



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		A . S . COLLEGE OF EDUCATION
• Name of the Head of the institution		DR . PAWAN KUMAR
• Designation		PRINCIPAL
• Does the institution function from its own campus?		Yes
• Alternate phone No.		9417150563
• Mobile No:		9914414333
• Registered e-mail ID (Principal)		asce_khn@yahoo.com
• Alternate Email ID		pawankumar197115@gmail.com
• Address		SAMRALA ROAD KALAL MAJRA , KHANNA
• City/Town		KHANNA
• State/UT		PUNJAB
• Pin Code		141417
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:		Teacher Education
• Type of Institution		Co-education
• Location		Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	PANJAB UNIVERSITY CHANDIGARH				
• Name of the IQAC Co-ordinator/Director	MRS.ALKA SHARMA				
• Phone No.	8427223322				
• Alternate phone No.(IQAC)	9417150563				
• Mobile (IQAC)	8427223322				
• IQAC e-mail address	asce_khn@yahoo.com				
• Alternate e-mail address (IQAC)	alkaprakul@gmail.com				
3.Website address	http://www.ascekh.com				
• Web-link of the AQAR: (Previous Academic Year)	http://ascekh.com/ssr-report/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.85	2023	17/01/2023	16/01/2028
6.Date of Establishment of IQAC	12/05/2021				
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	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines	Yes				
• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	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)		
Pre-Internship Workshop/ Value added Course		
Induction Programme		
NSS Camp		
Annual Athletic Meet		
Value added certificate course on teaching aid		
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
<p>?Pre-Internship Workshop for semester III will be held as per the Panjab University guidelines. In this programme, students will be oriented professionally towards how to teach.</p>	<p>?Pre-Internship Workshop for semester III held from 24/7/2023-5/8/2023 as per the Panjab University guidelines. In this programme, students oriented professionally towards how to teach.</p>
<p>?Six days Induction Programme of B.Ed. 1st Semester students will be organized to equip students with B.Ed curriculum.</p>	<p>?Six days Induction Programme of B.Ed. 1st Semester students organized from Oct1, 2022 -October 10, 2022 to aware them regarding B.Ed. two-year course and activities for their holistic development and interaction with the faculty. Mrs Alka Sharma & Dr. Shilpy Arora were assigned the duty to prepare the schedule of the Induction programme.</p>
<p>?Dr. Pawan Kumar (Principal) has given the information of organising programme NSS Camp and discussion been done regarding the dates of the camp.</p>	<p>?Seven Days NSS Camp organised from 24/12/2023 to 30/12/2023. Various Activities organized.</p>
<p>?Members of IQAC discussed the dates of Athletic meet , games included and other arrangements</p>	<p>?Annual Athletic Meet hold on 13 March 2024. ?All the staff members had performed their assigned duties regarding Annual Athletic Meet.</p>
<p>?Value Added Certificate Course on Teaching Aids will be organised under the course coordinator Dr. Vimal Vidushy during Pre-Internship Workshop in which students will be teach about different types of teaching aids and how teaching aids like models, flash cards are prepared and used</p>	<p>?Value Added Certificate Course on Teaching Aids organised under the course coordinator Dr. Vimal Vidushy during (24/7/2023-5/8/2023) Pre-Internship Workshop .</p>
<p>13. Whether the AQAR was placed before</p>	<p>Yes</p>

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
NCTE NEW DELHI	15/05/2015
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	15/03/2024
15.Multidisciplinary / interdisciplinary	
<p>By 2030, be at least one large multidisciplinary college in every district-this was a headline that one could not miss when the National Education Policy-2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian Education and higher education system. Multidisciplinary or interdisciplinary learning is a "whole" or "comprehensive" method that covers an idea, topic or text by integrating multiple knowledge domains. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject issue in a multidisciplinary curriculum, multidiscipline are used to study the same topic. Multidisciplinary and a holistic education across the science, social science, arts, humanistic, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge</p>	
16.Academic bank of credits (ABC):	
<p>One of the provisions of the National Education Policy 2020 (NEP 2020) is the introduction of the Academic Bank of Credit (ABC). ABC will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period. • Academic Bank of Credits shall provide to every student the facility to open unique or individual Academic Bank Account in digital form; and the account holder shall be provided with a unique ID and access to the Standard Operating Procedure (SOP) • The ABC Regulations intend to give impetus to blended learning Mode, allowing students to earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. The student can earn up to 50 per cent credits from outside the college/university where she/he</p>	

is enrolled for the degree/diploma programme. • Courses undergone by the students through the online modes through National Schemes like SWAYAM, National Programme on Technology Enhanced Learning (NPTEL), Virtual Lab (V-Lab) etc. or of any specified university, shall also be considered for credit transfer and credit accumulation. • Credits obtained by students by undergoing Skillcourses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes are also eligible for accrual and redemption of credits through the Academic Bank of Credits.

17.Skill development:

The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem, however, it is now time to further build and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend

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

"Knowledge of India" will include knowledge from ancient India and modern India, and a clear sense of India's future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Art, in the form of literature, plays, music, film, etc. cannot be Fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a

culture's languages. All languages in India, and their associated arts and culture will be documented through a web-based platform, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more

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

Given the global adaptation of outcome-based education frameworks and an enhanced focus on higher-order learning and professional skills, the NEP promises a paradigm shift in conventional practices of curriculum design, education delivery and assessment. Outcome-based education or outcomes-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Outcome-based methods have been adopted in education systems around the world, at multiple levels.

