



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AKLIA COLLEGE OF EDUCATION

VILLAGE-AKLIA KALAN POST OFFICE-GONIANA MANDI DISTT.-BATHINDA

151201

www.akliainstitute.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aklia College of Education for Women Goniana Mandi (Bathinda), is owned and run by the Aklia Education & Research Society Village Aklia Kalan P.O. Goniana Mandi , Distt. Bathinda (Punjab). Established in 2005, The college is affiliated with Punjabi University Patiala, and approved by the Government of Punjab. Situated in a rural green field area of Malwa Reason in Punjab with an eco-friendly and academic-friendly environment, it meets the long-cherished dream of its founder, Chairman Mr. Gurtej Singh Brar, a great visionary, to have a higher ed

Vision

To be globally acknowledged as a seat of academic excellence with an enriched learning environment that inspires and empowers students towards constructive contribution to society. Cardinal to this pursuit is the remodeling of teaching-learning process and formulation of curriculum that is globally germane and future-oriented thus enabling the students to realize their potential to the maximum.

Mission

To promote affordable but quality education efficiently and effectively, ranging from humanities to high end professional courses. We endeavor to provide the students a transformative educational experience which fosters inquisitive outlook, nurtures independence of thought and revitalizes spirit of humanism and service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Weakness

Institutional Opportunity

Institutional Challenge

1.3 CRITERIA WISE SUMMARY

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKLIA COLLEGE OF EDUCATION
Address	Village-Aklia kalan Post office-Goniana Mandi Distt.-Bathinda
City	Aklia Kalan
State	Punjab
Pin	151201
Website	www.akliainstitute.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tara Singh Gill	164-22626321	9501108142	-	edu@akliainstitute. org
IQAC / CIQA coordinator	Gurkirat Singh	164-2262631	9501108144	-	dhaliwagurkirat@g mail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Punjab	Punjabi University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-05-2015	144	The recognition will be continue till new regulations orders are passed by the NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Village-Aklia kalan Post office-Goniana Mandi Distt.-Bathinda	Rural	1.15	3750

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education,Education Program	24	Graduation	Punjabi	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	3	13	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	3	13	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	146	1	0	0	147
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Aklia College of Education for Women is a multidisciplinary college. It has maintained two course i.e, B.Ed with 100 intake capacity ETT with 50 intake capacity. we are committed to follow the direction of NEP regarding this. College also planning to start M.Ed.
2. Academic bank of credits (ABC):	NOT Applicable
3. Skill development:	We initiate and promote Teaching and learning Skills of each and every learner throughout the year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our college have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum

	by the Regulatory Authority NCTE.
5. Focus on Outcome based education (OBE):	College is a premier college for teachers training Course. It has maintained their legacy of strong commitment to produce about 150 Skillful teachers at the end of every session. we have dedicated at least 150 visionary, futuristic and competent teacher as well as best citizen of our nation. It is our example of focused outcome based education
6. Distance education/online education:	These is no any distance education/online education run by the college though we have initiated online classes during pandemic era. Our college also organised webinar successfully.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institution in 2015 and is functioning along with National Service Scheme (NSS). The Principal is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 100 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes easting votes in elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives. To create awareness and interest among faculties and students through awareness activities and camps. To educate the targeted populations about voter registration, electoral process and related matters. To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. To facilitate voter registration for its eligible members who are not yet registered. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'.

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Right to Vote - Pledge Right to Vote - Awareness in the institution and in nearby villages Right to Vote - Drawing Competition to School students Right to Vote - Poster Competition to College students Special Camp for Voters inclusion and correction Special Camp for EVM and integrity of the electoral process Participation in Parliamentary Election Duty Promotion of Ethical Voting Promotion of Voting among Senior Citizens</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution has arranged facilities in the premises to conduct training programs to the School Teachers by the District Election Officer. Students of the institution actively participate the Government programs in Electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year-wise camps for the same.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	196	200	200	182
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	35	35	35
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	96	100	100	82
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	196	200	200	182
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

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

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.88	28.80	35.79	33.05	27.24

3.2

Number of Computers in the institution for academic purposes..

Response: 45

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The college implements the curriculum as designed; by the affiliating university. There is no role of institution in design, formulization and planning of curriculum. It is the under jurisdiction of university to construct, design, formulate,& plan the curriculum. However the institution has the sole responsibility to advice in formulating, designing, planning, enriching the curriculum as needed by the university. The college has provided academic flexibility to choose optional elective paper. signified, clear by vision,. The institute ensures the effective implementation of the Curriculum through our designed action plan with the help of academic calendar. The college introduces and gets feedback from students, Teachers, guardians, alumni members and other stakeholders in curriculum enrichment and planning. The key aspects of this criterion are curriculum planning, academic flexibility, curriculum enrichment and feedback system strict adherence to the Academic Calendar

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	14	14	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	14	14	13

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 4**1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 49.13**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
96	100	100	100	82

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 73.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	120	133	180	175

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

we provide better opportunities for the students to acquire and demonstrate knowledge in as following ways. As per syllabus content were delivered in a very effective and flexible way by the faculty members.

- whole Syllabus were covered in a very effective way.
- Lesson plans format presentation and content were provided to students.
- Micro teaching and all skill development instructions were given by the pedagogy teachers in a very advanced way.
- Academic calendar formed an implemented in the college.

All the activities and co-curricular activities were organised according to activities based on academic calendar.

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

- Continuous monitoring of teaching & learning process by Principal and co-ordinators for effective implementation.
- Also student performances evaluated by teachers.
- Internal exams and university exams passing and qualifying guidelines were provided to the students by the institution.
- Inside the classroom slow learners and fast learners both students are evaluated and special guidelines are given to them by teachers.
- Teachers guide their level best to know individual specialty, concerned and attitude to their students.
- Important days are celebrated and also their ethical and moral values are enriched and enhanced inside the students.
- Institution provide freedom also flexibility and choices are adopted in case of students.
- Feedback by students formally and informally collected.
- Analysis of feedback were done by the committee and members of the institution, also assessment of corelative measures and action taken reports were provided.

Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions were as follows for the curriculum enrichment of the students.

In the light of the pursuance of the discussion taken by the governing body different committees are constructed for doing Academic and Administrative Works in a smooth manner for development of the students. The following are different committees for Academic Excellence. Examination Committee- This committee provide functions and responsibilities regarding assessment and to conduct examinations.

Discipline Committee- This committee prevent the interdisciplinary activities and behavior in the campus.

Cultural Activites/ Co- Curricular Sports committee- This committee provide initiate and organize various co-curricular and extra co-curricular activities for the students to enhance their skills.

Purchase Committee – This committee purchase and required for the development of the college.

Anti- ragging committee- This committee monitor the ragging and prevention of ragging in the institute.

Women’s cell, sexual harassmt prevention committee- This committee prevent prohibition and redressal of sexual harassmt of women in the college.

Alumni Committee- This committee support the college goals and strengthen the ties between alumni and our institution.

Student grievance and redressed committee- This committee look into the complaints lodged by any student and their genuine grievance.

.Morning assembly and attendance committee- This committee monitors the morning assembly and to observe the students dress code and cleanliness. .

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

Teachers always get to know your students because each and every child is individual. Extra co-curricular activities. Maintain consistent communication with them. Physically strength must be increased with exercise and sports. Respect and sensitivity must be given to the students. Art and cultural programmes were organized. Diversity in lesson plans but cultural awareness in classroom. Important days must be celebrated and their importance should be understand by students. Give students freedom and flexibility. Students must gain a better understanding. So they will become open minded and they will feel confident and safe. So they will become a good citizen. Our institution is doing well in this field'

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

1.3.3

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

Response:

The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills,

they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding

of different subjects for eliciting maximum learning outcomes of students of allotted school.

On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans

(Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught. Interns are also motivated to identify weak students and organize remedial teaching for them. It ensures that weak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession. The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences. Beside above mentioned curricular and co-curricular activities, interns also apply the knowledge in maintaining result records, attendance register, admission register, stock register etc. They construct and administer the achievement test in their respective pedagogy subject. They do not just perform their duties but develop enviable respect for the teaching profession.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**

5.Practice teaching schools/TEI**Response:** A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 80.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	21	27	23

File Description	Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 0**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

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

File Description**Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

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

Response:

At Aklia College of Education , teachers assess students' learning levels through entry behavior tests at the beginning of each subject. After a thorough evaluation, customized teaching methods are employed to cater to the diverse needs of students, embracing both traditional and contemporary approaches. The faculty integrates technological tools to enhance the learning experience, ensuring it is both engaging and applicable. Supplementary support in the form of tutorials, additional courses, and extra classes is organized to provide targeted coaching where necessary.

To augment comprehension, students are recommended additional reading materials, books, and web links, facilitating a more profound understanding of the subjects. A bilingual approach is adopted during class explanations and discussions, aiming to reach all learners and bring them up to par with their peers. The college offers personal, academic, and career-related counseling at regular intervals. Assignments and group projects are assigned and evaluated consistently, contributing to ongoing learning. Peer learning is actively encouraged through group discussions and presentations, fostering collaboration and dynamism within the learning environment at Aklia College.

File Description**Document**

The documents showing the performance of students at the entry level

[View Document](#)

2.2.2

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

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

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13

2.2.4.1 Number of mentors in the Institution

Response: 15

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

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

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

Extension Activities Activities such as Environmental awareness, Sensitivity to ecosystem, Co-Curricular activities including drama, debate, singing, acting, etc. are also organize regularly for helping students to learn the organizational skills and other dimensions Tutorials Tutorials are yet an important aspect of the programme giving space for mentoring the students wherever needed. Tutorials provide the needed students for development of communication skills, ICT skills, writing skills etc. among the students. The college time table has fixed time slot allotted to them. programme.

Classroom and tutorial group discussions leading to the learning of analytical, reflective and communicative skills Group assignments for learning co-operation, collaboration and sharing of responsibilities Simulated Teaching Seminars and PPT presentations by the students

Seminars and workshops Psychology practicum Peer teaching

On site experience (School experience- observation in first and second) Lectures by experts

Field experiments Community work Environmental Awareness

Co-curricular Activities promoting leadership, responsibilities, initiative, flexibility, adaptability,

accountability, co-operation, group work and other social skills. Multi-skill development

The college provides diverse exposure to its students for the learning of different skills in its teacher education programme. Some of these are as follows: ICT blended Teaching Learning Development of teaching skills – Micro-Teaching, Questioning, Motivational and Class management skill etc. in Methodology of teaching classes and presentation to school experience

Inclusive Education

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

Practical teaching/ School experience/ Internship

The college considers school experience programme as an essential component of the teacher educator. Programme. It ensures that student teachers use this opportunity for learning to integrate theory with practice besides the nuances of the teaching and practice. 96 days in second year of B.Ed marked for school internship and students are required to attend their allotted schools.

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

2.3.2

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

Response: 31.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	05	05	05

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 100

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

Response: 195

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

Continual mentoring is provided by teachers for developing professional attributes in students. The nature of mentoring efforts the institution with respect to

Working in Teams: -

Encourages students to come forward with their ideas at all stages of development. Motivates students to try new techniques and to expand their skills.

Reminds students that mistakes lead to better learning.

