



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	Sai Shyam College of Education
• Name of the Head of the institution	Dr. Usha Tickoo
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01912644319
• Mobile No:	9419197037
• Registered e-mail ID (Principal)	saishyamcollege1097@gmail.com
• Alternate Email ID	usha.tickoo@yahoo.co.in
• Address	Ghou-Manhasan, Jammu
• City/Town	Jammu
• State/UT	Jammu and Kashmir
• Pin Code	181206
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	University of Jammu				
• Name of the IQAC Co-ordinator/Director	Ms. Rajni Koul				
• Phone No.	01912644319				
• Alternate phone No.(IQAC)	0				
• Mobile (IQAC)	8715841555				
• IQAC e-mail address	rajnikoul67@gmail.com				
• Alternate e-mail address (IQAC)	sukeshkoul1094@gmail.com				
3.Website address	http://saishyameducationalsociety.com/saishyam/index.html				
• Web-link of the AQAR: (Previous Academic Year)	http://saishyameducationalsociety.com/saishyam/academic_calendar.html				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://saishyameducationalsociety.com/saishyam/Session%202020-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.18	2008	01/03/2008	01/04/2013
Cycle 2	B	2.82	2015	01/03/2015	01/04/2020
6.Date of Establishment of IQAC			31/01/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
nil	nil	nil	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	2
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<ul style="list-style-type: none"> • IQAC arranged meetings to discuss on-line teaching facilities to be proved for students. • Faculty members were updated regarding how to provide instructions through on-line mode. • Webinars were conducted through IQAC. • On-line awareness regarding pandemic was provided to pupil teachers & students. • IQAC started help line during Pandemic period. 	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes
To conduct all teaching instructions on-line due to pandemic conditions.	All instructions were provided on-line by faculty members in various subjects. Instructions in Internship was also provided on-line. Pupil teachers were communicated web links to visit various educational institutions. The Sessional work along with internal tests were conducted on-line. Final exams were also conducted on-line as per the decoctions and procedures communicated by affiliating University.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
IQAC	10/08/2021
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	19/02/2022
15. Multidisciplinary / interdisciplinary	
<p>Ours is an affiliated teachers training college the curriculum for which is framed by the University of Jammu. While framing curriculum steps are taken to integrate Humanities, Arts and Sciences. Therefore education and all its relevant areas like Philosophy of education. Sociology of Education, Psychology of Education, Teaching-Learning Education, Educational Technology and Management and disaster Management. Action Research, Yoga Education, Health and Physical Education, curriculum development, peace and value education, performing Arts, Guidance and Counseling / Contemporary education etc are being taught keeping in view more Holistic and expanded approach in teaching all the above subjects throughout four semester of the B.Ed. Course.</p>	

A quality teacher education of this pattern prepares the students for more productive and satisfying nature. While framing the curriculum, the University has attempted to connect different areas of study and has left no place for hard separation as is also recommended by NEP 2020. Keeping in view the recommendations of NEP 2020, the curriculum of teacher education also includes subjects like social studies, languages, sports and fitness, health as well being / Art and Craft in addition to Science and Mathematics.

The curriculum endorses the holistic and multidisciplinary education which includes arts, humanities, sciences, social sciences, social engagements, soft skill such as communication, discussion and debates etc. All such subjects are incorporated in the syllabus of B.Ed. course.

16.Academic bank of credits (ABC):

Credit based courses are not part of curriculum till date but community engagement services is done by enabling students to participate in multifarious activities in the community.

Institution has initiated steps towards academic Bank Credit system.

17.Skill development:

The institute does not provide separate vocational education / courses. However, values based education is provided to students during morning assemblies and through participating in various cultural / religions / political events. For examples - celebrating various days like constitution day, Human Right Day, Republic Day, Gandhi Jayanti Day, Independence Day, etc.

Efforts are made to develop in students sense of peace righteousness feeling love for Human Values and harmony through common brotherhood. The Institution has adopted two villages in its neighbourhood, Tikri and Lohri Chak where in students participate in various community development programs through skits / Nukkad meetings / lecturers etc.

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

The syllabus prepared for B.Ed. Course by Jammu University has in detail incorporated, the Indian knowledge system which includes knowledge about Vedas and the contributions of great philosophers like M.K. Gandhi, Ranbandra Nath Tagore, Arbindo Gosh and Swami Vivekananda. It also incorporates the fundamentals of Western philosophy by including the concepts of Metaphysics, Epistemology

and the Socrates pedagogy, etc.

The college while teaching all these areas of knowledge use both Hindi as well as English as medium of instruction.

In class room teaching-learning process also provides bilingual mode, 4 languages viz, English, Hindi , Urdu and Punjabi are being taught as teaching subjects in the college.

Steps are being taken through a various academic and non-academic activities to transmit knowledge and Indian Languages, Art, Culture and tradition through the multifarious activities throughout the session.

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

Focus is also laid on Outcomes Based Education (OBE). This is ensured during the assessment and evaluation conducted internally by the college and externally by the affiliating University..

The Institution also uses blended learning approach i.e. technological tools for teaching learning as along with class room teaching.

20.Distance education/online education:

The college prepared all instructions i.e. Academic and Non-academic through on-line mode. Internal Assessment tests were also carried on through Google Forms. External Exams during pandemic were also conducted through on-line mode, both in theory and practice of teaching as directed by the Affiliating University.

Extended Profile

1.Student

2.1	89
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	23
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	142
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	142
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	89
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	15.71
4.2 Total number of computers on campus for academic purposes	15
3.Teacher	
5.1	12

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	18	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>As the curriculum is prepared and revised by the University concerned. During transaction of curriculum, care is being taken by the institution to carry on the curriculum already prepared by the University. During the academic session, classes are being conducted regularly and class tests, practical work (visits, lab activities, plantation drive etc), teaching practice activities are being conducted. Co-curricular activities like debates, symposium, quizzes, annual functions, online-webinars, offline workshops etc. are being conducted on regular basis.</p> <p>Students are oriented for lesson practice programme by delivering lectures through powerpoint presentations and demonstration lessons in different teaching subjects. Furthermore, model lessons are being prepared & delivered by the subject teacher and the students then deliver their lessons in the classes during practice of teaching. During Covid pandemic, online classes were conducted by faculty members. Other activities like internal assessment, internship, practice of teaching, webinars and other pressing issues (related to environment, health etc) were conducted through Google link / Google meet.</p> <p>The activities related to Internship and Sessionals were conducted through On-line mode and students were asked to visit the given sites, in order to understand the functioning of various Institutions imparting or related to education system in J & K.</p>		