20.Distance education/online education:

Distance education, also known as distance learning, is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via mail. Today, it usually involves online education. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). Massive open online courses (MOOCs), offering large scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, e-learning, m-learning, online learning, virtual classroom etc.) are used roughly synonymously with distance education. E-learning has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline

Extended Profile

1.Student	
2.1	62
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	30
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	63
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	63
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	66
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1375354
4.2 Total number of computers on campus for academic purposes	19
3.Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	13
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>Administrative committee and IQAC of the college plans and monitor academic activities for effective curriculum delivery.</p> <p>The college prepares its Academic Calendar on the basis of the University academic calendar at the beginning of the semester. This calendar includes semester wise schedules for Institute-level Curricular, Co-curricular and extracurricular activities like Induction programmes for fresher students, Workshops on lesson planning in their pre internship programmes, Examinations, Faculty Development Programs (FDPs), Field Visits and celebration of important days etc. The Institution also follows a specific Time-Table Programme for the effective delivery and transaction of the curriculum.</p>	

Faculty prepares Unit Lesson Plans based on Course Outcomes (COs). Regular classroom teaching is supplemented with Guest Lectures, Seminars, Assignments, Quizzes, Tutorials, Case Studies, field visits, Internships.

Reviewing of the curriculum to adapt to the local contexts: - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis.

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

<p>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</p>	<p>B. Any 5 of the above</p>
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://ascekhn.com/plos-clos/
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	No File Uploaded

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**

16

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

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

1

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

1

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

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

64

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

64

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

0

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

0

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File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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.

1. Fundamental or coherent understanding of the field of teacher education, Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brain storming, diary maintenance etc help them to develop Meta-cognitive skills. Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices.

2. Development of Competencies and Procedural knowledge Micro teaching workshops and simulated teaching, Link Classes, Demonstration classes, lessons based on models of teaching, sessional work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures and importance of lesson planning, Internship of (16 weeks)

Invited talks/ lectures of experts on different themes, training on the preparation of learning aids by experts in the field contribute much to the methodology of teaching.

3. Values, Attitudes, Skills The institution provides the following activities and programmes to develop Emotional intelligence, communication skills and to inculcate values and attitudes. Self-

Awareness Activities, Workshops, Social visits of different institutions, conscientisation programmes, women empowerment, ways to eliminate gender bias, society, work culture etc To develop collaboration among students, donation drives, visit to old age homes, awareness rallies through NSS and Talent Hunt programmes are organised every year

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

Theoretical knowledge on Development of school system, Functioning of various Boards of School Education and Functional differences among them through their foundation paper F-1.4 (Education in Contemporary India).

Theoretical and practical understanding of Current practices in assessment and evaluation, are familiarized through the foundation paper F-2.3 (Assessment for Learning) like Standard Based Assessment, Online, Computer Based and Open Book Examinations, Teacher made and standardized tests, grading system merits etc.

Awareness of Development of school system in India, Organization of School Plant- school site, building, infrastructure, School records and registers-, Types and maintenance are were given through foundation paper F-2.5 (School Management).

The school exposure programme is carried out in local/nearby school or schools. For this, the student teachers are placed in various types of school such as Government, Private, Urban and Rural schools under PSEB, CBSE, ICSE boards in their Pre- internship programmes I, II.

Teacher's and Mentor's also familiarize the students about the diverse nature of the Indian Education System in their sessional work during their Orientation/ Workshops on Pre- internship programmes I, II and III. At the end of the programme, student teachers prepare a report of the local school where they visited.

Students Visit to schools of differently abled through their Foundation Paper F-4.3 Inclusive Education.

Knowledge on Structure of Educational management in Punjab, at Central, State and Local level is provided in the curriculum.

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	No File Uploaded

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

Student teachers see the complex nature of the classroom in relation to the structure of their course goals and assignments. They take foundation courses and choice- based pedagogy courses in which they learn Assessment, Classroom Management and school management Concepts, Curriculum approaches, communication and employability skills and Action Research etc.

The institution makes efforts to organise orientation and workshops for student teachers before going to their internship programmes.

The institution also makes efforts for organisation and participation of students in various P.U. Zonal Skill-in Teaching and Teaching Aid Preparation Competitions on different pedagogy subjects (Social Sciences, Sciences and Languages) etc. to give them exposure to the real-world experiences.

Activities are organized to inculcate Social and National values, integration and development (Observation and celebration of national days, conscientisation programs on social issues and evils, human rights education, Environment conservation etc.).

The institution facilitates the student teacher with access to ICT (Information and communication technology) through their foundation course ICT Skill development F-1.5 and EPC-2.2. Various platforms are used for online teaching considering the convenience of the students like google meet.

The institution also undertakes various community service programmes for behavioural engagement of student teachers like NSS, visit to old age homes etc. where they observe community norms and participate in activities.

The institution also takes initiatives to conduct extension lectures, talks and webinars on Career counselling and group counselling.

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

1.4 - Feedback System

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

All of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

65

2.1.1.1 - Number of students enrolled during the year

65

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	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)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

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	No File Uploaded

2.2 - Honoring Student Diversity

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

The students got admission in B.Ed course after qualifying the Entrance Exam conducted by recognized universities like Panjab University Chandigarh, Punjabi University Patiala and Guru Nanak Dev University Amritsar.

At the entry level assessment the college facilitates the students with best possible chances of success in attaining the academic goals of institution. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are guided to choose subject combinations by assessing their needs. Scholarships, financial aid, book bank, facilities are offered to needy students. Each teacher is having Tutorial groups where they guide the pupil teachers individually as per their learning needs. The institution assesses the learning levels of the students, after admission through Orientation program for the freshers to acquaint them with the curriculum, library facilities, syllabi, course plan, examination system and internal assessment criteria. The college provides academic support to the students by providing reference books, journals in library.

Recognizing the need of the hour and requirement of skill development, different courses have been introduced for academic support. During the course students get to participate in many activities which play an important role in their assessment process

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

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

All of the above

File Description	Documents
Data as per Data Template	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	No File Uploaded

<p>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</p>	<p>Three of the above</p>
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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	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

27

2.2.4.1 - Number of mentors in the Institution

27

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.