Teacher's students how to break down potentially overwhelming projects into manageable tasks
Working in Teams

1. Different activities in EPC – Publishing Newspapers -Performing Drama

1. Quiz competition 2. Debate 3. Rangoli 4. Survey 5. One-day village survey 6. Picnic 7 Educational tour
Dealing with student diversity

India is a land of multicultural people. As we multicultural society group, our students have more important than ever for teachers to incorporate culturally responsive instruction in the classroom whether It each in high, middle or primary school. We deal on student by the following ways.

* By making aware about students - After expecting to our student we come to know their culture, hobbies, learning behavior, attitude, comfort like or dislikes we work for their bonding and. These are helpful in making a bond within different cultural background's pupil. We appreciate and give values to their differences thus all get a familiar environment in their respective classroom. We must give respect to their identity with speciality and diversity. We create a flexible and sensitized environment for these diverse imaginations, thinking and moral habits and behaviour. We get communicated time to time with these diverse people for more effective educational plan. Conduct of self with colleagues and authorities are very important for imparting better understanding on education. Our conduct is like a treasure for our society. So we must aware the best conduct and behaviour of ourselves along with our colleague and authorities. Every good institution must have a pool of faculties and staff of good behaviour and our

institution is lucky one. Every person has their difficulties, problems and stress in his life. No one is excluded by these issues. Our faculties more professional in these competencies. If any faculty have any stress at home such faculty acquitted, he treats unstressed in their classroom. We organise meditation and yoga programme for stress free life to faculties and student-teachers. We get success in making a balance in home and work stress. We all faculty members have kept visionary eyes oneself abreast with recent development in education and life through ICT magazine and newspapers. Event of Rangoli, one-day visit of village survey excursion tour, different cultural background, good conduct and behaviour, meditation and yoga, ICT us

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

2.3.6

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

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

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students..

Response:

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development. Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it

particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: ‘One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge’ For creative thinking to deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it.

In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.4.2

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

File Description	Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned, involving the Punjabi Uni. and College Principal. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

The teacher in charge of internship programme with the consent of head of the institution organizes orientation-cum-consultation meetings with the school principals. The list of participating teachers is sent to the co-operating schools. The school teachers are requested by the faculty members for allotment of syllabus. Before the commencement of internship, detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and communitybased activities of teaching. The student-teachers are required to develop a repertoire of understandings,

competencies, and skills. A few such activities are suggested below :-

? Analysis of school syllabus and textbooks.

? Observing the classroom teaching of regular teachers as well as peer student-teachers.

? Preparation of case study of the internship school and the innovative activities that the school undertakes.

? Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.

? Mobilisation and development of teaching-learning resources.

?Preparation of a diagnostic tests and organisation of remedial teaching.

? Undertaking action research project on at least one problem area of schooling.

? Maintenance of a reflective diary to record day to day happenings and reflections thereon.

? Lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators

verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.

? The task of Teacher Supervisor/Mentor is to assess the student teachers activities along with the guidance to be offered. The Teacher Supervisor evaluates the copies of the student teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is duly certified by the head of the practicing school.

? While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in government, private, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

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

Response: 4.75

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

Response: 20

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

For monitoring purposes, each school is designated to a teacher. He/ She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently.

The interns are prepared how to plan and conduct the activities in the college, beforehand. College teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students.

Moreover, if any student is facing a problem academics or personally, interns are motivated constantly and guided too respect individual difference of the student and act as a

counsellor to make them feel at ease. They coordinate with the school for CWSNs and others with some problem. Throughout the

internship program, various opportunities are provided to the Annual Quality Assurance Report of **AKLIA COLLEGE OF EDUCATION (WOMEN)**

intern to experience the environment and functioning of a school.

So, mentoring of internship is quite active and robust

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

File Description	Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 100

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

2.5.2

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

Response: 12.5

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

Response: 2

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

2.5.3

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

Response: 4.56

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

Response: 73

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teachers are backbone of any Institution. No any Institution survive more without capable, qualified and dedicated teachers. The Institution is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled himself/herself for Ph.D. programme. Some are preparing to their enrolment. The teachers are actively participated in writing their thesis and articles for magazines. They have attended Seminars, Workshops, and Webinars etc. Some of them have presented their papers in Seminars. We have also conducted Seminars in which are teachers are attended and presented papers. All teachers have participated actively in this National event. Besides from this all teachers have updated own self in academic development. Teachers discuss among themselves on topics

of education and related aspects in the staff room when they are not engaged in class room. The faculty members are entitled to academic study leave to attend academic engagements as per University rules. The college also organize Seminars, workshop and Webinar as well as special lectures for professional development of its faculty and students. The faculty members are encouraged to pursue research and extension activities as admissible under University rule.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The Institution has adopted continuous internal evaluation system for the development of student teachers. We have been taking two internal exams in each year As per the University guidelines we are maintaining annual based assessment system. We have to ask to write an assignment for every paper. Every paper have one assignment. One assignment consists two topics. Thus student teachers have to make one assignment and one presentation every year. We have conducted many activities during the course which are assess vary carefully for the continuous assessment. In EPC there are about ten topics has given to making EPC file. Every topic is very important in receiving major learning components. It is very useful to learn fresher's to develop their thinking and ability. These topics are prepared very carefully and half direction has been given by instructor and half is left for learners to finish the work by own concept individually. It will prove very helpful in sharpening their mental abilities and preparedness of skills. Some of the work has been taken independently and some of the work is based on group activities. After the completion of assignments and EPC file it has been assessed by the responsible teachers by conducting via voice We have been organised many activities for the entire development of learner throughout the year. After the completion of such activities teachers have given him/her valuable suggestions for error free presentation. Each activity is remarked by the teachers which are part of continuous evaluation. We always keep in mind the change of behaviour of the learner which proves very fruitful to the learners. We organise Seminar, Essay Competition, Quiz salad making ,rangoli, mahendi ,poster making,best out of waste salogan writing etc and different cultural programmes for the enhancement of capabilities of the students which have reflected in their performances. Two assignment works are introduced for 12 marks each and two is for 6 marks each, while drama and Art in education is for internal assessment of 50 marks. The differences have been seen in second year in all activities and Assignment works. We have organized a drama (Skit) in for removing their hesitation and enhancement of language capabilities. the individual differences and capabilities of making presentation for own self is seen very remarkably. They grow their capabilities by knowing the skills of teaching and introduce him/her as hesitate free manner. They behave as a complete teacher in their allotted schools during practice teaching. In second year assignment work is given as previous manner. The EPC-3 & EPC-4 are