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

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

A. All of the above

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

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

A. All of the Above

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

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

1.2 - Academic Flexibility

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

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

24

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	nil

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

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

Two of the above

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

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

5

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

5

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

1.3 - Curriculum Enrichment

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

In the Teacher Education Curriculum domain - pupil teachers are

being taught about Educational Philosophy, Psychology, Technology, Yoga education, Physical & Health education, Environmental Education, language skills (all the relevant languages viz. Hindi / Urdu / Sanskrit / Punjabi / English) Social Sciences and General Science and Inclusive Education along with Research Education. Knowledge regarding the above given domains make the pupil teachers aware about knowledgeable people of India and of international repute. Whatever is being learnt by the pupil teachers in their day to day class work about their different subjects try to reflect practically during their teaching practice programs and other functions as Sessional work and project work. Moreover, during teaching practice program the different methods are being implemented by way of which students are able to develop creative thinking and creative skills while framing and demonstrating the lessons in their real classroom situations. The pupil teachers are able to develop their communication skills in a better way, while delivering lessons.

These preparatory functions enable the pupil teachers to acquire and demonstrate, skills, values and attitudes related to various learning areas, after they are appointed as teachers in real learning situations.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

So far as development of school system is concerned, students are being familiarized with different educational boards viz. JK BOSE, CBSE, ICSE that are functional in India. Here we are concerned with 10+2+3 system prevailing in and around Indian educational Institutions. Our middle stage (6th, 7th & 8th Classes) , High

School Stage (9th and 10th) and Higher Secondary stage (11th & 12th) come under 10+2 system , all the schools are being governed by J&K including Ladakh are being governed by JK BOSE including majority of the private schools. So far as CBSE board is concern, it is the board functioning at national level. The CBSE syllabus as well as pattern is being adopted, they conduct examinations for class 8th to 12th which is much detailed as well as recognized on national level. ICSE schools are being run through ICSE boards, which provide instructions and academic as well as examination on International level. So far as norms and standards are concerned, JKBOSE, CBSE & ICSE allows only those students to new classes who are able to clear all their subjects in their previous exams.

JKBOSE has framed admission & examination norms keeping the state's economic & geographical conditions in view while as CBSE board has framed its norms keeping national interest in view (political situation, economic situation, cultural situation) . The ICSE board keeps International norms of Education in view and is much broader & competitive than JKBOSE & CBSE boards.

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

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

The Two year B.Ed. program comprises of 4 semesters. In all the four semesters, there are 17 different theory papers about which relevant knowledge is imparted to the students in Philosophically, Psychological, Sociological, Environmental and Yoga Education, Research work, Inclusive Education as well as wide knowledge about language and Social Science, Physical Science , Maths, Hindi, English, Urdu, Punjabi, Sanskrit.

In Philosophy, pupil teachers are being taught the bases of teacher education in India, Education and Philosophy, education and

Sociology teachers and changes in the society, then the teacher tries to implement all his acquired knowledge in the schools where he or she is being appointed. In Psychology, the teacher tries to understand the concept of various psychological developments. In languages, the role and importance of their knowledge makes the students proficient linguistically.

Similarly the knowledge of Maths, Science, Social Science subjects try to develop scientific temper and knowledge about the history, civics, politics and geography among the pupil teachers.

Moreover, the pupil teachers are encouraged to use computer and internet. The whole learning process is student centered and the institution conducts activities from time to time like workshop, NSS Camp, cultural activities, Election of CRs, sports Day etc, where the students organize the said activities themselves which inculcates self management & skill development among the students.

The knowledge given to the teacher educators in the college is being practically applied in their schools after their appointment as professional teachers.

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

1.4 - Feedback System

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

One of the above

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

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

Feedback collected

the following

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

89

2.1.1.1 - Number of students enrolled during the year

89

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

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

27

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

27

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The assessment process at the entry level is not required as the admission is based on merit basis as per Jammu University rules. Moreover, the students should have their graduation degrees from some approved universities of India whose list has been downloaded by the University authorities on internet media. Only those students

are being admitted who complete their graduation from the recognized universities of India. For general categories, the students should have 50% and above marks and SCs, STs should have 45% of marks. The college can admit 8% of the total sanction seats through management quota. Admission is purely under the control of University which fixes the norms of admission and affiliating colleges have role to play in the admission process.

However during the orientation programme, the college tries to identify the students on the basis of their interests and aptitudes. Students are also oriented regarding the importance and utility of various courses (subjects) available. They are also helped to make a choice according to their interests and future availability of jobs etc.

With respect to academic support provided to students, college has a well defined procedure to conduct academic and non-academic activities as per the calendar of activities for the year. The pupil teachers are free to make a choice in optional subjects for which the teaching staff is available.

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

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

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

12

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

2.3 - Teaching- Learning Process

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

Students are being grouped in various groups. Their teaching problems are being identified and thoroughly discussed in the group with active participation of the students. Students prove as positive participants as whole of the issue is discussed in the group with active pupil teachers participation. Some issues which need main focus of the teacher as well as students are explained through e-learning resources which focuses on the main issue. After discussion conclusions and results are drawn. During Pandemic, whole of the class work was conducted through online mode, teachers taught all the students through Google meet and in this way positive justice was done with the syllabus. By undergoing these above mentioned methods, teachers have been able to enhance their students learning. Moreover, teachers have been able to come out of their routine and boring class work and something creative is being done with the students leaving traditional methods of chalkboard aside. These methods if adopted in school level as well will surely pave the way for smooth running and transparent learning of the students and enhance the students interest in teaching learning process. Such methods involved in different courses especially in languages, Geography, Science, and Maths will prove boon to students in particular and faculty members in general. Such type of teaching learning methodology will definitely pave the way for enhancing education among the masses of India and every institution will be really deemed as temple of knowledge.