To make the process of teaching and learning more effective, various student centric methods like Experiential learning, participative learning and problem solving methodologies are used to ensure effective learning.

Experiential Learning: Field visits are organized timely for student and faculty to advanced levels of knowledge and skill requirements. Under the subject of GROWTH AND DEVELOPMENT students celebrated science day in various schools.

Tasks are assigned to students which encourage peer learning and team spirit. The pupil teachers are entrusted with the assignment of preparing projects and working models under the guidance of the concerned teachers.

The students are given assignments to prepare blogs and resume on their own as a part of their practical curriculum.

For improvement in practical skills of students, the college opt craft options like CANDLE MAKING, GARDENING AND HOME CRAFT.

Participative Learning: The College organizes group discussions, quiz contests, workshops, fine arts competitions, poster making competitions. In participative manner a special visit has been organized to the special school for deaf and dumb children.

Problem Solving Methodologies: Group discussions at regular intervals which are duly followed by question answer rounds at the end as a part of problem solving methodology. Special attention is paid to slow and advanced learners as per their requirement. A quiz

has been organized on various important days.

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

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

65

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

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

Four 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	http://ascekhn.com/wp-content/uploads/2022/05/YOUTUBE-LINKS.pdf
Any other relevant information	No File Uploaded

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

The college has a mentor-mentee system where each teacher is assigned almost 11-12 students. Teachers address student's apprehensions, suggestions regarding the curriculum and other things. There are formal interactions scheduled during tutorial and house meetings. The students are free to meet their mentors. Alumni are also engage with students on main events. In morning assembly every house perform all the activities which are planned like NEWS, Paper reading, and Speech, conduct the whole assembly.

The institution provides an environment to the student teachers where along with the academic growth cultural, social, intellectual, moral, mental & professional growth is considered.

The college creates an overall environment conducive to learning and development of the students through timely planning for time table, college calendar and skill in teaching examinations as well as co-curricular activities.

Regular staff meetings are held to review the entire work done and drive cues for reformative actions.

The faculty members use innovative and latest teaching methods according to the needs of the students. Teachers address student queries by giving individual attention. The institution has the

facility of well equipped ICT Resource Centre, Library and Laboratories.

Internet facility is available at the library and computer lab for curricular enrichment.

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

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

Five/Six of the above

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

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

Promotion of Creative Thinking: The creative base is inspired by various inter-college and intra college activities. College also organizes plenty of academic and extra -curricular activities in various fields like speeches & creative writing, and poster making Competitions. **Interactive Teaching:** To ensure interactive teaching, the faculty makes use of PowerPoint and multimedia presentations for the better retention and understanding of the content. **Career Counseling cell, Mentor- Mentee groups/ Tutorial groups** have been formed to deal with academic and stress related issues. **E -Learning:**

Computer laboratory has the Internet facility to access the latest research and other advancements in the respective subjects. Computer laboratory which are open to use by the faculty as well as students
Promotion of Creative Thinking: . To achieve this purpose, they are given platform to participate in Talent Hunt, Youth and Heritage Festival. A subject Simple expressional competency help them a lot to showcase their creativity and talent.

Interactive Teaching: students as well as teachers use PowerPoint presentation on various occasions like workshops, demo lessons, simulated teaching etc. **INNOVATIVENESS** Students prepare BLOGS, PPTS of their pedagogy subjects, EXCEL SHEETS and RESUME under this. **INTELLECTUAL AND THINKING SKILLS** Inductionion programme is organised in the college to make students ready before entering in real classroom teaching. **EMPATHY AND LIFE SKILLS** students are encouraged to publish articles in college magazine "SURVANDITA" in Punjabi, Hindi and English language

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

2.4 - Competency and Skill Development

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

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 possible	View File
Any other relevant information	No File Uploaded

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

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning 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	No File Uploaded

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

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

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

: As per the syllabus by Panjab University, Chandigarh there is a provision of pre-internship-1, pre-internship 2, and Internship program and post internship phase.

In pre-internship-1 During this programme, the student teachers observed:

1. Philosophy of the school.
2. Organization
3. The classroom environments
4. Various co-curricular activities .
5. Morning Assembly .
6. After completion student teachers developed a detailed report

Pre-internship 2- Two weeks Pre-internship shall be carried out during the second semester in local/nearby school. During this programme, the student teachers shall observe the following:

1. The student teachers shall observe teaching learning process for which they may use observation schedules.
2. Evaluation procedures used in the school
3. Library resources

4. Types of Grants and Scholarships received by school
5. Record of any one stock register
6. Visit to innovative centre of pedagogy and learning.
7. Reflections on school experiences .

Phase-1: Pre-Practice Duration: Organization of 7days workshop on lesson planning

Phase-2: Teaching Practice Duration: The convenient small groups of student teachers attached to a school and he/she shall teach minimum of 60 lessons in each pedagogic subject .

Phase II. Assessment of students' performance: Assessment is based on the participation in School Activities.

Phase - III Post-Practice and Evaluation Duration: Presentation of brief report by each student teacher on his/her internship experiences .

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

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

2.4.9.1 - Number of final year students during the academic year

63

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Nine/All of the above

Organizing academic and cultural events
Maintaining documents Administrative
responsibilities- experience/exposure
Preparation of progress reports

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

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.

: Every year our students experience the working atmosphere in schools for a full one semester where they have the exposure to interact with the real teaching learning atmosphere. Before going to the internship the college organizes a one week orientation for pupil teachers.

When students go to the school our college teachers visit the schools prior and have a discussion with the Principal and mentor teachers. Our teachers explain all the evaluation process to them so that they can have proper check on the students during their internship period.

The supervising teacher from the college orient the Principal and faculty of the school about the whole school observation/experience programme. The faculty members of the college coordinate the activities of the mentor teachers of the school; and assess pupil teacher's performance

During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance

and support during internship.