related to reflect their sensitization of own self to the society. They know own self in different manner. Now they behave as wise citizens of the Nation. They know their responsibility and ready to serve the society. These assessments take and performances of students reflects in extreme to their initially identified needs. It completes their initial needs as advancements of individual change of behaviour and capabilities.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the Punjabi University Patiala have been adopted in the college.

1. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester. Internal assessment test programs are organized according to the university and students are informed in advance.
2. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course

is evaluated by faculty members within 15 days from the exam date.

3. Correct answer sheets are sent by the students for their verification and any grievance is redressed

College Level-The College appoints a senior supervisor for smooth conduction of examination. If students are facing any problem they are solved by the college principal, Senior Supervisors and Centre Superintendent. The grievance during the conduction of discussed in consultation are considered and discussed in consultation with the Principal and if necessary forwarded to the University by examination section.

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

The college has been made the examination center by Punjabi University Patiala. The work of correction in marks heet of the students is done by the college officials.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

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

Response:

The institution address to an academic calendar for the conduct of internal evaluation. It is prepared by an academic monitoring cell under the guidance of principal for better engagement of students, staffs as well as faculty members. We follow the academic calendar throughout the session. All activities inside the campus and outside the campus are addressed by every stake holders of the institutions. It is managed by faculty member who is responsible for the management of all academic activities during the course. College routine is follow as required by the academic calendar for the needs of completion of the course as well. We engage all students as per the schedule given by an academic calendar which prepare as per guideline of regulatory body. We always discuss to handle and manage all activities of the college. We always discuss with principal and the management for conducting activities regarding in reach and outreach activities of the students. We have organized several academic activities throughout the year as pre academic calendar. An academic calendar develops the environment of teaching learning and Discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teacher.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Alignment with PLO's

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes).

The teaching learning process of the institution is aligned with the following extent of PLO's. (i) Content Competency. The learner became competent in the specific content due to their involvement in teaching practices and skilful activities. (ii) Pedagogical Skill The learner acquires have access on pedagogical knowledge and skill through rigorous teaching allied activities and teaching practices (iii) Professional ethics Teaching and learning imparts high level of professional ethics in the students. (iv) Effective Communication It is essential for every student teacher to communicate effectively is any situation as an outcome of Programme. Effective Communication is means of success in every walk of life. (v) Environmental Awareness It is also programme learning outcome that each and every student teacher have more award than ever to the environment. They show their respect and foundation to green environment.

(vi) Managing classroom situation After completing the teacher educator programme the student teacher is able to handle and manage the classroom situation. He / She is very capable to manage the inside situation of classroom. He also be more aware about outside classroom activities.

Alignment with CLO's

CLO'S is an undivided part of the course. B.Ed. course is compact with curriculum, knowledge, Learning, ethics and skills as well as teaching learning behaviour. This course learning outcome is the complete textual knowledge. Now a day information communication technology (ICT) is widely used in day to day life. Every day uses of digital technology includes devices such as computer, tablet or mobile phone send email, browse the internet, make video call- These are all examples of using basic ICT Skill and Technology to Communicate. ICT is a genuine CLO'S in technical understanding and communication.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
95	96	100	100	82

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

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

The college has monitored the progressive performance of students and attainment of professional and personal attributes in live with PLO'S and CLO's are in the following manners.

For PLO's

Internal Assessment- We have conducted two written internal exams in each session. We have organized many activities such as seminar, Debate, Story Telling, Rangoli and many more which have monitored by all faculty members

We have taken feedback from students. In that way they have made expression of experience and given suggestions also.

Presentation- Every activity is presentation for the learners. They represent own self by the given task. These presentations such as preparation of model and presentation, seminar paper, Assembly Art Exhibition, Drama, etc. re develop their presentation skill.

Assignment and EPC file work- Written assignments in each session have been submitted by the learners which develop their writing and presentation skill. EPC work develops learner’s ability to write, think, sensitize expression of views, enhancement of shaping any matter, life skills etc. These all are monitored by given direction and outcomes.

Expressions- Every learner expresses their views on given assignment and tasks. From the beginning of the session expressions from each and every learner are monitored by the faculty members.

Expert Suggestion- In second year We call an expert to monitor the ability while they presented PPT of EPC 3& 4. On that day the learners get valuable suggestion from experts which prove greater PLO’s.

For CLO’s

Internal Assessment As we have expressed that our institution has conducted two internal Assessments in each session. By these internal assessments they have much aware about the course and its flexibility. This is monitored by college faculty and experts.

Tests- Many tests have been taken in Psychology lab, Science lab and Language lab. These tests are monitored by the faculty members.

Enhancement of Language- Enhancement of language capabilities are monitored by different oral activities and Language labs.

Assignment and EPC- Work Assignment and EPC work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing, understanding etc. It is monitored simultaneous to CLO’s.

Feedback- The College has taken feedback frequently during the course for better understanding for each stake holders.