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

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

4

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/MTMzMDOxMTUzM Dg1?cjc=ddp4m4e
Any other relevant information	View File

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

233

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	0
Any other relevant information	View File

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

So far as working in teams is concerned while students are doing their teaching practice programmes, students are being grouped in various groups. Each group is being kept under the teacher known as supervisor, who supervises his/her group during the process of lesson preparation as well as delivery. The teacher acts as a guide, friend and helper. The whole teaching process revolves around teaching aids, models, maps, charts which stimulate their method of teaching. In this way, students are able to deal with their diversities as well as by way of which students are able to overcome their difficulties as well as removes their boredom. By sharing their ideas, students are able to keep themselves abreast with recent developments in education. Continuous mentoring is provided by different subject teachers to their students for developing their professional attributes. In this regard, teachers try to cite more and more examples from famous teachers like Dr. Radha Krishnan, Swami Vivekananda, Mahatma Gandhi, Aurobindo Ghosh whose philosophy and knowledge prove in full-fledged development of professional attributes of students. In addition to their subject, teachers/mentors try to co-relate their teaching-learning process with day-to-day life situations as well as their environment which helps the students to make them professionally excellent and whatever they gain during their stay in the college, they try to co-relate that knowledge, once they are appointed as teachers.

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

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

Three of the above

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

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

The teachers try to inculcate creativity, innovativeness, intellectual and thinking skills amongst the students throughout the session by their effective teaching methods and during teaching practice session. During day to day teaching learning process teachers try to exhibit their teaching methods which effects students creativity and innovativeness. Through Debates and Seminars organized in and around the college, students develop their intellectual and thinking skills. The students while participating in the programme give vent to the intellectual and thinking skills. Students try to gain more and more hold on the language they speak as well as write. They also develop confidence.

Moreover, during teaching practice programme, especially when the students try to prepare their lessons as per RCEM and Constructivist

approach, their innovativeness is being nurtured - When students try to teach by involving the students in the lesson. Teachers are engrossed with new and new ideas and whole of the lesson is being taught with the help of charts/models, students themselves are being encouraged to learn by exhibiting different innovative methods of using teaching aids. Whenever students participate in different competitions like poster making, slogan writing, rangoli making, Inter-college competitions and also organizing rallies in and around college, students nurture their creativity/innovativeness.

Moreover when the students take part in seminars conducted in or outside the college c, they are able to develop their intellectual and thinking skills while presenting themselves.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching

Four/Five of the above

and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

All of the above

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

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

All of the above

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

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

During the Pandemic situation in 2020-21, the Incharge computer was asked to frame e-link which was communicated to the students. All the necessary information regarding Internship was delivered to the students through this link. All the departments where the students were supposed to visit during internship were being communicated to the students. The visits were conducted through online mode.

The website of the departments viz. DIET, Anganwari Centre, Panchayat Ghar, Primary School, Middle School and other allied agencies which students had to visit were send to them. Students were directed to contact heads of these institutions through online mode so that they will co-operate with the pupil teachers while preparing their files and the concerned photographs were kept on record.

All the relevant Project work was thus completed through online mode and wherever necessary, the students were asked to visit personally keeping pandemic guidelines in view. The pupil teachers were asked to mail their files to college e-mail address.

Local student if any were directed to submit their files personally to the college authorities keeping Pandemic guidelines in view. All this work is to be completed within ten days as the files are to be checked as well.

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

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

2.4.9.1 - Number of final year students during the academic year**144**

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

Internship program is a practical aspect of our B.Ed. program because of prevailing pandemic situation our college decided to work on online basis. The admitted students of the college were divided in various groups having a teacher as their guide. It was the duty of every teacher that they will remain in touch with their students through online mode. Teacher used to brief their group students

through online mode regarding preparation of their files pertaining to internship. Students were asked to approach the various agencies where from a clear report along with photographs were prepared and each and every aspect of the report was written in their files along with relevant photographs. Students were supposed to visit the following areas viz, Primary school, Middle school, Anganwari centre, High school, Higher Secondary School, Panchayat, Municipality offices, DIET, SCERT and JK Channel, etc. The students were asked to write all the necessary report in their files as already discussed with the students through online mode. As per their documentary evidence, students were required to paste adequate photographs in support of their reports. After completing their files the students used to discuss all their prepared reports with their group teacher. Then, the files were send to college on college's e-mail address or post so that internal marks are awarded by the concerned group teachers in order to prepare Internal Assessment of the students which is finally send to University authorities.

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for

Five of the above

assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

12

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

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

1

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

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

10

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

10

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

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

The faculty members working in our college are qualified as per norms formulated by Affiliating University. The teachers keep themselves abreast with their teaching-learning process and moreover they update their knowledge by going through various books pertaining to their subjects available in the college library. The faculty members go through all the magazines, journals, and other reading material available in the college library. College teachers attend seminars, workshops, competitions organized by affiliating University as well as by the other affiliating colleges of education. College teachers attend all the Webinars, organized by UGC authorities and other educational policy makers. Faculty members also access internet to gain the knowledge regarding skill education recommended by NEP 2020. The teachers also participate and present their papers in the affiliating University as well as in other colleges of Education. Our college also organizes various seminars, workshops, competitions regarding current developments and issues in education. Such type of practice updates the knowledge of our faculty members and they work in tandem with the ever changing educational trends in our country in particular and in world in general. The faculty members discuss among themselves various research issues in the field of education and especially role of teachers in making a way towards the development of quality education amongst the youngsters of India. Faculty members also share their acquired knowledge among their colleagues that they gain during their participation in various faculty development programm.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) of student learning is in place in the college. The CIE of the pupil teachers is being done continuously throughout their stay in the college.

Internal assessment is awarded in the college as per directions of affiliating university which comprises of T1, T2, Sessional, Seminar/Onspot discussions, Attendance, observation and carries 40 marks, out of which 5 marks are to be awarded for attendance which pupil teacher has earned in proportion to the number of classes attended for each subject. The attendance record is to be maintained on daily basis for which academic coordination committee observes its objectivity. The other 5 marks are to be objectively awarded on the basis of observation which a college teacher does for each student as per procedure. The following activities as T1, T2, Sessional, Seminar/Onspot are being awarded by the subject teacher as per pupil teachers participation and his/her activity during the session. The whole process is shown in the form of a Performa having separate heads and students are being awarded against their class roll numbers and the whole award list is being finally prepared by the Group teacher. This whole process is being endorsed by the Examination incharge and finally signed by Principal of the college under her seal and signature. Hence, CIE of the student learning is in place in the college and in every session students are being awarded as per their ability and worth.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;

Four of the above

Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

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

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

Our College conducts Internal Assessment examination only while final (external) Examination is being conducted by Affiliating University of Jammu.