Peers assess each other's lessons and give suggestions accordingly.

Principals orient pupil teachers during orientation. They randomly monitor pupil teachers teaching class and their co-curricular activities.

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

9

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

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

0

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

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

9

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

108

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 expectations from teachers are high and rising each day. The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base and to ensure that students feel valued and included and that learning is collaborative.

The college time to time provides the opportunities to the teachers to enhance their skills and update them professionally.

The teachers got the training by computer instructor of the college how to take classes online and create google classroom, how to make Google forms, how to make YouTube channel etc. All the teachers of our college working currently have their YouTube channels on which they have posted their lessons of particular subjects.

The teachers from the college also participated in many seminars and workshops to update themselves about recent trends and changes in education. Duties related to conducting examination and evaluations are also assigned by the university to the teachers.

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

2.6 - Evaluation Process

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

: Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by Panjab University, Chandigarh.

On the commencement of each new academic session, the students are intimated about the evaluation system to be followed.

Continuous information regarding evaluation on the basis of house examinations/ unit tests, attendance, projects, presentation, participation in class and model making is provided to students. As per the university Syllabus College follows internal evaluation system.

The evaluated answer sheets of house examination/Unit test are given to the students in classes for on the spot discussion of their performance. The teachers discuss the paper in detail with the students and give them tips to attempt the paper in a more effective manner. Remedial teaching is also practiced by the teachers.

Attendance Requirements: Every student is required to attend a minimum of 75% lectures delivered to that class in each paper. A deficiency in attendance is condoned by the Principal for special reasons as per the relevant ordinances on the subject.

Meetings with teachers: The Principal also holds special meetings with all the teachers to discuss the results and performance of the students.

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; 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

Five of the above

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	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

College Level: The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, unit tests. Query if any is discussed with faculty and examination committee. Examination redressal for MST like if there is clash in student reappear exam or MST, if student has any health issue etc.

The Institute appoints an examination committee for smooth conduction of examinations at the college and for final university examination the Principal appoints separate examination committee as per the guidelines. If students are facing any problems, they are solved by the examination committee.

Redressal of grievances at University level: The queries related to results, corrections in mark sheets, other certificates issued by the university are handled at Panjab University Examination section after forwarding such queries through proper channel. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university. The students can also apply through RTI and demand a photocopy of their answer sheet. Any grievance regarding the style of question paper or non-adherence to prescribed syllabus is dealt with at college level through formal representation to the Examination Branch of Panjab University, Chandigarh

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

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

An academic calendar is prepared by the concerned official at the beginning of each semester in line with the University's calendar consisting of various curricular, extra and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards.

Institution adheres to academic calendar for Evaluation as:

Internal Examinations-

The dates of unit tests and house tests are mentioned in the academic calendar. The 360 degree continuous internal evaluation of Knowledge-based education is rendered to the Students of the Institution as per academic calendar.

Assignments and seminars- In addition to the tests, assignments and seminars are also the part of Continuous Internal Evaluation. Assignments are provided to students on the scheduled dates mentioned in the academic calendar.

University Exams- The tentative dates for university exams are indicated in the academic calendar.

Student feedback - At the end of academic session students submit their feedback for each subject through online feedback forms.

Academic Monitoring- The Principal monitors the syllabus covered and student's attendance in the form of report from the faculty before the House examinations.

Amendments- In case of unseen conditions, academic calendar is modified and revised as per the instructions of the Panjab University Chandigarh.

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

2.7 - Student Performance and Learning Outcomes

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

Program Learning Outcomes and Course Learning Outcomes are very well planned by the college and also displayed on the college website. These are in accordance with the syllabi prescribed by Panjab University, Chandigarh.

The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers. The college ensures to achieve these Program Learning Outcomes and Course Learning Outcomes as per University guidelines. The teachers evolve themselves professionally outfitted with skills and competence for fulfilling technological needs and global concerns.

The college selected and makes use of learner-centered teaching techniques and developing an insight of fundamental change in conceptualizing disciplinary knowledge.

College also provide many opportunities to the students to engage in community services like under NSS activities students get to interact with the community. Under these activities our volunteers work on the theme NOT ME BUT YOU .

Many awareness lectures are also organized under these by experts, government and private doctors, faculty from Art of Living etc.

Our students actively participate in curricular as well as co-curricular activities. All the courses prescribed by Panjab University Chandigarh of all the four semesters' gives and immense opportunity to know more about their fields like values, culture, educational system, digital technologies etc.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning.

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed and feedback provided. Internship in charges discuss with the Principal, school teachers and the student teacher regarding the progress of this task and the problems faced by the student -teachers in teaching and managing the classes .

After completion of teaching practice post internship phase held .

Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

The Institute follows evaluation pattern of marks for internal evaluation and to prepare final lists.

Program outcomes are displayed at various prime locations in the institute premises and are also available on the website to make faculties and students aware of the Program Outcome and Program Specific Outcome so as to make students aware of different course learning outcomes as mentioned in the syllabus provided by Panjab University Chandigarh.

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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

92

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	No File Uploaded

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.

In the beginning of the academic session the students are apprised of academic calendar and the same is uploaded on the college website.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation.

Teacher: Stakeholders: The stakeholders are aware of the Continuous Internal Evaluation of every subject in the college. The college strictly follows the academic calendar of Panjab University, Chandigarh. The schedule of dates of semester examination, internal assignments etc. is adhered to as mentioned in the academic calendar of the university. For the practical papers, Internal Evaluation is done in almost all practical classes. The schedule of external examination is fixed by the University and the same is displayed on notice board for students. However, all efforts are made by the Institute to adhere to the academic calendar for CIE. 1. Preparatory Exams are conducted every year before university exams. 2. Every teacher conducts regular class tests. 3. Online tests are conducted by teachers with the use of Google forms . The Principal conducts curricular and extracurricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

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	View File
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	View File
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

Two of the above

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

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

Three of the above

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

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

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

0

File Description	Documents
Data as per Data Template	View File
• 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

7

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

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

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

59

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

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

50

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

50

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	No File Uploaded

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.