Expert’s vision and suggestion- Expert has been called to college on different occasions. Such as EPC- 3 & 4 the vision and suggestions of Experts are very useful to learners as well as faculty members also.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 95

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

2.7.5

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

Response:

know how to prepare themselves for the assessment. perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. improve their motivation. Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)

have a greater confidence in the assessment method and the teacher's/assessor's judgment

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications**3.2.1**

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

Response:

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

3.2.2

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

Response: 0

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

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

File Description**Document**

Data as per Data Template

[View Document](#)

3.3 Outreach Activities**3.3.1**

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

Response: 26.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	35	07	28	28

File Description**Document**

Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

3.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	196	200	200	182

File Description**Document**

Report of each outreach activity with seal and signature of the Principal

[View Document](#)

Event-wise newspaper clippings / videos / photographs with captions and dates

[View Document](#)

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	196	200	200	182

File Description**Document**

Documentary evidence in support of the claim along with photographs with caption and date

[View Document](#)

Data as per Data Template

[View Document](#)

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

Our college prioritizes community service and actively engages students through committees and clubs. We lead awareness campaigns on various issues and involve the community through street plays and interactive talks. Our students participate in cleanliness drives, surveys, rallies, and skill development activities for village residents. We also organize medical camps, promote eco-sustainability, and conduct outreach projects to support marginalized groups. Additionally, we strive to provide quality education and holistic development to underprivileged children in our adopted village. Our outreach activities foster leadership, empathy, and service-mindedness, creating deeper connections between students and their communities. The outreach involves leading awareness campaigns such as Awareness on gender sensitization, HIV AIDS, Adolescent girls' Health Menstrual hygiene, Zero discrimination, Human rights, women rights, Harassment of women at work place to sensitize the community and our students regarding these issues and problems through 'Nukkad Naataks' and interactive talks etc

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

3.3.5**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****Response:** 23**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
21	02	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 2

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.4.2

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

Response: 2

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

Response: 02

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Aklia college of Education has put a lot of effort into providing a well-rounded educational experience! The college has all the infrastructural facilities for admitting 200 B.Ed. students With facilities like classrooms, laboratories, sports fields, fitness centers, equipment, computing facilities, and sports complexes, they seem to be dedicated to supporting the diverse needs and interests of their students. Having such resources can greatly enhance the teaching and learning process, providing students with opportunities to explore, experiment, and excel in their chosen fields of study. It's always encouraging to see institutions invest in creating an environment conducive to holistic development. Students have been taught by ICT and various tools and resources designed to help educators manage classroom and the classroom makes it easy for learners.

The College has following facilities available 1.Principal Office 2.Staff room 3.Office for the Administrative Staff 4.Counsellor room 5.Visitors Room 6.Internal Quality Assurance Cell 7.A library cum reading room 8.Class rooms 9.A seminar room 10.A multipurpose hall 11.Computer laboratory 12.Fine Arts Room 13.Common room 14.Physical Fitness room 15.Science and Maths Laboratory 16.Home Science Lab 17.Curriculum lab 18.Social Science lab 19.Audio Visual Room 20.Workshop for preparation of Teaching Aids 21.NSS room 22.Guest House 23.Play grounds 24.Canteen 25. 26.Ground for parking and storage 27.Placement Cell 28.Guidance & Counselling Cell 29.Grievance & Redressal Cell

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 35

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

Response: 07

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

Response: 20

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 15.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.87	4.80	5.45	4.90	4.35

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The college library has embraced full automation through the utilization of DELNET Software, an Integrated Library Management System available as open-source. This software is equipped with a

comprehensive catalogue module that allows library staff to capture detailed information about all library items. The Catalogue module provides users with a user-friendly interface, making it easy for them to check the availability and status of library items based on various criteria such as author, title, subject, accession number, and editor.

Both staff and students are empowered to access their complete circulation records, covering book issues and returns over a specific timeframe. This access is facilitated through individual usernames and passwords provided by the library staff, offering users a seamless and personalized experience in managing their interactions with the library.

Furthermore, the DELNET Software plays a crucial role in generating various reports and maintaining detailed statistics for the library. This functionality is instrumental in tracking usage patterns, assessing the popularity of specific resources, and aiding library management in making informed decisions. In summary, the adoption of this software significantly enhances the efficiency and effectiveness of the college library's operations.

File Description	Document
Web-link to library facilities	View Document

4.2.2

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

Response:

Aklia College of Education extends access to a plethora of electronic resources for both teachers and students. This encompasses e-journals under the college library's subscription, e-books procured by the library, and a comprehensive range of e-resources including e-journals and e-books through DELNET's E-granthalya program. Notably, the college library diligently renews its membership with DELNET on a monthly basis, ensuring uninterrupted access to these valuable digital assets.

Furthermore, the college has implemented an accessible system, enabling all stakeholders and research scholars from various universities and colleges across different states to conveniently browse through the titles of B.Ed. dissertations and theses available in the college library. This information is readily accessible through the college's website, fostering a collaborative and inclusive academic environment. This commitment to providing digital resources and facilitating easy access to B.Ed. dissertation titles reflects the college's dedication to supporting a vibrant and research-oriented academic community.

4.2.3

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

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

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document

4.2.4

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

Response: 0.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.47	0.50	0.50	0.48	0.49

File Description	Document
Data as per Data Template	View Document

4.2.5

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

Response: 2.58

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

Response: 105

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

Response: 95

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

Response: 119

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

Response: 105

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

Response: 120

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi**Response:**

Aklia College of Education consistently updates its computer facilities to meet the evolving needs of its academic community. The institution provides teachers and students with G Suite accounts, offering substantial storage space in Google Drives.

Equipped with 44 computers and a high-speed internet connectivity of 30 MBPS, the college ensures a robust digital environment. Teachers actively develop various e-content modules, including online and Massive Open Online Courses (MOOCs). Students utilize the computer lab and internet services during dedicated computer hours for their academic work.

