Anti Harassment
21.  Anti Ragging Committee
22.  Coordinator of the Houses/Clubs
23.  Morning Assembly Committee
24.  Extension Lecturers/Seminars Committee
25.  Prize Distribution Committee
26.  Hospitality Committee
27.  Alumni Association Committee
28.  Library Committee
29.  Curriculum Development Cell
30.  Committees for Minority, SC/ST/ OBC & EWS
31.  News Letter (Press Report) and Photograph Committee
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File Description	Documents
Link to organogram on the institutional website	https://mdcollegeabohar.org/college-committee/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The 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 10,000 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	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

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.

1. The college ensures the professional growth of its employees.
2. 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.
3. Earned leaves are given in addition to casual leaves and unwilled E-leaves are enchased as leaveen cashment welfare measure.
4. Loans are granted to teaching and non -teaching for meeting their personal urgencies.
5. Training in computer and software management is provided to the staff members as per requirement Maternity benefits as per norms.
6. Computer labs and Internet facility.
7. 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:-

1. The administrative staff also needs training in advanced skills related to their work.
2. The non teaching staff is (IVth grade) provided with the accommodation facility.
3. The staff welfare benefit of ESIC (employee's state insurance scheme) and EPF (employee's provident fund) scheme.
4. 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	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences /

workshops and towards membership fees of professional bodies during the year

0

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

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

2

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

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

0

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

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

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 of the faculty and other staff, and with that the total working of the college.

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

6.4 - Financial Management and Resource Mobilization

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

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

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

0

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

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

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

6.5 - Internal Quality Assurance System

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

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	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

13

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

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

File Description	Documents
Data as per Data Template	<u>View File</u>
Link to the minutes of the meeting of IQAC	<u>https://mdcollegeabohar.org/wp-content/uploads/2024/12/IQAC-23-24.pdf</u>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<u>https://mdcollegeabohar.org/wp-content/uploads/2023/07/AQAR-2021-2022.pdf</u>
Consolidated report of Academic Administrative Audit (AAA)	<u>View File</u>
e-Copies of the accreditations and certifications	<u>View File</u>
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	<u>View File</u>
Any other relevant information	<u>View File</u>

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

The 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 (2019-2024).**
- ○ **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 with a computer with Wi-Fi/internet facility for the students and teachers.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

- Our college has a Well designed building to maximize the use of natural light and ventilation.
- Used of modern more cost effective LED lights.
- To aware the students for more outdoor games and activities.
- Sensitization of staff and students to turn off lights/fans when not in use.
- Used of Energy efficient Appliances with timers and energy star ratings which consume less energy like split AC instead of window AC, Refrigerator and microwave etc.

Solar Energy Our institution takes effective steps on harnessing solar energy.Use of solar is one of the easy ways to cut down electricity costs at institution. In our area ,we receive around 320 days of natural sunshine in a year.So compared to the other areas ,we are in the driver'sseat to proper utilize a large portion of the sun'energy. Use of LED bulbs/power efficient equipments. Our

institution has a policy of employing LED lights throughout the campus.Initiates the implementation of replacing all the lights with LEDs.The entire campus is litle bit initiatives were taken to bring awareness on the proper use of energy efficiency among the students and the staff members.

File Description	Documents
Institution's energy policy document	[View File]()
Any other relevant information	[View File]()

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

Our institution adopt the principles of the "MAXIMUM SUSTAINABLE WASTE MANAGEMENT" in the delivery of its waste management services. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice. Implementation Procedure The Institution takes initiative for the management of wastes which is generated within its campus. Solid waste management The college has implemented a solid waste management system which involves segregation of wet, dry, paper and green waste. Solid Waste Segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic wastes like the leftover food, peels, scrapings from fruits etc.are also collected in bins separately. a) Manure to be used for gardening purpose b)Garden waste in the form of leaf litter is decomposed and used as manure. E-waste Management The College segregates old computers, batteries and wires and dispose them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorized agency Sairam Computer Solutions they sort and seprate the materials. Vermi compost: Vermi- composting to use biodegradable waste collected from the campus. ACTIVITIES RELATED TO WASTE MANAGEMENT * Cleanliness Drive by NSS unit of the college. * Environmental awareness Drive against stubble burning. * Workshop on Best Out of Waste.

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

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

By enforcing the Prime Minister's "Swachh Bharat Mission", Our collegeis always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment.

Cleanlinessin Campus:

1. Provide Door mats in each class .

2. Keep trash bins in eachclass.

3. Removal of the broken, waste and unusable material.

4.Cleanliness activities as part of community service under NSS scheme.

Sanitation:

1. Personal hygiene

2. Safe drinking water

3. Disposal of waste water

4. Solid waste management

. Environmental sanitation :

Cover Entire campus has threewell maintained lush green gardens having approximately 500 trees .Every year 'Tree plantation' is carried out to increase green cover.

.1)We therefore have solar plants and create sustainable energy for the requirement of the campus.

2. Rainwater Harvesting In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting.

3. Utilizing Natural Light The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building.

Pollution Free Healthy Environment

. 1. E-waste management 2. Use of LED bulbs in college 3. Conducting Green audit 4. Dustbins on the Premises 5. Waste control in entire campus 6.Limited use of plastic in campus 7. Use of dust proof chalks in classrooms .

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

0.91

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

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

Maharishi Dayanandof Education is always sensitive and empthatic towards social, environmental and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Jagdambha Andvidhalya, N.S.S Camp, Blood Donation, Visit Prayas School, Punjab University Zonal Youth Heritage Festival Zone-B, Awareness programme on Covid-19,Helping hands programme, swatch and saaf Abhiyaan community work, Aids Awareness Rally,visit of near wildlife sanctuary and m,any more. Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. Following activtes that Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

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

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

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

7.2 - Best Practices

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

Title of the Best Practice

Sports Meet2023

The Context

Our college organized a Sports Meet on 6-3-23 to 7-3-23 at the college campus play ground.

Objectives

Promote physical fitness and well -being

Encourage healthy competition.

Develop organizational and leadership skills

Enhance strategic thinking and problem solving.

Build confidence and self esteem

Develop a sense of discipline, responsibility and time management.

Advantages

1.
2. **Elixir of new ideas**

   - **Reduced stress and anxiety**
   - **Improved Social skills**
   - **Self -assessment and improvement**
   - **Positive attitude and outlook**

Problems Encountered

Apparently there were no problems encountered while undertaking this event.

Evidence of success

1. **Certificate of Apreciation by the institute given to all participated students.**
2.
3. **Resources Required**
4. **Sports field , timing and scoring system, sound system, first aid kit, judges, volunteers, food and beverages and promotional material.**

Title of Best Practice

PSTET ,CTET AND OTHER COMPETATIVE EXAMS Coaching

The Context

Our Institute provide a free COMPETATIVE EXAMScoaching for student every year to achieve their goal.

Objectives of this coaching:

1. Improve Teaching Quality

2. Increase pass percentage

3. Prepare candidates for teaching profession

4. Develop critical thinking and problem solving ability

6.Build confidence and reduce exam anxiety

The Practice

In the college campus every year our highly qualified staff give coaching to the students. They provide written and printed material to students to achieve their goal.

Evidence of Success

Every year so many students from different batches clear their pstet and grace the name of the college. In 2023 B.ED Batch more then 30 students cracked their pstet and ctetin first attempt .

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. Vision of our institution is "To impart the highest level of training to future teachers to keep pace with modernizationby adopting different innovative techniques in Teaching-

Learning Process". Institutional distinctiveness also sets goal and aim like To generate social and cultural consciousness among teacher trainers, our aim to produce future teachers with integrated personalities, who can prove as an asset in the national reconstruction . With this view, our institution always celebrates different activities and important days and different event. The institutional goal is to provide holistic education to prospective teachers and to achieve this goal the objectives of the institution envisage values oriented education, enhance skills and competencies, preserve socio-cultural heritage.Inorder to regulate varied institutional functions, different committees, houses and clubs perform their assigned work. This includes zonalyouth festivals, State level skill in teaching competitions and various competitions organized within the institute.

In accordance with our mission, the year 2024Zonal Youth and Heritage Festival of PanjabUniversity, Chandigarh was organized by our institution from 16-10-24to 19-10-24. . More than 1200 students artists of 25different colleges affiliated to Panjab University, chandigarh participated in this festival. Around about 75 on stage/ off stage competitions were conducted. The competitions were organized on different stages. 53students of ourcollegeparticipated in the fest.Many students won prizes in different items like Bhajan, Classical Music, Group Singing, Gidhha,crochet work,dasuti,creative story, and many more.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File