The college believes in the all round development of the students and in sensitizing them to the prevalent social issues. Session begin with Hawan ceremony every year to inculcate the values. For harmonious development the college has functional unit of NSS and clubs/cells like

Eco Club ,Science Club, Anti ragging club legal cell, sexual readdress cell, IQAC cell. All the significant dates such as National Science day, Independence day, Ozone day, Yoga Day, Teachers Day, Hindi Divas, Rashtriya Ekta Saptah etc are celebrated to familiarize students with the value of our culture and

traditions. The college promotes social consciousness through NSS. In our bid to encourage more and more students to be responsible citizens, we organize Rallies on special issues, thereby sensitizing not only our own students but also the immediate community/ neighbourhood. The students are involved in cleaning the campus under Swachhta Abhiyan and are made aware of the menace of vector borne diseases like dengue and chikunguniya.

In order to sensitize the students about Human Rights, Cancer, Investor awareness, Inclusiveness etc morning assembly is conducted. In order to ensure overall development of the students they are encouraged to participate in various items of Youth festivals like Heritage items, literary items, dance items, fine arts items etc. Educational trips are organized every year to the various places like Kurukashetra, Science city Kapurthala, Jaipur etc.to sensitize students about community.

Sensitized students visit community and aware community through various activites.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
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

19

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**19**

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	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**1**

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

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

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	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college aims to achieve the primary objective of providing the students an education completes with personality development and professional training. To facilitate the same, a policy making mechanism that ensures transparency and efficient distribution of funds is in place. For conducting effective delivery of its curriculum, the college has 12 spacious classrooms, 9 ICT enabled classrooms including one fully equipped Smart Classroom, 1 ICT enabled Computer Lab, provision for 3 portable projectors and one staff room. There are well-marked and self-contained spaces for NSS. The college has a well-maintained Botanical Garden having different types of ornamentals, medicinal and class-work material shrubs, herbs and trees. Music Room equipped with various musical instruments is available in for curricular and co-curricular purposes. The Girls Common Room offers recreation and relaxation to students as a few indoor games can be played here. The College Cafeteria caters to students with a variety of snacks, hot and cold beverages at reasonable rates. This offers a meeting hub for students where discussions are held freely.

The college boasts of having one cricket ground, one basketball ground, one volleyball ground and one tennis court. The ground has an athletic track for 200 meters

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

9

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

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

7.59003

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

4.2 - Library as a Learning Resource

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

The college library was established in 2007 with a humble collection of books. However, the present library room has been extended,

modernized and updated over the years. The College Library houses many collections of books, journals, reports, and other resources. A.S. College of Education is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/videos, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The library is a member of e-Granthalya, N-List and Inflibnet which provides catalogue of books, database of theses and dissertation, database of e-books etc. The Fully computerized internet equipped library of the college has a collection over 6700 books with subscription of magazines, journals, newspapers in english, hindi and punjabi.

The library has computer and internet facilities. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library is kept open on all working days from 9.00 a.m.to 4.30 p.m. The new arrivals are displayed in the display stand which is kept in the library and reading room.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://ascekh.com/library/
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

Almost all of the University Libraries' e-journals, e-books, and other electronic information resources accessed from any computer on the campus network. The students on use online access for their projects, assignments and seminars etc. Faculty member use online access for their publications, seminars, conferences, subject related material and preparation of lectures. This is possible with the help of ICTs using remote access tools.

Peculiarities of the library

All books are bar-coded

The library has institutional membership of Information and Library Network Centre

(INFLIBNET),

Students can borrow only 2 books at a time for a period of 14 days

Faculty can borrow 15 books for a period of one month

Books of the reference section will not be issued

Readers will be responsible for any damage caused to the book If a book is damaged or lost by anyone, he/she is responsible to replace it or pay three times the cost of the book including postage.

Late return will be penalized

All books must be returned to the library 3 days before the close of each term.

The library is freely accessible (on request) to staff and students of other institutions.

The new arrivals are displayed in the display stand which is kept in the library.m)

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

Two of the above

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

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

0.22726

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

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

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

383

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	http://ascekhn.com/wp-content/uploads/2024/10/2023.pdf
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

Three 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

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus. The college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process.

The college has 1 ICT resource Centre. 21 Computers and one Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 21 UPS and 12+ CCTVS are also being used effectively in both the sections. Internet facility is made available in the entire campus at a high speed leased line connection of 30 MBPS. In 2017-18, the college took a giant leap in upgrading IT infrastructure. Visual Studio has been installed to facilitate research on Multi - media data base.

Availability of the signal will vary from place to place for students/faculty members and staffs. It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Each floor has a network router.

Password protection is ensured for security and safety.

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

4.3.2 - Student – Computer ratio during the academic year

4

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

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

C. 250 MBPS - 500MBPS

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	www.youtube.com/@a.scollegeofeducaton2404
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	http://ascekhn.com/wp-content/uploads/2022/05/YOUTUBE-LINKS.pdf
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)

5.30631

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

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

Library: All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure mentioned in Panjab University Calendar.

Science Laboratories:

Stock registers are methodically maintained and checked by the teachers incharge and are verified by the principal.

Sports:

An efficient ground staff is attached with the Department of Physical Education for the proper maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained.

ICT Resource Centre:

The College has One ICT Resource centre with Wi-Fi facilities. The college has engaged the services of a System Administrator for the upkeep of its infrastructure.

Construction & Purchase Committee:

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use a purchase

committee has been set up.

College Cleanliness & Sanitation Committee:

A cleanliness committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Gardening Club:

Gardening Club of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardeners are instructed regarding proper upkeep of lawns Measures taken at Administrative Level.