In consideration of accessibility, hostel students are allowed to use the computer lab beyond regular college hours, specifically from 4 pm to 5 pm. Additionally, computers are strategically placed in various locations across the campus, including labs, the staff room, IQAC room, and the counselor's room. This thoughtful distribution ensures that students and staff at Aklia College have convenient access to digital resources, contributing to a technologically enriched learning environment within the institution.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2**Student – Computer ratio for last completed academic year**

Response: 4.33

File Description	Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution**

Response: 1024

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

Response: 1024

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 11.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.0	4.0	3.9	3.48	2.5

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

4.4.2

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

Response:

The Aklia College of Education has implemented robust systems and procedures, incorporating manpower monitoring to ensure the effective maintenance and utilization of various facilities, including laboratories, the library, sports facilities, classrooms, seminar halls, and computers. Dedicated staff has been assigned to maintain cleanliness and hygiene throughout the entire college premises, including offices, laboratories, and the library.

The regular upkeep of computer systems, LAN, internet, Wi-Fi, and other ICT facilities is a routine focus at the college. A qualified and dedicated team of staff is responsible for the maintenance of electrical and civil work, ensuring the smooth functioning of essential infrastructure.

In addressing power breakdowns and aiming to provide an adjustable power base, the college has installed generators (Gen sets). However, it's worth noting that these installations have faced technical opposition from trained technicians. The use of such alternative power sources should align with industry standards and regulations to ensure safety and compliance. The college may need to assess and address any concerns raised by trained technicians to maintain a secure and efficient power supply.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 10.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	28	19	14

File Description

Document

Data as per Data Template

[View Document](#)

5.2.2

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

Response: 16.41

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 32

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

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

File Description

Document

Data as per Data Template

[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 6.47**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	20	16	12

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

The Aklia College of Education has a Students Representative body and it is named as “Student Council”. An active Student Council is in place along with a strong representation of students in the academic and administrative bodies. The Class Representative system is fundamental to student representation as leaders. The members of the student council are elected by the students using democratic selection methods. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution and expert talks in addition to their leadership skills. Moreover, two members of student councils are the representative members of IQAC Cell and all the committees and Clubs of the college. They take part in all the discussions of the meetings and have a say in all the decisions. The composition of the student council is as follows: President, Vice President, Secretary, Joint Secretary Class representatives. The members of the council are elected as per the Punjabi University of Patiala rules. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	09	06	10

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The name of non-registered Alumni Association of our college is Aklia Alumni Association. The functionaries of the registered association are as follows:

Ms. GurpreetKaur (President)

Ms. Amanpreet Kaur (Vice President)

ACEW fraternity, since the time of inception, has had strong sense of belonging to the institution and even though for years together when no formal Alumni Association existed, ACEW students remained associated with the Aklia College family spreading love, inspiring younger ones and contributing all

what they could.

- The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.
- The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews.
- The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs ACEW also gets support from members of the association as organizers.
- Contribute in alumni fund as a finical support for welfare of alumni association.
- The Alumni Association organizes frequent Alumni interactions in which well settled alumni visit the campus to share their experience with present students.

File Description	Document
Upload any additional information	View Document

5.4.2

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

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

Response: 6**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	02	01	01

File Description**Document**

Data as per Data Template

[View Document](#)**5.4.4**

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

Response:

The Alumnae association acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The activities of the alumnae association include:

- The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.
- The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews.
- The Alumnae Association also coordinates various activities related to the career counseling of the students.
- The association is sensitized to function all through the year towards generating placement and training opportunities for the students.
- At the college, care is taken to groom the students according to the needs of the schools. The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs ACEW also gets support from members of the association as organizers, trainers etc.

File Description**Document**

Documentary evidence in support of the claim

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

“To be an outstanding institution of excellence in Higher Education,

to promote need, value and career-based programmes to ensure

Scientific, Global and Spiritual Development of the student

community with which they will blossom as fully competent human

beings to meet the ever-changing needs of global times.” Our focus is on exposing students to the use of latest educational technology

making them interested and involved in learning multiple skills to

enhance their employment prospects. We motivate and train students

by conducting group discussions, seminars and personality

development workshops to meet the demands of the job market. The

development of student into process of integrated personality is our

joint responsibility.

ACEW- it is our Value Based Education System. Despite everything

undergoing avant-garde change at our institute, we are striving day

and night towards it, we have a legacy to follow.

The ways of multidimensional positive thinking and knowing about

energy, protection of environment health and booster economy of

nation on priority basis. AKLIA GROUP believes in the science of moral

and spiritual laws of soul.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building of the college. The principal and two faculty members are part of the managing committee. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for improvement of its effectiveness and efficiency throughout the year.

The College has a Students Representative body and it has been aptly named as “Student Council”. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with

regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

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

Response:

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

Financial Activity The institution is in regular practice of audit by a hired competent chartered accountant in each financial year as regularly basis.

Academic Activity The college adopts transparent academic functioning system as per direction of affiliating university and state government as well.

Administrative Function The college administration following transparent administrative approach. It discusses with principal, teachers, staff and students in regular basis.

Other functions Before every activity the discussion between the management and principal, teacher along with other teachers and students are organized. The discussion is held cordially and peaceful manners. The management promotes to share the opinion of every section.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Quality Policy * The college optimum use of available resources for quality enhancement. * Continuous improvement in student knowledge skill and competency level. * Improvement in faculties and supporting staff, capacity, efficiency and Competency. Analysis Head of the institution analysed the present situation with discussion of faculty members. Data Base It contains the relevant datas related to student, staff, infrastructure facility assets and liabilities of the college. Development The college prepared development plans to its time bound execution. Prospective planning is prepared. Concern committees are assigned the work of implementation of prospective planning. Evaluation During the execution course of plan periodical planning to insure it time bound completion.

The college maintains an **IQAC** that functions Syllabus Coverage

Use of Audio Visual Aids.