Now, so far as Internal Assessment examination is concerned, Our College conducts this examination which comprises of T1 and T2 for all the four semesters of B.Ed. including Sessionals, Project work, Seminars, Attendance, Practice of Teaching.

During the Pandemic, College conducted the internal assessment examination on online mode. Marks obtained by the students were being communicated to the students. In case students were not satisfied with the marking. Retest was conducted for such students. The whole decision regarding their re-test was being decided by our grievance cell of the college which comprises of members from faculty as well as students.

The whole internal assessment record is being maintained by the Examination incharge who prepares the award of the students and finally this award is being submitted to concerned examination unit of B.Ed. department of the affiliating University.

In this way, redressal related to the Internal Examination is operationally effective in our college.

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

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

Academic Calendar for whole of the session is being prepared before the commencement of the said B.Ed. Session comprising of four semesters. The students are given the copies of academic calendar and all its aspects are discussed with the students during the orientation programme.

For Internal Assessment, the following activities are conducted so as to assign marks/grades to the students. In theory, T1 and T2 Examinations are being conducted in each semester. Subject Teacher incharge prepare their question papers comprising of one long answer type and two short answer type questions.

Regarding internship, visits are being arranged to various spots like DIET/ SCERT / Panchayat / Municipality / Anganwari Centre /Primary /Middle / High School / Higher Sec., School / T.V. Centre / Health Centre etc on spot activity is given to each and every student. On the basis of the work, participation in Seminars, cultural activities & Games etc. is also given place in Internal Assessment. Marks/Grades are awarded by the teacher incharge.

In this way, institution adheres to academic calendar pertaining to B.Ed. classes run throughout the session i.e. for 4 consecutive semesters. After conducting the relevant tests- Awards are being prepared and accumulated and send to the examination wing of the B.Ed. Section of affiliating University.

In this way, our institution adheres to the prepared academic calendar for the conduct of internal assessment.

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

2.7 - Student Performance and Learning Outcomes

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

The teaching-learning process of the Institution is aligned with the stated PLOs and CLOs (Programme Learning Outcomes and Course Learning Outcomes). Being Pandemic situation, our college decided to start teaching learning process on on-line mode.

After framing an adequate teaching timetable of the teachers, every teacher used to teach the class through on-line mode by providing a Google link to the students. This process started on regular basis.

Students used to present themselves on on-line mode and they tried to link themselves with their teacher through the link being provided to them. In this way, teaching learning process for all subjects was performed through on-line mode. All teachers taught their students keeping their unit syllabus in view and the teachers tried their best to deliver the goods keeping in view, the teaching learning process requirements.

In this way, during pandemic period, whole of the teaching learning process went smoothly through on- line mode. In this way, our institution ensured alignment of stated PLOs and CLOs with teaching learning process of all the semesters of B.Ed.

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

2.7.2 - Pass percentage of Students during the year

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

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

Performance of students in their academic and non-academic areas are monitored and recorded by the individual teachers in their respective subjects. The college has student representatives in various clubs viz. Environmental club, sports club, Yoga club, Adult education club, Population club, NSS club, etc .where students perform various activities already formulated/objectives already set by the college and various programmes/events/seminars/workshops are being held in and around college. The performance of the students is monitored during various activities by the faculty incharge. The evaluation is recorded and based on PLOs set by the individual club incharge. The CLO's are well defined in the curriculum which are adequately reflected in various activities, both academic and non-academic

The cognitive learning outcome is recorded during participation of students in Seminars/Workshops (both at inter/intra college level).Internal assessment is based on overall performance of the students.

In teachers training college the professional growth of a teacher is also attributed to his/her performance in practice of teaching which is conducted in various practising schools. The group incharge monitors and records day to day performance in their teaching skills at least for 25-30days. Pupil teachers are thus trained to use their learned skills once they are appointed as teachers in regular schools.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

142

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

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

It is observed that at the beginning of the session, the students (pupil teachers) learning needs for their professional growth needs understanding of various institutions imparting education at different levels. For this purpose, various internship and Sessional activities are carried on .For example, the pupil teachers are made to pay visits and record the findings at DIET (SCERT) Nursery/Primary/Middle/High /Higher Sec. Schools / Panchayats /Municipalities/Radio Stations/T.V. Centres/Innovative institutions/Anganwari etc.

All these visits enable the students to get fresh knowledge about the functioning of all these institutions which is an important learning need for a pupil teacher. The student records their observations which are assessed and evaluated by the faculty members. Internal assessment is also based on the performance of the

students.

It is observed that students while writing about growth from semester I to semester IV, acknowledge the vast experience gained by them and their learning needs fulfilled during the whole B.Ed. programme.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

An Online Student Satisfaction survey was conducted regarding Teaching Learning Process of the Institution. Atleast 40 students participated in the survey whose records are maintained in the college.

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

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

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

8

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

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

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

50

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

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

53

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

51

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

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

In order to sensitize students to social issues, the college of education has setup various clubs like Adult Education club, Population Club, Chinar Environmental Club & NSS Club. The students are made to participate / organize various programs under these clubs.

All the above clubs have a faculty member as incharge of the club, who along with students plan various activities keeping in view the local needs of the area in which they conduct various community development programs. Important days are celebrated by various clubs e.g. National Integration day, International Women's Day,

International forest day, International Yoga Day, International Mother Language Day, International Day of Education, World Health Day etc. The college has adopted two villages in its vicinity viz Lohri Chak and Tikri where most of the activities are carried on to make the villages aware about the importance of celebrating these days. Students while visiting these villages and especially the slum areas come across the major issues concerning these people. So in this manner they become aware of the social issues faced by the community.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The College is in possession of well ventilated and capacious class rooms with adequate sitting arrangement for students and well carved chalkboard along with adequate electricity fitting. In these classrooms, faculty members take their regular classes and do their teaching learning program. Physical facilities as per NCTE norms is available in the form of laboratories, sports field, fitness center, equipment, computing facilities, sports complex and library etc. along with language lab and psychology lab. The laboratory is well equipped where science teacher demonstrates various practical aspects of physical as well as bio-science. College has a big ground which is being used as a sports field by the pupil teachers where they play different games in their leisure time and there is a beautiful garden area within the campus. In terms of fitness center, college has a yoga room where pupil teachers along with faculty members perform different Yogic exercise in order to remain physically fit. College has smart class facility where students are being taught using smart class facilities. Sport complex is being used for competitive sports competition. Moreover, the college has well equipped library, having newspapers, magazines and journals, in addition to thousands of books. It also has language lab, psychological lab, multipurpose hall, etc for the utilization of pupil teachers.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