File Description	Documents
Appropriate link(s) on the institutional website	http://ascekhn.com/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	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)

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	62

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

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

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

11

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)

18

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

Yes, The student council consists of meritorious students and they play a proactive role in the functioning of college.

- **Tutorials** The duty of tutorial is divided into 6 teachers and under these 6 teachers there are 11 students and there is leader of each tutorial.
- **TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher.
- **Class representative** Every year 2 boys and 2 girls are elected as class representative by way of voting by the students.
- **NSS Camp** The institute is conducts NSS Camp in the month December every year and the class representatives looks after the activities of students in NSS Camp.
- **Discipline** The institution gives much attention towards discipline in the college and for proper discipline.
- **Refreshment** For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff and principal.

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

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

5

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

5.4 - Alumni Engagement

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

The college was started in 2007 and our college involve the old student in the functioning of the institute. The alumni association was constituted in 2016 and at that time there was a convocation ceremony organized in the college and with the common opinion of all students some competent students were selected as president, secretary, joint secretary, and cashier and members. The above said selected designators use to motivate the newly enrolled students by making them aware about the merits of the college, all over environment of the institute, well functioning of the college and they also use to motivate them in participating in co-curricular activities, involvement in house curriculum development, motivate them to organize various activities like- debate, poem recitation, athletic meet, cultural activities etc. The institute invites the members of alumni association to deliver a lecture to the new students on a topic related to syllabus of new students. The institute makes the members of alumni association aware about the new vacancies in a different private as well as government institutions by way of sending Wutsap messages in alumni association group and the placement officer of the institute also helps them to apply for the said vacancies and also answer their queries.

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

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

All of the above

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

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

1

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

The Alumni Association of A.S. college of education, Khanna has been playing a vital role in the progress and achievement of the College. The main undertakings are Annual Get together Youth Festival, Talent hunt, Sports meet and many more co-curricular activities. The Executive committee of college meets Alumni of the College and the

Alumni also contribute appreciably to the development of their periodically transact alma mater. The Alumni Association is also involved in conducting the Annual Meet every year in February. Several periodical Alumni Meets are organized. They offer their precious support services of counseling, guidance and lectures. Despite the fact that the members are widespread all over the globe, all measures are taken for the frequent reunion of its members who serve as strong pillars of the Institution. In the present scenario, social media plays a valuable role in keeping global alumni connected.

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 institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. All stakeholders are actively participating for effective decision making and policy formation. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the principal and the patronage of the managing committee (A.S. High School Khanna Trust and Management Society-1932) to provide effective leadership and management at various levels. The Principal, Administrative staff steer the college through appropriate planning, adheres to the Academic calendar of Panjab University, Chandigarh to ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. The administrative and academic committee collects feedback from students and other stakeholders and this feedback is considered for future action of

the institution. At the commencement of each academic session the administrative and academic committee comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart teaching & social skills.

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

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

CASE STUDY - PURCHASE COMMITTEE

Purchase Committee of the institution shows that the institution is following the policy of decentralization and participative management. The committee is constituted of Principal, convener, co-convener, members, office superintendent etc. Transparent working Procedure: Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time, a meeting is called. After thorough discussions, Quotations are called, In the presence of Principal, Members and the Bidders, the quotations are opened and three lowest quotations are selected and a comparative statement is prepared. Full transparency is taken care of in all the procedures undertaken. All members sign the comparative statement and then the order is placed to the lowest bidder. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of the meetings are maintained regularly.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

Financial Transparency: The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each financial year. The day-to-day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level.

Academic Transparency: The admission process is organized as per the norms laid down by the Panjab University, Chandigarh. There is an academic committee in the college which monitors the academic activities. The rules-regulations, curriculum and syllabus are uploaded on the college website. Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs etc. are posted on the College notice board. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in Administrative and auxiliary functions: Periodic Review meeting, Faculty Meetings, Institutional IQAC, Class Representatives (CRs) Meetings, attendance and admission etc. are organized. Grievance Redressal mechanism for students and parents is followed.

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

In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students, the requirements of the institute and the society.

Following Major areas are covered in the plan as mentioned below:

1. Academics
2. Co-curricular activities
3. Feedback from stakeholders

Strategic plan for an activity: The College purchase committee discussed with principal of the college regarding requirement of pamphlets for advertisement and Handbook of information for the students. Staff representative initiated the process through principal and with worthy Secretary. Then agenda was put forward in Governing body meeting through college secretary. The governing body meeting was held and discussed to call for Quotations from various contractors. After calling quotations, again governing body meeting was held in which one lowest price sealed quotation was finalized in the presence of contractors and purchase committee of the college with some terms and conditions. Pamphlets for advertisement were printed and got onand Handbook of information for the students were printed and got on dated

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://ascekhn.com/activities/
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.

Hierarchy of Administrative setup

The College has a well-defined organizational structure. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redresses mechanism are defined as per the rules of the Panjab University. In addition, a number of clubs and committees comprising students & faculty members are actively worked for effective teaching-learning process. Office Assistant is the authority of all administrative functions like placement, promotions, for managing the service rules and appointment. The academic committee frames policies and regulations and prepare the academic calendar of the college. Administrative committee review academic, economic, physical facilities and other activities of the college and suggest remedial measures.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines.

Notification is given in registered newspapers on the basis of vacancies available, request is sent to the university to constitute interview board as per government norms after getting concurrence to the post. Interview memo is issued to all eligible applicants. Interview is conducted minutes of meetings are prepared and get it signed by selection board members. Merit list is prepared with the approval by the office Assistant. Appointment orders are issued to the selected candidate.