Students Attendance Record

Internal Assessment,

Organization of CCA (Co-Curricular Activities)

Laboratory Work

Use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

The college functioning and administration is very effective and efficient which are reflected in following ways-

- **POLICIES-** The college has adopted policies as per the statutory body. NCTE norms as applicable and affiliating university Punjabi University Patiala and state government of punjab as well.
- **ADMINISTRATIVE-** The college governing body has set up an effective administration under the supervision of Principal. The Principal has created many different committees under leadership of herself for different day to day functions of college. *

APPOINTMENT - The college has adopted transparent appointment policies as per the NCTE norms and affiliating University, state government of Punjab as well. All post of appointment of teachers, non-teaching staff are advertised in leading newspaper and after scrutiny of that applications interview is conducted. Appointment are made as per statute of minority/ governing body.

SERVICE RULE- Service rule has been adopted as per norms of affiliating university, management and state government of Punjab as well, which are introduced time to time.

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

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document

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

*The examination committee of the college strictly follow the direction/ decision taken by IQAC. The internal exam and other assessment are conducted as per the decision of IQAC. *

The cultural and co-curricular committee always active the events and activities as per the academic calendar, which is under the supervision of IQAC. The decision of organizing Rangoli, Art exhibition are implemented as per schedule. * The resolution of conducting annual sports in the meeting of sports committee with IQAC is also organized. * The purchase smart work and installation as per the resolution of IQAC is also implemented. * The four days study tour is also implemented as per the decision of IQAC with Excursion Tour and Picnic Committee. * The decision of IQAC to deliver motivational thought by teachers in the assembly per day is also implemented. Everyday a motivational thought is delivered by teachers after completing assembly. * The decision of IQAC in its meeting to submit the anti- ragging declaration/ affidavit must be taken at the time of admission. The internal complain and anti-ragging committee strictly follow to direction by IQAC. * The counseling guidance and placement cell also conducted a programme as per the decision of IQAC.

Many students are also express their views. No, doubt this national seminar help the students to enrich their quality and other academic performance.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

College Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff in the present scenario. The College ensures the professional development of the staff by:

Encouraging faculty members for participating in seminar, workshops orientation and refresher courses. Encouraging the faculty to publish research papers in national journals.

Encouraging the faculty to take up membership of various state and local level research.

The administrative/non-teaching staff also needs training in advanced skills related to their work. Training in computer and software management is provided to the staff members as per requirement.

* Study leave for research work

* Study leave for participating seminar/ workshop/ symposium.

* Provident fund

*15 CL (Casual Leave)

6.3.2

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

Response: 17.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	09	00	01

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	16	13	13

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 43.75

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

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

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

The institution assesses its teaching and non-teaching staff through a well-structured appraisal system executed annually. There are various parameters set for the evaluation of teaching and non-teaching staff.

Appraisal of Teaching:

Appraisal of teaching staff is done on the basis of faculty evaluation criteria. The parameters for evaluation are based on Teaching Learning Skills, Research, Communication-Skills, Extraordinary contribution towards the Department, University Results, MST Results, Student Attendance, Career Oriented Mentoring and Student Feedback.

Appraisal of head of departments is also evaluated on the basis of overall performance of the entire faculty of their respective department. Other parameters for HODs evaluation are Communication-Skills, Merit Positions in the department, and Student Feedback.

Teaching Staff is specially awarded through appraisal on achievement of degree of Ph.D.

Appraisal of Non-Teaching Staff

The performance appraisal of non-teaching staff is based on various parameters such as practical knowledge, computer/technical skills, behavior and cleanliness/maintenance. HOD gives the marks to the individual faculty/staff for the various parameters based on their performance during the complete academic session. Before the submission of appraisal marks, The Head of the Department discusses it with concerned staff members and after discussion with them, finally submits to the management for final approval.

File Description	Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Internal Audits

A team is specifically appointed in the Institute to conduct internal audits. The main source of Institute's income is Fee collected from the students. The audited income and expenditure statement for all the previous years are available with accounts section of the college.

The daily transactions are monitored & posted with internal control system in the accounts department. The work of one person regularly checked by the other person, after that the posting is finalized. Documents for evidence wherever inadequate in respect of payments, compliances of T.D.S and various reconciliations are recorded and the accounts are regularized once in a week by the Manager, Accounts.

The top management reviews the budget proposals and approve accordingly. The purchase will be made strictly following the given budget proposal. The unnecessary purchases are avoided and the available funds are effectively utilized.

External Audits

The institution has appointed one Chartered Accountant as external Auditor. External Auditor completes statutory Audit of the society at the end of financial year

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

There is no fund mobilization from any other source except than tuition fee. Tuition fee is the only source of fund generation or mobilization for the college. The fund is fully and finally utilized which are mentioned in Audit report which have been enclosed. However Aklia Group as loan in time of need as required time to time .

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work.

IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send

proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the patronage of IQAC

6.5.2

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

Response:

The college review its teaching learning strategies. The mechanism adopted by the college are as follows-

- Discussion with the faculty members
- Faculty members are encouraged to give suggestions.

* The principal analyzes the suggestion made by the faculty members and put it in the meeting of IQAC

. * IQAC discuss the suggestions elaborately and make appropriate decisions.

- The teaching learning process is accordingly as per the discussion for the IQAC

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; Development and maintenance of Institutional database through MIS for the purpose of maintaining

/enhancing the institutional quality; Development of Quality Culture;

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

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

Response: 26.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	35	07	28	28

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document

6.5.5

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

Response:

National Mission Swachh Bharat Mission Skill India Mission * Our institution believes that effective learning clean and green environment. **Swachh Bharat Abhiyan** was launched 2nd October 2014 in India by our hounarble Prime Minister. AHTTC looks upon Swachh Bharat Abhiyan not only means to clean the environment but overall immunity of the body mind and soul. Our institution has initiated cleanliness drive on regular basis. * Skill India Mission The theme of **Skill India Mission** was make sensitive student and society to develop the skill and awareness. Many national programme regarding skill India are organised in the campus and out the campus during skill India programme in the campus in our students participate in the slogan writing and poster making programme

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Due to extreme use of energy in all activities production manufacturing construction and other activities whether traditional energy resources depleting day by day. Use of fossil based energy resources will not last forever. Abrupt consumption of energy at large scale is also contributing in rapid climate change leading to unsafe environment. So it is high time to take measures of conservation of energy to fulfill our needs and avoid its wastage. Green Energy and eco- friendly energy are the demand of the time. Every individual, community, society, means of production and country as a whole is emphasizing on adoption of conservation of energy. Steps to be taken in this direction are : * To minimize the wastage of energy. * To explore the alternate source of energy. * To use energy as per the needs. Our College has adopted Energy conservation policy with focus on above objectives. Towards these aims, the college is using LED bulbs, green generator, solar energy facility as alternate source of energy and sensitizing the students, teachers and supporting staff for saving the energy resources by avoiding its wastage. The college prefers to use LED bulbs of 9 to 12 Watts only. Awareness Campaigns to conserve the energy and avoids its wastage is organised in the college campus from time to time .

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2

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

Response:

Waste Management policy adopted by the college – Policy Statement – The College believes and take measures for clean, green and safe campus. Towards this end the college has developed a clear cut policy of waste management and its disposal. The college also believes in sensitizing and involving the students, teachers and staff in the process of waste management and its disposal. Objectives- 1) To ensure clean green and safe campus. 2) To minimize the generation of waste by reusing useful waste materials. 3) To make aware the stake holders regarding the gains of clean, green and safe Campus. 4) To organise the awareness campaigns to know the environment and how to protect it for sustaining the life on earth Waste Management Committee The college has constituted a waste management committee to meet the objective of its waste management policy which is as follows.

Steps taken by the college 1) The whole campus is cleaned by hire staff daily. 2) The college is also involving students, teachers and staff in maintaining the campus clean, green and safe. 3) The waste generated by daily cleaning are dumped in a cover pit. 4) Chemical and other dangerous material are collected separately and disposed of safely. 5) Electronic waste material are collected separately and sorted for reuse and rest are disposed of safely. 6) The college adopted practice of waste management and disposal as per statutory provision.) Waste material generated on daily basis are dumped in a compost pit. To produce organic fertilizer which is used in college garden. 8) Dustbin have been installed in different point of college separately for solid waste and liquid waste.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: A. All of the above

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

7.1.5

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

Response:

The college is socially and morally committed to maintain clean, green and safe campus and good ambience. The campus is daily cleaned by hiring the services of the person concerned. For better sanitation organic material are used for sanitation by spraying. Green Cover: The college campus has a number of tree, plant, flower beds and grass lane that give a good green cover to the college campus. The green cover is further widened regular practice of plantation, protection of existing green covers and their grooming in proper forms. Healthy environment : The college also take care of creating environment for maximum output of efforts of our students, teachers, staffs, and management. Cover dustbin of blue and green colour have been installed at different places in the college campus to be used for collection of waste material. Pollution free environment For pollution free environment students are sensitized to adopt the practice which enable to maintain pollution at minimum level. The practice has been done in regular basis. The objective is to reduce the pollution level to achieve the goal of minimum pollution in the campus.

Cleanness in Campus:

1. Keep trash bins in each working station and class.
2. Start recycling practices in the college
3. Encourage students and teachers to keep things away immediately after use.
4. Organise cleaning day events like Swachh Bharat.
5. Clean the campus facilities frequently.

Sanitation:

1. Personal hygiene
2. Safe drinking water
3. Toilet/human excreta disposal
4. Disposal of waste water

5. Solid waste management

6. Environmental

File Description	Document
Documents and/or photographs in support of the claim	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7

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

Response: 6.63

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component

during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.	2.38	2.4	2.35	1.47

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

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, environment day ,teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day ,Kite making competition, Women's day, Yoga day, festivals like Diwali celebration, hindi diwas

Inter college Rangoli making, , , Lohri celebrations ,guru gobind singh ji birthday, independence day , constitution day, republic day etc. religious ritual activities are performed in the campus.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the

national values of social and communal harmony and national integration. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

An Interactive Talk On Voter Awareness Forum

8/31/2022

This Camp Organization by Aklia College of Education. Join us for an engaging and informative discussion on the importance of voter awareness and participation in democracy. In this interactive forum, we will explore the significance of informed voting, the impact of civic engagement, and practical steps to promote voter awareness in our communities. panel of experts will share insights, experiences, and strategies to empower citizens to become active participants in shaping the future of our society through the ballot box. From understanding electoral processes to recognizing the role of media and technology in shaping public opinion, this forum will provide valuable knowledge and resources to equip voters with the tools they need to make informed decisions. Students, Teacher and Staff Participate is this Camp. Guide to Students how to use the Machines And Rights of votes.

Tree Plantation Inter College Competition

Date - 8/5/2022

Tree plantation inter-college competitions are events organized by Aklia College of Education with the aim of promoting environmental awareness and sustainability through tree planting activities. These competitions typically involve teams or individuals from participating colleges competing to plant the maximum number of trees within a specified time frame or area.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Herbal garden was established in the Aklia Group of institution in 2012 with the motive to encourage future teachers to promote sustainable practices for use and Conservation of Medicinal Plants and learn the benefits from medicinal plants in our day to day life for better health and immunity and also influence parents , friends and kinship for their use in cooking etc .

Appreciation award by SAMARPAN for use of practices like drip irrigation , And Organic Farming .

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Concluding Remarks :