2 + 1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	www.saishyameducationalsociety.com
Any other relevant information	View File

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

0.17

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

Library Automation is library housekeeping and information retrieval. An automated library manages following functions such as acquisition, serials control, cataloguing, circulation and the open public access catalogue. Automated library system centers on library management software. In our college, library is fully automated with facilitates of internet connections, cataloguing and e - resources. It is linked to the National Digital Library. It is connected with a software which carries all information regarding issuing as well as returning of books. All books are linked to the software and we have access to this software. All the relevant information of the booksellers, their billing records, publishers, their e-mail address are available to us through this software. All the relevant newspapers, magazines, encyclopedia are fully linked with this automation system. It reduces the word load and manpower system. Students are able to have access to the books, journals, encyclopedia, whenever they are in need of it. Automated library

system provides with timely access to library materials to the users. Eliminate routine tasks or perform them more efficiently reduce the amount of time spent on materials acquisition, serials management, budget administration and record keeping.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://nlist.inflibnet.ac.in/
Any other relevant information	No File Uploaded

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

Under the criteria of Gateway for remote access to library resources used by teachers and students. The college library is having access to NDLS (National Digital Library System) as e-resource which facilitates as well as provides a host of services containing textbooks, articles, videos, audio-books, lectures, simulators and other kinds of learning media for learners (students as well as faculty members). It is a project under ministry of education through its National Mission (NM). The objective is to collect and provide full text index from several national and international libraries as well as other relevant sources. It provides free of cost access to too many books and is designed to hold content of any language developed, operated and maintained from time to time by Indian Institute of Technology.

Our teachers as well as students are using this system to get themselves afresh regarding the new educational development of the world. The students are made to make use of these resources by giving them assignments wherein they need to access the e-resources. The faculty makes it sure, that all students develop a habit of using e-resources while preparing their class notes and especially during delivery of their lessons.

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

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

One of the above

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

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

0.60

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

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

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

85

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	0
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

ICT or information and communication technology is the basic information structure that enables modern computing in educational institutions. In our college there is a facility of telephone, Internet, radio and television, etc. ICT facilities comprise of smart class facility which is very much functional in our institution. Our student of B.Ed. stream are availing this facility on daily basis. Through ICT students, are able to understand the

concept of their subject/topics preferably pertaining to languages, math, science and geography. Teaching practice program is being convened through smart classes and students are able to prepare lessons very aptly.

Moreover smart class has internet facility and institution's computer lab has also Internet facility. Facilities of projector in classes as well as in conference hall are available. Library is well equipped with computers with internet facility. Automation has been done in library.

The computer lab along with laptops are connected to WIFI. Our computer lab access to all modern developments regarding education, science, medicine, political situation etc. ICT facilities have been functioning in our institution since 2002. Our college works digitally i.e. all facilities comprising of Internet nature are available and function smoothly. Students have access to all digital facilities.

ICT has thus enabled the institution to use innovative educational resources through active collaboration of students and faculty members, while simultaneously acquiring technological knowledge.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

5:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	0
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	0
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

4.80

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

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

The college provides all physical, academic and support facilities to its students by providing a well equipped library with more than five thousand books including Magazines, Journals, Newspapers, Photostat Machine, Catalogue Cabinet, Computers etc. There is a separate room for reading facility attached to library.

The college has a well furnished multipurpose hall which can accommodate more than 200 students, all cultural activities along with seminars, debates & extension lectures are organized in hall. The college has language lab, A.V. Aids lab, Math lab, Social Science lab and Science lab with all requisite material.

The college also has a big play ground where the students are given the opportunity to conduct sports activities on regular bases, all requisite sports material is available in the college. There is a well equipped computer lab with internet facility. The classrooms are airy and well ventilated with facility of projector in few of them. The college has also smart class facility wherein students learn to deliver their lessons using latest technology. The college also has a well furnished conference hall.

File Description	Documents
Appropriate link(s) on the institutional website	http://saishyameducationalsociety.com/saishyam/index.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>One/Two of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 779 1471 958">No File Uploaded</td> </tr> <tr> <td data-bbox="86 958 550 1099">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 958 1471 1099">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1099 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1099 1471 1205">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1205 550 1272">Any other relevant information</td> <td data-bbox="550 1205 1471 1272">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded	Sample feedback sheets from the students participating in each of the initiative	No File Uploaded	Photographs with date and caption for each initiative	No File Uploaded	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File												
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Sample feedback sheets from the students participating in each of the initiative	No File Uploaded												
Photographs with date and caption for each initiative	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1615 550 1675">File Description</th> <th data-bbox="550 1615 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 550 1742">Geo-tagged photographs</td> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="86 1742 550 1818">Any other relevant information</td> <td data-bbox="550 1742 1471 1818">View File</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	View File												
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p>	<p>D. Any 1 of the above</p>												

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
8	142

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****8**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**0**

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

5.3 - Student Participation and Activities

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

Under students council students of the college elect its President by way of voting. Mr. Sushil Singh was elected as the President of the students' council. He was the final authority in taking decisions regarding the celebrations of different programs / events. During the year, he was authorized to convene a meeting of the students council in which he took decisions with the consent of the other members. President was overall incharge of all the committees who worked in a democratic way for the well being of the students as well as Institution. Ms. Monika Bharti was selected as Academic Secretary, who managed the academic affairs of the college. Ms. Sonali Shivgotra was selected as cultural secretary, who worked for organizing / coordinating and scheduling the cultural programs. Ravindra Singh was elected as Sports Secretary, he selected the sports cum games events. Moreover, students council appoints various class representatives who are being bestowed with certain responsibilities like maintaining discipline of the students and developing a positive repo with college's Principal mam in particular and faculty members in general.

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

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

6

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

5.4 - Alumni Engagement

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

The College has a system of Alumni Association after every three years to represent the Institution time to time. The Alumni always represent their parent college and are always ready to come to college at any event especially on Alumni Day.

During Alumni meet all previous students are called to participate in the event. All the invited Alumni share their views with the audience. Recollect all those days / movements they have spent in the college. Share their views with the audience and the new students. The Alumni do everything for their personal development in particular and for the Institution in general.

Alumni Association share their past experiences - their participation in various events. All such practices surely improve the morale of new admitted students of the college and this practice plays a yeoman's job in excelling the developmental activities of the College.

Our institution remains in contact with all those Alumni who have worked and are working always for the progress of our institution. These alumni associates help the institution during admission process as well. Alumni associates do work in tandem with college administrative authorities during admission process.

In this way Alumni Association helps a lot during admission process

and does everything for the betterment of our college.

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

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

Three/Four of the above

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni meet is organized every year in the college. During this event Alumni Association plays a pivotal role in supporting our admission system and this association is positively ensuring a marvelous feedback regarding college's curricular as well as co-curricular activities. Maximum members attend the said meet and during their interaction session, every member of our college got involved.

It is surely a welcome step by way of which new graduates are being motivated to undergo B.Ed. So, Alumni Association meet kindles new hopes in our outgoing graduates to go for professional training of B.Ed. In this way such associations prove boon for the smooth running of educational institutions in particular and B.Ed. institutes in general. Members of Alumni Association share their past experiences and job prospects both in Govt. and private sector after the completion of the course

Alumni members speak and share their ideas and especially the experiences of their studying in the college before the audience and their interactive program results in the successful future of the Institution.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision and Mission of the Institution is well defined. The Institution prepares the future teachers keeping in view the past, present conditions and future prospects.

The College educates the mind and soul of the students in order to enable them to grow in wisdom.

The college tries to make the students well disciplined to inculcate moral, ethical and spiritual values and tries to develop the spirit of Universal brotherhood and internationalism among the students.

All the faculty members work under the leadership of Principal Madam. They teach the students regularly through their regular class work for which a time table is being framed and all the trained teachers are assigned the task of teaching their respective class in their respective subjects.

The activities of the college include, attending the webinar, seminars, workshop, competitions, debates and other symposium being organized in and around the college. The students trips are being finalized and chalked out by the faculty members with the guidelines of their Principal Mam. Students visits are fixed whereby the students arrange their visits under their internship program and complete their Project work and Sessional work in time.

The students under their teaching practice program prepare their lessons, deliver them along with the group incharge teacher.

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

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

The function of the Institution and its academic administrative units are in accordance with the principles of participation, accountability and transparency. The administration of the college is totally decentralized. Reporting is done in hierarchy following a top to bottom approach of communication and flow of information. Job profiles specifying roles and responsibilities have been chalked out

and issued for every job position which leads to transparency and accountability. Decentralization has been effected in such a manner that responsibilities are shared by all and the members contribute towards efficient functioning of the college.

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

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

Sai Shyam College of Education, Ghou-Manhasan, Jammu is an self-financed college which has income through students fee. The fee for both the years is collected by the affiliating University which after deduction transfers the fee (money) to the college in the Principal's Account.

It's Annual Income Expenditure statement is maintained by an authorized chartered Accountant. Purchasing committees are constituted for purchase of library books, Newspapers (daily Sate / National) Magazines and other journals, furniture renovation of infra-structure software purchase, maintenance of College lawns and parks and colleges transport facilities. It all works under each incharge faculty member along with colleges' librarian and computer incharge.

The details of Income expenditure statement for the financial year 2019-20 is enclosed herewith, properly signed and wet by a Chartered Accountant.

Academic and other administrative transparency is maintained by organizing Annual Staff meetings and assigning different responsibilities to the participants. To ensure the transparency the Managing Committee of the college meets atleast twice a year and takes stock of activities from both academic and non-academic, administrative wings of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Under this strategic plan our college laid stressed on Girl Child, their education and upbringing.

This was done in lieu with Hon'ble Prime Minister Shri Naraindra Modi's slogan "Beti Padao-Beti Bachoo"

Our College has adopted 3 villages situated in the college's vicinity i.e. Tikri, Lohri Chak and proper Die-chak.

In this connection our college organized a program in village Tikri in the premises of Govt. Primary School Tikri. The main theme of the program was Beti Padao - Beti Bachaoo. During the event a photo cum charts exhibition was exhibited in the school premises. People especially girls - their mothers were called. College faculty members as well as staff member of the concerned school especially female teachers spoke on the occasion and all the faculty members threw light on the topic and the steps Government has taken in making our girl child educated. In the Govt. Schools government has started Mid-day meal school, free scholarship to girl child, free books and uniform is being distributed among the girl child students of the school are being turned towards education. Surrounding women living in our College's vicinity were invited to participate in this program and the women were asked to prepare their girls to get them admitted in the schools so that the dream of the nation comes true.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	0
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Sai Shyam Educational Society registered under J & K Registration Act, under which comes Sai Shyam College of Education and experimental School namely Sai Shyam Public Hr. Sec. School. The Chairman is the main governing body of both these Institutes, who has an elected Managing Committee, comprising of educationists, planners & good administrators. The main decision making body of these institutions is the Managing Committee constituted by Affiliating University which is headed by Director Colleges Development Council. It also has Chairman of the College, two educationists and Staff Representative. The meeting is held twice a year to discuss the agenda and the minutes implemented. The Head of the Institution (Principal) in Sai Shyam College of Education has always tried to handle the three main pillars i.e. teachers administrative staff & Management of the Institution in a strategic manner in which he/she has always assured the participative approach by ensuring freedom of thought & action in the process of teaching & evaluation of the students. The Principal on the basis of feedback accept the suggestion.

During Orientation Programme, in the beginning of the Session, the students are acquainted with the whole syllabus of the semesters and the time table pertaining to their classes is discussed.

File Description	Documents
Link to organogram on the institutional website	http://saishyameducationalsociety.com/saishyam/orgchart.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

During the session 2019-21 and 2020-2022 because of sudden pandemic situation offline classes i.e. regular class work in the educational institutions came to stand still. In order to come out of this situation our affiliating university authorities directed its B.Ed. colleges to start on-line classes on regular basis.

In order to start on-line classes our esteemed Principal Mam convened a staff meeting in her chamber and it was unanimously decided to go for on-line classes.

Computer teacher and Incharge Computer Lab were asked to develop a Google Meet link to enable the staff members to hold on-line classes through it.. A time table for on-line teaching was farmed and teachers were asked to go by that time table.

In this way students had their regular interaction as well as they used to have their subject notes as well as on regular basis.

Similarly, our college teachers tried to complete their syllabus and tried their best to teach their respective students through on-line mode which was successfully made to reach its ultimate end with the students, such efforts were made, so that their teaching may not suffer due to the then prevailing pandemic situation.

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

6.3 - Faculty Empowerment Strategies

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

Under this heading the college has adopted the following welfare measures for its teaching and non-teaching staff members:

Leave facility - under this category, there is the provision to sanction fifteen days leave in favour of its faculty members with full pay facility.

All gazette and restricted holidays are granted in favour of its teaching as well as non-teaching members.

Maternity leave- as per Government norms is being granted in favour of such female teaching as well as non-teaching members. No pay is deducted to those staff members (females) who fall under this category only on the time of joining such staff members are supposed to submit their medical certificates for the period the employee is on leave.

Loan facility: loan facility has been implemented in the institution. Under this facility soft target loans are being provided to such teaching / non-teaching members who want to improve their qualification.

Provident Fund i.e. P.F. has been implemented in favour of some of the teaching as well as Non-teaching members. The record of P.F. is properly maintained in the college as well as P.F. Office Jammu. Some of Institution employees as Mr. C. L. Bhat Institutions Accountant Mr. Surinder Hashia Institution's Officer Superintendent have withdrawn their P.F. amount.

One month full pay leave along with the stipulated fifteen days leave is being granted in favour of Non-teaching staff members as per government C.S.R.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

0

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

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

0

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

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

The Institution has a performance appraisal system for teaching staff. The teachers are supposed to fill up the appraisal form every year, wherein they fill their performance under above given categories. The forms are thereby evaluated on the basis of already set criterion. The academic and professional growth becomes evident after the evaluation of the forms.

The teachers who fall below the normal performance criteria are asked to improve over and those whose appraisal form show definite improvement are encouraged further.

The appraisal form also indicates the need of programmes that college should organise so as to help teachers to grow academically and professionally.

The process of performance appraisal system for non-teaching staff of the college is being conducted by the members of managing committee/CA along with Principal of the college keeping their

participation and role undertaken by them in making the administration work with transparency and smoothness. The Committee Members, along with esteemed Principal carries on supervision /thorough checks of their work from time to time. In this way, non-teaching staff's participation of the smooth running of administrative functions is being supervised.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The college is a self funding educational institute mainly dependent on the students' fee, who are being admitted with the help of University of Jammu, keeping their own norms in view.

The college works under supervision of Managing Committee where Chairman authorizes Principal of the College to go for teaching as well as monitoring affairs. It is worth to mention here that the college has not received any kind of Grant-in-aid till date. The college is running on the fee of students being admitted by the affiliating University having full control on its curricular as well as co-curricular activities. The college has an adequate number of faculty members, who teach the various subjects in the college. More ever the college has an established office, which maintains all the relevant official records under its various heads such as Admission wing, correspondence wing, examination wing as well as Accounts wing.

The accounts are maintained by a trained / qualified accountant, who maintains transparency in its income as well as in expenditure. There income and expenditure statements are being monitored as well as passed by the incharge accountant, keeping the CSR rules of J & K in view. At the close of the financial year, there statements are

audited as well as wetted by the CA appointed by the Managing Committee of the College.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

The college is a self funding educational institute mainly dependent on the students' fee, who are being admitted with the help of University of Jammu, keeping their own norms in view.

The college works under supervision of Managing Committee where Chairman authorizes Principal of the College to go for teaching as well as monitoring affairs. It is worth to mention here that the college has not received any kind of Grant-in-aid till date. The college is running on the fee of students being admitted by the affiliating university having full control on its curricular as well as co-curricular activities. The college has an adequate number of faculty members, who teach the various subjects in the college.

More ever the college has an established office, which maintains all the relevant official records under its various heads such as Admission wing, correspondence wing, examination wing as well as Accounts wing.

The accounts are maintained by a trained / qualified accountant, who maintains transparency in its income as well as in expenditure. There income and expenditure statements are being monitored as well as passed by the incharge accountant, keeping the CSR rules of J & K in view. At the close of the financial year, there statements are audited as well as wetted by the CA appointed by the Managing Committee of the College.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The core value of NAAC is largely reflected in the curriculum prepared by University of Jammu. To achieve these values, the college has a functional Internal Quality Assurance Cell (IQAC) which was established on 25th March 2009 in order to ensure the qualitative improvement of the Institutions. It comprises of 13 members. The cell meets twice a year to give suggestions and evaluate the work done in the field of quality enhancement. The IQAC organizes a number of seminars and activities to enhance the quality of teacher educators. The IQAC has organized National Level and State Level seminars. In order to inculcate moral and ethical values among the students, our College organizes a number of programs and workshop in collaboration with Vichar Kranti Manch International (VKMI) and Jammu Sanskriti Uthan Nyas. The IQAC of the College plays an important role towards the social awareness program like organizing Environment Day, Women's Day, Anti-Tobacco Day etc. in collaboration with different NGO's and Socio-Cultural organizations. The IQAC of the college has been organizing a number of programs for the benefit of faculty and students, which include extension lectures, faculty improvement programs, seminars, Debates and community development programs.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

Our College has adopted a process for reviewing teaching - learning process through students' feedback.

During the year 2020-21, college's teaching - learning process was organized through online mode. All the subject teachers regularly interacted with their students through online mode and used to teach their students. A time-table was put into practice for all the teachers who successfully adhered to it. After completing two units of their syllabus, a Google Link was created for whole of the students who attended their classes through internet. A questionnaire was prepared which was send to respective students and they were directed to send back the same questionnaire after completion. This questionnaire acted as a feedback to the faculty members of the college for reviewing the teaching - learning process being performed through Google Link.

The faculty members were briefed from time to time, as to how qualitative changes can be brought in their methodology of teaching. The faculty is exposed to latest teaching strategies by deputing them to attend the workshop, orientation programs, and seminars conducted by UGC / CDC, University of Jammu, Central University of Jammu and other affiliated educational Institutions of Jammu. The college also organizes online webinars and seminars to abreast the faculty members with the latest development in the field of Education.

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

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

5

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

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

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://saishyameducationalsociety.com/saishyam/annual%20reports.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://saishyameducationalsociety.com/saishyam/annual%20reports.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

For 1st Cycle: So far as, students incremental improvements are concerned, college authorities have to see how much marginal improvement has been observed in our B.Ed. students, when they pass over to from semester to semester. For example, while computing the results of students of this session, the incremental improvement was found among 60% students from Semester -I to semester -II. from Semester -II to Semester -III, there was 72% incremental improvement but in the last semester, the percentage was only 55. The improvement is also being noticed in their skills viz speaking, reading and writing.

It has been observed that there is a marginal improvement in overall development of the admitted students of the college.

For 2nd and subsequent cycles: after 2nd NAAC accreditation, the institution worked for infrastructure as well as curricular enhancement. Smart classes have been installed in the college. After installation, the students started to deliver their lessons in the

practice of teaching through smart class and powerpoint presentations. Online webinars, seminars were organized by affiliating University as well as colleges, the college involved the staff and students in these events which surely have resulted in the quality enhancement among faculty as well as pupil teachers.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Our college is totally a self funding institute meeting its expenditure mainly through students' fee. It is this income, which is being utilized to meetout all the relevant expenses for smooth running of the institution as per guidelines from affiliating University. The colleges organizes programs in and around the college to bring awareness among students about energy conservation, the college involves the surrounding population in these programs and all the participants are being informed about the ways the Union / State as well as Central Governments are taking towards this Endeavour. Awareness about the Solar Energy, wind energy, electrical energy and how gas energy is being used in place of fuels in plying means of transport i.e. autorikshaws, taxis, cabs and buses etc., is brought

Our college organizes seminar, workshop and other allied programs through which students, faculty members speak and throw light for the steps being taken for conservation of energy sources. Exhibitions are being held where various models, charts and powerpoint presentation is being given before the audience which has an overall positive impact on the audience. People are being told that for shorter distances cycles should be used in place of scooters / bikes / cars / autos and cabs.

In this Endeavour our college organized a cycle race, appraising people about the health benefits of cycling and energy conservation.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Regarding policy and procedure for implementation of waste-management in the college. Students are being encouraged to involve themselves in this policy as a chunk of our students are from rural background and such students are being trained in waste management policy. Accumulation of waste products and their disposal is a threat to our environment. Every individual leaves at least ½Kg of waste per day and its disposal or management is the dire need of present times. Our college has a well managed policy of waste management. All waste products are being collected and arranged in separate two pits of the ground. Liquid waste is being deposited in a pit and clay is being added to it rather it is being covered by the clay and this liquid waste decomposes and very good manure is prepared which is used as natural manure in our vegetable / botanical / flowerbeds. The solid waste being collected in another corner of the premises, is being used as manure after it gets decomposed. It helps in developing organic farming which is being encouraged nowadays throughout world.

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

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

One of the above

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

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

None of the above

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

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

The college is situated in a lush green environment surrounded by green trees and plants of every variety. It is situated away from Ghou-Manhasan town on the left side of Jammu, Ghou-Manhasan road having a vast area of 16 canals. The whole area is protected by a pacca wall with tall and grown plants from every side. This green coverage of plants gives a very beautiful look to this institution. The college of education has a well managed environmental club; having suitable number of members from student as well as faculty fraternity. The environmental club under the guidance of college Management Committee are maintaining cleanliness, sanitation, green cover and is trying very hard for providing a pollution free healthy environment to the whole institution. College class rooms, labs, library, laboratory, computer lab, multipurpose hall, conference

hall and its varandahas are swepted on daily routine basis by designated sweepers.

College has appointed a Gardner who maintains the garden on daily basis. Gardner maintains the parks and flower beds which adds to the beauty and green environment of the college. During Van Mahotsav in the raining season, more and more plants are being planted by the students on volunteers basis which is a part and parcel of our co-curricular activities. In this regard college's environmental club works along with college Principal, faculty members, students and other environmental agencies like (W.W.F) and do everything for maintaining the college.

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

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

One of the above

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

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

0

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

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

In this connection, our college is doing a positive role in uplifting local environment, locational knowledge viz- Awakens local population living in and around our college about the importance of woman education, women empowerment, healthy environment and health and hygiene. Regarding this our college involves pupil teachers in Plantation Drive - which is important for healthy environment. Our college continues with this practice of planting more and more trees along with other volunteer agencies in and around Ghou-Manhasan village. Our college organizes Swachhta Abhiyan in the main adjacent area's of Ghou-Manhasan thereby people are being informed about the Swachhta Abhiyan being started by our worthy Prime Minister Shri Narindra Modi on 2nd of Oct., 2019.

Our college organizes programs regarding education of Girl Child, Women Empowerment, in and around our college in the areas Ghou-Manhasan, Village Tikri, Die Chak, Lohri Chak. All the steps taken by the Central Government are being discussed with the local population. Moreover, after the establishment of the college and experimental school has provided ample appointment chances to local population thereby developing their economical situation. More and more girl students are being admitted in school as well as in college of education thereby involvement of Girls in education as well as in their professional career as well, is ensured.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic

B. Any 3 of the above

sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

The College inculcates social & moral values through its academic and non-academic activities. For example, Moring Assembly is conducted daily in our college. It is for 15-30 minutes duration and it includes prayers, singing of National Anthem along with patriotic songs and brief ethical speeches by a student- teacher or Head of the Institution. The College has a practice of visiting Old Age Home every year and enteraining the Adults through various programmes.

Daily performance of yogic exercises during the assembly is also in practice. Moreover, our college organizes some programs in collaboration with Vichar Kranti Manch International, Jammu. It is National renowned committee and programs are being organized in and around our college. These programs gives awareness about yoga and other value added knowledge to the student community in particular

and public in general.

The college is a permanent member of District YOG Sansthan Jammu, with their collaboration too our college organizes some events which gives boost to such values which have educational as well as moral implications.

The Institution has introduced the basic course in Art of Living whose experts conduct the programs with the help of our staff and management members. The program includes Breathing Techniques called Sudershan Kriya, Meditation and Youth leadership training program.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

In this connection our college has established an experimental High school which helps us a lot in conducting various experimental procedures. The pupil teachers are exposed practically in the observation of students from class 6th to 10th. The college involves its faculty members as well as pupil teachers (B.Ed. students) to administer psychological tests on the students of the school. By administering such tests our college pupil teachers come to know about the students stress level, social, economical, psychological as well as emotional behavior.

Administering such test also help our pupil teachers (B.Ed. Students) to gear up themselves to face any challenges in their real teaching so that they able to know their students in their schools where ever they will be appointed as teachers. This is the distinctiveness of our college of education which helps our faculty members as well as pupil teachers to know the students background and their social environment. All such activities also help the pupil teachers to know the child closely and in many cases they conduct action research in the areas wherever they feel the necessity.

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