File Description	Documents
Link to organogram on the institutional website	http://ascekh.com/organogram-2/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs. The head of the institution organizes meeting before the commencement of the academic period. Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization. The plan of action is prepared after thorough discussion. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal having a supervisory role. Principal frequently have meetings to ensure that the responsibilities are done by each committee and club. The College Staff Council, College Union assists the Head of the institution in the academic activities. Staff meeting is conducted whenever required, where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to the Principal and the Principal conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications.

Effectiveness of Administrative committee

In Staff meeting, decision is made to organize four days' workshop from 11/9/23 to 14/09/23 for students before sending them for teaching practice, where they have been taught to prepare the micro, macro, ICT based lessons etc.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	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

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as

1. Academic

2. Professional

3. Social

4. Economic

5. Health and well being

Considering the above aspects: Wheat loan is granted to the nonteaching staff as per the rules and regulation of the Management. Medical and health insurance scheme is provided to the employees as per rules of Government of Punjab. Loan against PF, ESI Gratuity for non-teaching and teaching staff as per the guidelines of Panjab University Chandigarh. Free uniform is provided to the non-teaching staff. Canteen facilities for students and staff. Encourages the staff to be resource persons in other institutions, to take part in seminars, workshops, conferences and publications. Research facilities (INFLIBNET) are available for faculty and students.

All employees are eligible for casual leave Out-Station Duty (OD)/ Duty leave, Maternity Leave, Medical Leave, Earned Leave as per university norms.

The Principal/Designated Authority shall have the right to cancel

the leave sanctioned earlier, for any emergency work in the college.

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 performance appraisal system of teaching staff follows the guidelines of Panjab University,

Chandigarh. Self-Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus, it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are recommended.

Every member of the teaching staff has to fill "Self-appraisal form" as per Panjab University Chd. guidelines, annually; to evaluate their own performance. It allows educators to identify their own academic strengths and weaknesses. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The Principal holds regular meetings for result analysis with staff. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non-teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the Principal regularly.

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

6.4 - Financial Management and Resource Mobilization

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

A.S College of Education Kalal- Majra, Khanna conducts audit in accordance with auditing standards generally accepted. Those standards require college plan and perform the audit in collaboration with chartered Accountant by management of the Institution. The financial internal audit is conducted annually by Chartered Accountant which includes (a) all receipts from fee, donations, contributions; interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure is made on various heads, categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Audit may take 2-3 days. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

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

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

0

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

Mobilization of Funds & Optimal Utilization of Resource

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. Fee is the major source of funding. Other sources of funds are: Interest from savings of the institution. Donations from industrialists, NGO faculty members (former and present), alumni and well-wishers.

The resources are optimally utilized by preparing annual budgets. The college Accounts office prepares an annual budget. The Principal forwards the same to the College Management and gets those sanctioned from them. The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses,

electricity bills as well as generator expenses, purchasing of books and enrichment of library various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, computer and internet fund, maintenance fund, prize annual function, seminar/ club fund and misc. fund. While preparing budgets due consideration is given to overall development of students as well as growth & development 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

In both academic and administrative areas, our college has implemented quality management strategies. It is designed to foster a culture of creativity, innovation and quality improvement. In order to respond to evolving educational, social and market demands. The cell evaluates and tracks the various facets of operation. It makes recommendations at various points in the course, from the beginning to the end. This cell also discusses and responds to suggestions received in a variety of ways, including verbal, written, Suggestion Box and related networks. Its main operations are as follows: Quality benchmarks/parameters for the various academic and administrative activities are being developed and implemented. Inter and intra-institutional conferences, seminars on quality-related topics and the promotion of quality circles are all planned. Documentation of the programs/activities, with the aim of improving quality; Institutional database development and maintenance through improving institutional quality; Creating a Quality Culture facilitating the creation of a learner-centered atmosphere, conducive to high-quality education and the maturation of faculty to implement the required knowledge and technology for participatory teaching and learning.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	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.

IQAC along with the administrative committee periodically review the teaching learning process and all the quality concerns decision were taken in meetings to cater educational, social, and business demands. Students' attendance is monitored and updated, With the help of a schedule for all activities, institution ensures adherence to the academic calendar so that students perform well in examinations and other activities. For a better learning experience, LCD projectors have been used in different classrooms. Remedial classes are scheduled based on the needs of the students and their feedback is taken. The institution has taken steps to digitalize the library in order to make it more student-friendly. Students in the library have access to the internet as well. The standard is reflected in the academic programmes that are implemented and the number of targets that are met. The college has adopted well-structured feedback system that take suggestions from different stakeholders of B.Ed. programme. This eventually helps to tune the teaching learning process and curriculum. The input from stakeholders and previous year's results serves as the benchmark for further progress in order to maintain the standard of its academic programmes.

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

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

5

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

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

Three of the above

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

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

The Administrative Committee evaluates the teaching-learning process on a regular basis. The academic calendar is planned and strictly followed. All newly enrolled students are required to participate in orientation programme. Class committees meet on a regular basis to solicit student input and to take necessary action to improve the teaching-learning process.

1. The college organized Value-added course from 24/07/ 2023 to 05/08/23. The objective of this course was to taught the pupil teachers about different types of teaching aids and how teaching aids like 3D models, flash cards are prepared and used in daily classroom teaching. This also provided a platform to students to present their ideas of making teaching aids to make their teaching interactive.

2. The college organized Experiential Learning Workshop on Environment Education: Creating Lesson Plan on 12/02/2024. In this workshop students performed various activities related to save environment. They have been taught how to prepare lesson-plans based on this. Then they prepared lesson plans themselves and presented in the workshop. They also involved community like their family members, school students and neighbors.

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.

College is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- All are instructed regarding switch off the lights when they will go out from any room.
- As the rooms are very much ventilated so there is less requirement of electrical lights.
- In college premises there are 3 star AC for reducing consumption of energy.
- College uses LED monitors in ICT labs for saving.
- Peons are instructed to check each and every switch time to time for conserving energy.
- Filtered water is supplied by sister concern college for conserving energy.
- Teachers use Google classrooms for assignments, evaluation purposes.
- For awareness regarding energy conservation poster making competition are organized.
- For awareness regarding energy conservation rallies are organized.
- For energy conservation our staff and students prefer car pooling.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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.

A.S College of education Kalal-Majra Khanna endeavours at harmonious and all round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability.

For waste management the action plans are :

- It is mandatory on the part of every employ to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.
- The waste could either be recycled /reused or disposed off .
- Waste avoidance and waste minimization at source.
- In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.
- Paper waste be recycled using different ways
- Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.
- Waste management dumping for making compost.
- Different types of bins like red, green and blue for general, Paper and Plastic waste.
- Provision of vermi composting for waste management.
- E- waste management by exchange of items.
- There is Sprinkle irrigation system in the lawns, push taps in the institution for saving water.
- Left out oil in the generator will be given to the generator service person for reuse.

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

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

Three 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	No File Uploaded

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

Three 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	No File Uploaded

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

College is Located in a village that is 7 Km far away from Khanna and 12 km from Samrala. College is surrounded by farms with lush green Lawns. In the college there is Pollution check board by Punjab pollution control board.

For cleanliness , following actions are taken:

- College is properly cleaned three or four times in a day.
- Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it. In the institution there are near about 100 trees.
- In Botanical garden houses of the college there are many herbs

with medicinal values and air purifying plants.

- Bird houses have been installed for attracting birds which act as natural biological control agents .
- Instead of relying on artificial lighting, we use natural light whenever possible.
- We are firmly entrenched in digital era, So we are trying to ditch the use of paper by opting for online procedures.
- Important information conveyed to the staff through WhatsApp group 'college information' and emails reduces dependence on paper notices.
- We present saplings instead of bouquets to the guests visiting our college

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

0.0032

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

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

A.S college of education KalalMajra Khanna is located in a village surrounded by farms. Institution has green Lawns in 5 acre with Varieties of trees, herbs, shrubs. Institution is free from pollution. In the college there is Pollution check board by Punjab pollution control board having display screen on the road.

A.S college of education Kalal Majra Khanna is using locational Knowledge and resource in the following manner:

- During NSS camp of the college ,various activities are done at near by villages .So students learn the feeling of cooperation,sharing, learn or understand our heritage ,their life style,ethics,morals etc that is missing in the city.
- During pre internship programme during B.Ed I and II year students learn the type of school,culture of the school,Observe teachers while teaching,observe students.
- During Zonal and inter zonal youth festival there are many heritage items like
GuddianPatolemaking,Chhikkumaking,Parandamaking,Nala making, Tokri making ,Mitti de khidaune,
Pehrimaking,Rassamaking,Eennumaking,Embroidery: Bagh,
Embroidery:Phulkari, Embroidery:Dasuti /Cross
stitch,Pakhidesigning,Crochetwork,Knitting , mehandi designing
Items are taught by villagers.
- Visiting students deaf and dumb school of Khanna for the Mentally Challenged to develop empathy.
- We participate in various cultural and educational activities in the near by the institution.

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

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

B. Any 3 of the above

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

Objectives of the Practice:

- Understand water conservation's importance for sustainability and well-being.
- Develop skills in waste reduction, recycling, and composting.

- Collaborate on sustainable land management projects and advocate for responsible policies.

The Context:

Environment plays an important role in healthy living and the existence of life on planet earth. The Practice:

- Students learned about the importance of Water Conservation, Energy Management etc through activities at home, school, community.
- Students raised awareness to all the stake holders
- Evidence of Success: Students prepared Lesson Plan based on topics as: Water Conservation, Energy Management, Waste Management, Land Use Management, Biodiversity and raised awareness through presentation.

Title of the Practice: Sports Competition for Women

Objectives of the Practice:

- To provide Gender stereotypes and institutional bias are holding girls and women back from sport, and in life.

The Context:

There is equal participation opportunities for male and female students to play sports is so they too can derive the psychological, physiological and sociological benefits of sports participation.

The Practice

N.S.S Unit of the College organised "Sports Competition for Women" to be the part of "Fit India Mission" On this day various sports activities like 100 meters & 200-meter race, Shot-put, Discuss & Javelin throw, Long Jump, Lemon & Spoon race, Chati race, three leg race etc were organised.

Evidence of Success: All N.S.S. Volunteers participated with great zeal and enthusiasm. All the winners were awarded with medals.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Area of Distinctiveness: Developing the personality and character of the students through voluntary community service. 'Education through Service' is the purpose of the NSS. The theme of NSS during this session "Swachh Bharat Abhiyan and Fit India Campaign".

So for this students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Community Service.

Institution adopt following practices for developing right attitude, values and ideals.

1. An Interactive Session was taken by Mr. Bhupinderjeet Singh and Ms. Gagan from Healthaura Enterprises.
2. Mr. Akashdeep taught them the art of practicing yoga like Surya Namaskar, pranayama etc.
3. An Art & Craft session was also conducted by Ms. Jasvir Kaur.
4. N.S.S Unit visited the slum area and distributed the woolen clothes and sweets.
5. Path of Shri Sukhmani Sahib was organized in the memory of "SHAHEEDI OF FOUR SAHIBZAADE".
6. NSS volunteers also took part in slogan & poster writing competition on the theme "SWACH BHARAT ABHIYAAN & FIT INDIA CAMPAIGN
7. Dental check-up' camp was organized, extension lecture about traffic rules, safety measures and adverse effects of drugs was delivered by Shri Tejinder Singh (ASI) from traffic police Khanna.
8. Firemen illustrated fire safety rules and demonstrated the use of fire extinguisher and working of fire brigade van measures to N.S.S. volunteers. Then N.S.S unit visited 'Old Age Home' of Khanna

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded