



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

Sidana Institute of Education,
Khiala Khurd, Sub Tehsil Lopoke,
Tehsil Ajnala Distt Amritsar,
143109

- Name of the Head of the institution **Dr.(Mrs.) Jeewan Jyoti Sidana**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **9888891002**
- Mobile No: **9988461002**
- Registered e-mail ID (Principal) **sie.amritsar@gmail.com**
- Alternate Email ID **jeewan_sidana@yahoo.co.in**
- Address **Khiala Khurd, Ram Tirath Road,
Sub Tehsil Lopoke, Tehsil Ajnala**
- City/Town **Amritsar**
- State/UT **Punjab**
- Pin Code **143109**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Rural**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Guru Nanak Dev University
Amritsar**
- Name of the IQAC Co-ordinator/Director **Mr. Gursewak Singh Bhullar**
- Phone No. **9988461002**
- Alternate phone No.(IQAC) **9888891002**
- Mobile (IQAC) **9872829113**
- IQAC e-mail address **sidana.iqac@gmail.com**
- Alternate e-mail address (IQAC) **sie.amritsar@gmail.com**

3.Website address

<https://sidanainstitutes.com/sie.php>

- Web-link of the AQAR: (Previous Academic Year)

<https://sidanainstitutes.com/sie-documents/naac/iqac22/AQAR-2019-20.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://sidanainstitutes.com/sie-naac-portal.php>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.81	2015	03/03/2015	02/03/2020

6.Date of Establishment of IQAC

10/08/2010

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	00

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 **04**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (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**

- If yes, mention the amount

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

1. International Webinar was conducted on " The Impact of Covid-19 on the Mental Health of the College Youth.
2. To strengthen the Mentor-Mentee program, the various activities are added in it.
3. Activities calendar was prepared for the celebration of important days
4. Orientation Program was conducted to increase the use of library.
5. Placement Cell was strengthened and the new teachers were guided to focus for the 100% placement of students.

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
International Webinar was conducted on " The Impact of Covid-19 on the Mental Health of the College Youth	Achieved
To strengthen the Mentor-Mentee program, the various activities are added in it.	Achieved
Activities calendar was prepared for the celebration of important days	Achieved
Orientation Program was conducted to increase the use of library	Achieved
Placement Cell was strengthened and the new teachers were guided to focus for the 100% placement of students	Achieved

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Sidana Educational and Welfare Society	19/04/2021

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Pin Code	143109
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• Type of Institution	Co-education
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• Name of the Affiliating University	Guru Nanak Dev University Amritsar				
• Name of the IQAC Co-ordinator/Director	Mr. Gursewak Singh Bhullar				
• Phone No.	9988461002				
• Alternate phone No.(IQAC)	9888891002				
• Mobile (IQAC)	9872829113				
• IQAC e-mail address	sidana.iqac@gmail.com				
• Alternate e-mail address (IQAC)	sie.amritsar@gmail.com				
3.Website address	https://sidanainstitutes.com/sie.php				
• Web-link of the AQAR: (Previous Academic Year)	https://sidanainstitutes.com/sie-documents/naac/iqac22/AQAR-2019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://sidanainstitutes.com/sie-naac-portal.php				
5.Accreditation Details					
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6.Date of Establishment of IQAC			10/08/2010		
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	00	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of			View File		

IQAC		
9.No. of IQAC meetings held during the year	04	
<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	
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13.Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Sidana Educational and Welfare Society	19/04/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	05/02/2022

15.Multidisciplinary / interdisciplinary

Sidana institution of Education, Khaila Khurd , Amritsar is committed to transform the existing educational programme, its curriculum through interventions in the existing curricula with mechanism to actively involving faculty, experts opinion how to make institution as an holistic multidisciplinary institution.

Action plan will be devised towards the integration of humanities and science and translate curricula as flexible and innovative with more experiential learning adding small and short duration investigatory projects in the areas of community engagement and service, environmental education, gender education, civic sense, and responsibilities etc at semester level

16. Academic bank of credits (ABC):

Sidana institution of Education, Khaila Khurd , Amritsar initiated a plan and compiled the academic achievement data of its students for the last five years to be collect, classify, become a member of ABC in near future . Presently , five years data of students, their performance, and performance analysis is available on the college website. Sidana institution of Education, Khaila Khurd , Amritsar fulfils the requirement of Academic bank of credits as proposed in NEP 2020.

Sidana institution of Education, Khaila Khurd , Amritsar faculty is encouraged and empowered to add additional inputs in the existing curricula based on the local needs and re-design their own curricular and pedagogical approaches within the approved framework

17. Skill development:

The followings are initiated by the Programme Advisory Committee of Sidana institution of Education during this year

Capacity Building and Skill Development:

Following skills work as leading force towards vocational training :

- o Intellectual Skills
- o Socio-cultural Skills
- o Life Skills
- o Communication Skills
- o Vocational Skills
- o Psychomotor Skills:-
- o
- o

* Skills Conducive to Human Relations

* Technical and vocational skills

- generic skill development needed for enhancing :
- Operative capability;
- Adaptive Capability;
- Innovative capability;
- Multiple skill generation capability;
- Organisation building capability;
- Policy, Planning and implementation capability; and
- Entrepreneurship and marketing capability

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

Sidana institution of Education is an institution with practice of transfer of learning using multiple languages in its transaction such as Hindi, English and Punjabi, Punjabi being a state language is opted by majority of students. Gurubani , cultural heritage of India, National Prides through group and solo activities, special assemblies, lectures, debates, theatre. Special emphasis on Indian folk songs and folk dances.

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

1. Sidana institution of Education initiatives to transform its curriculum towards Outcome based Education such as formulating instructional objectives, formulation of specific objectives, formulation objective based learning outcomes.
2. College also has its unit based course outcomes and these are planned through mapping of academic activity and unit based evaluation focused on learning specific objectives and outcomes. It is planned during the commencement of academic session.
3. During the internship every student is required to plan learning outcome prior to commencement of teaching.

20.Distance education/online education:

1. Sidana institution of Education visualized possibilities of teaching on-line during pandemic and effectively conducted, monitored, and evaluated on-line teaching.

Sidana institution of Education is planning to offer Bridge

Courses and other short-term Courses such as Development of Low Cost No Cost Teaching Aids, Computer Application , First Aid, Basic Health and Hygiene for youth from neighbouring villages of Amritsar through ODL mode in the institution

Extended Profile

2.Student

2.1	133
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	90
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	89
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	43
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Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1	1662000	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	50	
Total number of computers on campus for academic purposes		
5.Teacher		
5.1	21	
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	16	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>Our college being affiliated to Guru Nanak Dev University, Amritsar; strictly follows the curriculum prescribed by the above said University. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders. Before the commencement of the new academic session, planning to review the curriculum is done with</p>		

the help of the committee in which Principal and Members review the curriculum for gap analysis and to discuss the different kinds of issues keeping in mind the local and global needs of the students and the society. Furthermore, feedback regarding the curriculum from the students, teachers, parents and employers, also, serves as the backbone for planning and reviewing the curriculum. Besides reviewing the curriculum prescribed by GNDU, Curriculum Development committee reviews already existing add-on courses and also plans for addition of new add- on/ value-oriented courses as per the needs of the society

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	No File Uploaded

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

C. Any 3 of the above

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

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

B. Any 3 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	https://sidanainstitutes.com/sie-documents/naac/program-outcomes-c.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	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

03

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

03

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

03

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	No File Uploaded

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

29

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

29

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	No File Uploaded

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

00

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

0

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

- Teachers follow interdisciplinary approach and thus break the barriers. The student teachers have to mix up content and methodology judiciously. The very nature of class composition demands a multi disciplinary approach.
- The student teachers are made aware of the vital aspect and trained through model teaching and case history based on experience to equip with the skills needed to become successful teachers.
- The student teachers are trained to adopt a multi skill approach in writing the lesson plan.
- Moreover, our curriculum makes the student-teachers acquire ability in writing, speaking and singing by participating in competitions, which bring out the inner potentials present in them.
- The curriculum has papers on Papers on Teaching Values, Computer Education & Physical Education

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

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 and Practical knowledge provided to students on different zones of school culture help student teachers to understand concepts, principles, importance and components of education at different levels. Students are familiarized with the diversities in the school system in India by providing theoretical (as mentioned in the syllabus) as well as practical knowledge through curriculum, school internship and field engagement. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their Internship in that school. The students are acquainted with the school system during the induction session conducted before the commencement of internship program. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students

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

- Teacher Educators are planting the seed of life skills such as empathy, collaboration, cooperation, mutual understanding & sense of responsibility which polish conduct towards self, with peers & develops professional attribute are best foster in the classroom by allowing students to create, plan, and organize activities in groups such as group presentations, seminars, assignments etc.
- The mentor-mentee relationship emphasizes the inculcation of intellectual, social, moral, aesthetic, cultural and spiritual values through various workshops, seminars, activities, online lectures, use of technology and abreast with recent development in education and life.
- During internship they work together to organize the activities with the staff of allotted school under the supervision of higher authorities. They learn a lot how to work together.
- Knowledge about adjustment, anxiety, home environment, individual differences which enable student teachers to adjust with their surroundings as well as prepare them for managing diverse learning needs of the school students by rigorous guidance, motivating and sensitizing them about slow learner, special children, brilliant students from different socio economic, cultural background through theory papers. They provide training to identify diversity in the learning needs of the students through class -tests, participation in class activities, homework etc.

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

1.4 - Feedback System

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

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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 and action taken

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

43

2.1.1.1 - Number of students enrolled during the year

43

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

11

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

11

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	No File Uploaded
Any other relevant information	No File Uploaded

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

08

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

08

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

2.2 - Honoring Student Diversity

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

Entry Level

- The orientation programme in which interaction with the teachers of various subjects as well as mentors helps to identify the needs and skills of the students.
- Talent hunt completion helps the students to show their hidden talent.
- A need based Performa has been filled from the students which enabled the mentors to provide them guidance regarding add on courses and other platforms to join online and off courses which help the students to bring professional education and skills among them.
- To check back ground of the students, especially the subject studied by them is taken into consideration while allowing them to opt for different optional papers and teaching subjects for developing their skills in teaching.

Academic Support

- Provided Add-on-Courses.
- The institute is equipped with a good ICT resource centre, language lab, library, art room to develop various skills need for teaching profession.

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	Four/Three of the above
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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	No File Uploaded
Any other relevant information	No File Uploaded

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

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

09

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	No File Uploaded

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.

- Teachers follow interdisciplinary approach and thus break the barriers. The student teachers have to mix up content and methodology judiciously. The very nature of class composition demands a multi disciplinary approach.
- The student teachers are made aware of the vital aspect and trained through model teaching and case history based on experience to equip with the skills needed to become successful teachers.
- Moreover, our curriculum makes the student-teachers acquire ability in writing, speaking and singing by participating in

competitions, which bring out the inner potentials present in them.

- The curriculum has papers on Papers on Teaching Values, Computer Education & Physical Education
- In addition to the prescribed curriculum extra-curricular and co-curricular activities are conducted for multi skill development. Student teachers have to participate in different cultural activities that are organized throughout the academic session..
- Internal submission is compulsory for all. Each pupil teacher has to do a Case Study, Action Research, etc..
- Four teaching hours per week -(Interface lecture, Use of PPTs, Use of ICT/Visuals, Interactive session,
- Practical--- Development of Teaching Aids, Development of PPTs, Development of Lesson-plans, Application of multiple skills, Project
- Mid-course formative assessment
- Evaluation----Two Demonstration lessons by every students

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	No File Uploaded

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.sidanainstitutes.com/sie.php
Any other relevant information	No File Uploaded

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

133

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

<p>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</p> <ul style="list-style-type: none"> • The mentor-mentee relationship emphasizes the inculcation of intellectual, social, moral, aesthetic, cultural and spiritual values through various workshops, seminars, activities, online lectures, use of technology and abreast with recent development in education and life. • Teacher Educators are planting the seed of life skills such

as empathy, collaboration, cooperation, mutual understanding & sense of responsibility which polish conduct towards self, with peers & develops professional attribute are best foster in the classroom by allowing students to create, plan, and organize activities in groups such as group presentations, seminars, assignments etc.

- During internship they work together to organize the activities with the staff of allotted school under the supervision of higher authorities. They learn a lot how to work together, importance of
- Knowledge about adjustment, anxiety, home environment, individual differences which enable student teachers to adjust with their surroundings as well as prepare them for managing diverse learning needs of the school students by rigorous guidance, motivating and sensitizing them about slow learner, special children, brilliant students from different socio economic, cultural background through theory papers. They provide training to identify diversity in the learning needs of the students through class -tests, participation in class activities, homework etc.
- Mentor/mentee policy

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

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

Three of the above

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

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

The following techniques are also used:

- **Project based learning:** Projects are assigned to the students, through which they come to know how to solve a particular problem and study that problem in-depth. Students are provided knowledge by undertaking projects on different subject and on different topics of the same subject. This develops their analytical skills and provides confidence at the end of the day.
- **Computer aided Instruction:** Students are given computer aided instructions and encouraged to use latest technology. Basic knowledge of using computer is provided through a compulsory paper. On this they can build up to start independent teaching jobs.
- **Tutorial:** Students attend one tutorial class per week wherein they are encouraged to speak at least for 5 minutes on important topics relevant to the field of education.

Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching-learning process. First, lectures by experts are organized for gaining acquaintance with the concept of micro-teaching. Such lectures are followed by question and discussion sessions.

The students apply relevant skills for effective teaching. Each student has to teach five (micro-teaching) lessons in each subject, before the practice teaching session every year. The student teachers practice following skills while giving (20x2=) 40

lessons in two subjects put together.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	View File

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

Eight /Nine of the above

inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above
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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	No File Uploaded
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	Three of the above
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Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
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	Four 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	No File Uploaded
Any other relevant information	No File Uploaded
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	Four of the above

**and helping them to participate Involvement
in preparatory arrangements
Executing/conducting the event**

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

Teaching Practice- Diagnosis Mechanism

Process is phased out as under:

Phase-1 -Pre-Practice- Mapping of Activity-Interactive Session with the HOS, School-Coordinators, Supervisor-to finalise road map

- School Plant - Pupil Teachers to visit and study all dimensions and programmes of the school.
- Demonstration Lesson and Micro-Teaching Lessons

Phase-II. During Practice Teaching-

Practical Teaching ten lesson on each subject in the school

Observation Lessons, Peer observation

Mid -term assessment, evaluation (on ten dimensions of Class room teaching.

Identification of weak areas, Diagnosis and Treatment

- Re-visit of Pupil Teacher to school for teaching

Phase-III * Terminal Assessment and Evaluation (on ten dimensions of Class room teaching.)

Feedback & Overall assessment of Pupil Teachers from Coordinators and HOS

Achievement Progress of the Pupil Teachers.

Phase-IV Analysis of Teaching Practice, suggestion for furtherance reporting ,documentation and dissemination

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

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

2.4.9.1 - Number of final year students during the academic year

89

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
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.

Practice teaching is conducted in various government and private schools.

- Two lessons per day are delivered during their practice teaching sessions.
- Teacher educators (preferably subject experts) from the

college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.

- Lessons in schools are observed by the School faculty.
- The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

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

Three of the above

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

2.4.13 - Comprehensive appraisal of interns'

Three of the above

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

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

2.5 - Teacher Profile and Quality

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

21

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	No File Uploaded

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

01

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

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

89

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

89

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

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 College takes care of the aspects concerning personal and professional development of its teaching staff.

- Teaching faculties are encouraged to go for higher studies like M.Phil, Ph.D etc. Study leave may also be granted on fulfilling the conditions of putting in three years of continuous service in the college and committing themselves to serve for twice the period of sanctioned leave, after availing of the study leave.
- They are also encouraged to take national level examinations like UGC-NET, SLET/SET, etc.

Faculty members are encouraged to present their papers in the seminars organized by various educational institutions. They are sponsored to participate in such events. There is a provision for granting special casual leave [duty leave] with full pay and allowance to staff, if they want to attend any conference outside. The management has made a standing provision relating to that effect.

- Besides, the college organised the following programmes:
- The College deputed its faculty members to attend and make presentations in workshops/seminars
- Participants of these workshops conducted replicated workshop in their own college.
- Project CDs on various projects were developed and disseminated amongst the other colleges and schools.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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

The evaluation process at the college is continuous and comprehensive. The student-teachers are assessed formally as well as informally.

Formal assessment:

- Formal assessment of the student-teachers is done through the internal examinations (House Tests) twice in an academic year as per GND University Calendar. In addition to it, college or subject teachers conduct class-test every week. It facilitates learning and its promotion, diagnosis of learning problems and treatments.
- The Theory part is assessed internally as well as externally through Year-end Examination.
- Besides, students undertaker projects, do survey, review book and science students maintain practical files for meeting requirements of internal assessment.
- Each Theory part is assessed internally (30%), and externally (70%) through Year-end Examination.
- Practice teaching is assessed internally (40%) and through External Assessment (60%).
- The Work Experience Programme is likewise assessed internally (45% marks) and externally (55%).
- Annual Examination of theory papers is conducted under the aegis of GNDU.

Informal assessment:

- Student-teachers are evaluated through their communication in the classrooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.
- Assessment is also done through internal viva and submissions of assignments.
- Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion on problems of school environment also form basis of assessment.

As such, various approaches to evaluation i.e. formative, diagnostic and summative are used for assessing student learning.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Three of the above

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

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

- The students found to be poor performers are encouraged and extra classes conducted to let them overcome their deficiencies.
- As the evaluation approach in the college is comprehensive and continuous involving scholastic as well as non-scholastic dimensions. The students get to know what they are expected to do and how.
- The evaluation outcomes or results are continuously communicated using formal as well as non-formal methods of communication. For example, students' evaluation outcomes are provided to them through the remarks given to them in terms of marks and observations on their lesson plan file.
- Information regarding their performance in the unit or terminal test is provided to them through the display of marks on the notice board. Results are provided by the subject-teacher concerned to the respective students in the classroom itself where the answer-sheets are also shown to the students so that they may come to know the mistakes, if any, committed by them, during the assessment process.
- Teacher educators of the college are also provided with information about the student performance in different subjects and the subjects taken by the concerned teacher educator. They try to find out suitable ways and means to manage improved performance by the students.

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.

The Institution's internal academic calendar is thoughtfully drafted in such a way that it is with the University Calendar. The academic calendar outlines the semester class work schedule internal examination schedule, external examination schedule, class room activities and tutorials etc are properly spread out through the span of the session so that students can continuously go through a process of evaluation and academic growth. The faculty members got syllabus as well as tentative academic calendar coming semester in advance which enable them to plan and division of syllabus. The head of the Institution finalizes the course allocation for the faculty members based on their choice and area of interest or expertise.

Time table in-charge prepares the time table as per the guideline of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester

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.

- To enhance the ICT skills among students, institute organize theme based workshop and seminars for the students, so that students become aware of uses of ICT in teaching learning process.
- Institute organizes various national and international days to sensitize the students regarding the same.
- Institute provides support system to all the previous alumni and fresh students for lifelong learning and professional developments. For this task group work for the same.
- Institute organizes various educational trips and excursions of places with significant importance in educational field.
- Faculty members of the institute demonstrate the model lessons in respective subjects so that students can perform

better during internship and learn various teaching skills.

- Innovative teaching techniques & methods are used by faculty members in teaching learning process to provide in-depth knowledge and pedagogical competencies and proficiency in the respective subject.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

The institution has a centralized continuous Internal Evaluation System as per the norms of Affiliating body i.e. Guru Nanak Dev University, Amritsar; to assess the programme as well as course outcomes throughout the year. Due to COVID 19, Most of the academic and evaluation activities were planned through hybrid mode.

- The mechanism of internal assessment operates on continuous basis
- All internal assessment related decisions are taken by the academic council in consultation with the teaching and non-teaching staff of the college.
- The dates and other modalities pertaining to examinations are discussed democratically in Academic Council, Examination Committee.

- All concerned stakeholders are informed of Continuous Internal Evaluation through the college Prospectus, the institutional website as well as display on the notice board.
- Students are informed of this educational strategy, namely continuous internal Evaluation at the beginning of the session.
- Internal Question papers are set based on Course outcomes and as well as University pattern.
- Remedial classes are provided on the recommendation of mentors if the performance of student is not up to the mark.
- Theory subjects are assessed through:

o Mid Semester Test

o Assignments

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

78

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.

- There is a provision for assessing students' knowledge and skills before the commencement of the teaching programme.
- The College organises a Two-day Talent Search Programme to provide the student teachers with an opportunity to present curricular and co-curricular talent and potential. Then, they are divided into different clubs/houses and assigned responsibilities as per their ability, taste and institutional requirements.
- Micro and Composite teaching provide yet another opportunity for testing and demonstrating skills in particular subject before the commencement of practice teaching
- The duly planned and managed wider and intensive interaction between the students and the teachers pulls down barriers. Also, it facilitates in understanding each other, identification of talent and its utilization for building a student centred-productive environment.
- Well accustomed to work with the student teachers, the teacher educators invest some time even after the scheduled time of the working day. Excellent teacher taught relationship is our asset.
- The College takes care of student specific academic needs. If any problem comes up, top priority is given to resolve it.
- Healthy intra student relations are given priority. These are developed through various means which include personal rapport and the collective and cooperative activities organized by the College.

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

Student Satisfaction Survey Rationale Rightful Education plays a significant role in the development of human resource, values, character building. Therefore, need of rightful transaction of available

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	View File
Any other relevant information	No File Uploaded

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

0

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Three of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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

01

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

00

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

3.3 - Outreach Activities

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

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

10

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

724

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

265

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

265

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 organization organises a range of outreach activities for the wellbeing of community and multifaceted development of students. These activities are performed with government organization, NGOs, partner schools and Villages and local community with the active participation of faculty and students.

The NSS wing of the college organizes camps for students in villages and nearby local communities where students conducts literacy camps for adults and vulnerable children. The cleanliness and plantation drives awareness campaigns regarding health and hygiene, social issues environmental Problem are the part and parcel of this organize. College also conduct activities such as health check up camps, health campaigns in collaboration with NGOs and Villages In addition to this institute organize various activities like gender sensitizations, awareness programs, celebration of important days for students of partner schools. The institution also participates in local campaigns organized by NGOs to spread awareness among local communities regarding health and other malpractices like drug awareness, run for unity, walk for peace, cycle rally etc. The list of various outreach programs is as follows:

- women's day
- AIDS day
- health awareness (during global pandemic)
- Swachh Bharat movements

These outreach activities benefit neighborhood communities as well as students of the institution.

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

04

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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

06

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

06

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

04

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

Three/Four of the above

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

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 has developed physical infrastructure as per the NCTE norms (as well as the norms laid down by the affiliating university). Details are as under:

- Institute has eight classrooms, including method rooms, six resource centres/labs Rooms.
- Management's Office, Principal room, Account Office, Administrative Offices, Committee Room, Medical Room, Library, Boys and Girls Common Room, Canteen, etc.
- The College has fully equipped and spacious Multipurpose Hall fitted with latest sound and projection system, fire extinguishers, etc. and is used for the various workshops, seminars, and intra and inter-college competitions.
- Appropriate space for Indoor as well as outdoor games with required facilities is also available.
- Additional rooms and open space are available for the co-curricular activities.
- The following physical facilities are also available for

conducting B Ed course.

1. Library & its infrastructure, Computers for internet surfing, etc
2. Staffrooms, Washrooms, etc.
3. ICT Resource Centre with 40 computers.
4. Curriculum Laboratory
5. Teaching Aid Workshop
6. Language Lab with terminal and console
7. Canteen
8. Reception, Administration and Accounts Office,
9. Staff Room, Separate Rest room / Common room for girls and boys
10. Physical Education Resource Centre
11. Music room
12. Washroom faculties are separately available for men and women
13. Parking space for vehicles
14. Campus store, etc.

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

05

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

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

12,99,000/-

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.

Yes, the college has in place a mechanism to systematically review the various library resources for adequate access, relevance. There is a library committee which holds meetings twice a year to discuss latest acquisitions and requirements. The newly refurbished library is a result of the untiring efforts of this committee. The Director and the student's council closely interact with the student teachers to seek suggestions. Suggestion box is also kept to invite further suggestions

Yes, the college has computer and internet facilities. We have 24 hours internet service. The college has a computer section, photocopy section and a printing section which provides services as required for the college.

- Bill for augmentation of library signed by the Principal
- Web-link to library facilities, if available
- Any other relevant information

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sidanainstitutes.com/sie-library-cum-reading-room.php
Any other relevant information	View File

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

- The college library has computer and internet facilities
- Computer and internet services are used by staff and the students alike. Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

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

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	View File
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)

63,890

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

197

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	https://sidanainstitutes.com/sie-library-cum-reading-room.php
Any other relevant information	No File Uploaded

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

One of the above

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

4.3 - ICT Infrastructure

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

There is a central computing facility and the resources with this facility are available to staff and students. Both students and staff use this facility to access the internet and also for other computer work. Further the central computer facility is also used for training purposes.

ICT in use in the college

- Multimedia PC, Laptop, Notebook.
- CDs & DVDs. digital video, still camera.
- Internet and its tools- e-mail, browsers, website, search engines, chat etc.
- Computer aided instruction & computer mediated conferencing, video/audio conferencing.
- Digital libraries, e-books& electronic publications.
- Interactive TVs.
- Microsoft publishing -news letter, poster, brochure.
- Technology is used by teachers-student teachers to provide multiple representations of content (images, graphs, diagrams, tables) and multiple options for expression (multimedia, power point). Computer technology has changed traditional classroom instructional techniques. Now computers are used by students to process the information via multiple intelligences.

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

40:55

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:**

E. < 50 MBPS

4.3.4 - Facilities for e-content development

One of the above

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@sidanainstituteofeducation3328
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@sidanainstituteofeducation3328
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)

12,530

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

College has a well defined system on the utilization of available resources. There are various committees which are asunder:

- Sports Committee
- Library Committee
- Purchase Committee
- Campus Development Committee
- Student Welfare Committee
- Cultural Committee
- These committees held their meeting as and when required and suggest appropriate suggestions to the principal for further action. Their suggestions are always honored and implemented.

File Description	Documents
Appropriate link(s) on the institutional website	https://sidanainstitutes.com/sie.php
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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

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Number of students placed as teachers/teacher educators	Total number of graduating students
33	84

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).

00

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	No File Uploaded
Any other relevant information	No File Uploaded

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

22

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 college has a representative body of the students in which students are elected every year at the start of the academic year.

The student representatives coordinate various activities and responsibilities entrusted by the faculties to them. They act as a link between students and the faculty members, and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

Funding of various activities undertaken by the students' representative body is done by the college

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

08

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

College Alumni Association is registered under SRA 1860 and has been helping in its growth and development process actively and efficiently, by providing positive feed back.

The Principal of the College is the President of the Alumni Association.

The activities of the Alumni Association of the last two years are given below.

Gettogether of students of every preceding session's passed out batch in college campus.

Felicitation of the students who get placements

Election of the office bearers

1. Contribution of Alumni to the Growth and Development of the Colleg

The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students. It helps the college in updating about the placements of pass out

students.

It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

It has given many healthy suggestions for the augmentation of the college.

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**

Five/Six 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

02

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

Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions in the growth and development process are given below.

The Alumni helps in establishing Networking with all students. It helps the college in updating about the placements of pass out students.

It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc.

It has given many healthy suggestions for the augmentation of the college.

Helps in publicity

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.

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

The management takes care of the over all governance of the college.

The Society has an Executive, which, technically speaking is vested with all the powers that the Trust exercises. The Executive takes all the policy decisions and issues required objective-need based directives which are to be enforced. It has all the power required to frame rules for functioning of the colleges.

The Executive Committee comprises a) Chairman, b) Vice Chairman, c) Secretary, Treasurer and members. The President/Manager is required to take appropriate steps to carry out all decisions of the Board.

The President is required to take appropriate steps to carry out all decisions of the Executive.

The Executive exercises its powers through various committees and sub-committees which are constituted by the Board/Executive Committee. The Board/Executive Committee also formulated 22 sub-committees caters to the needs and implementation of various approved programmes and activities .

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Institution practices decentralization and participative management. The administration has considerably a decentralized system in that every part of it enjoys the powers assigned by the competent authority and functions as an autonomous unit within the delineated jurisdiction. There is, in a way, downward devolution of power, flowing from the management down to the committees and functionaries

For effective and efficient, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

COLLEGE HAS TWENTY TWO COMMITTEES FOR EFFECTIVE IMPLEMENTATION OF POLICIES AND PROGRAMMES

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

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its

financial, academic, administrative and other functions in not more than 100 - 200 words.

Academic Management

Decisions regarding academic management are taken by IQAC, PA C, Annual Calendar and Time Table Committee, Guidance and Counselling Committee and Admission Committee. These committees meet at regular intervals. thus,

IQAC took stock of the quality aspect and the ways quality is being created, sustained and enhanced. It directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved. At the year end, it reviewed the implementation

Finance

The financial aspects remain a multi-committee affair. The relevant committees requested for making standing provisions regarding the financial requirements, both present and future. It was decided that resources have to be provided to meet each and every genuine requirements of the students, teachers, infrastructural and for empowerment of the faculty. It was in particular decided to finance all the augmentation programmes and the activities for updating the college in every sense of the term. In this, specific amount was sanctioned for purchasing more books for library and creating a respectable book bank. Likewise the decision to get budgetary allocations for updating IT facilities was taken.

Faculty Development Programme & Research Cell is the main committee that takes care of the matters concerning faculty members.

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

6.2 - Strategy Development and Deployment

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

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the College has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

Mapping of course-wise activities and allocation of academic task as per the development plan

Academic calendar < mapping

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
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.

Objectives are communicated at all levels by conducting meetings regularly and closely monitoring the level of implementation after the meetings.

The involvement and contribution of the individual employee is assured through motivation, inspiration and by following a policy of presenting challenges and providing incentives.

Some of the responsibilities are assigned on personal basis to individual staff member. It may be mentioned again that almost every employee is involved in the process of planning because of which they get identified themselves with the task and the working itself.

Besides, the employees are continuously monitored and reminded as and when required. At the same time, concerned functionary remains under the obligation of submitting a written progress report

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	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.

practices decentralized and participative management for all academic and extracurricular activities. Decision relating to all academic activities is brought to the notice of the principal and the entire staff members meet together, discuss how decisions would affect the academic calendar and only then decisions are made. This is the regular practice Two practices that showcase this decentralized, participative process include: 1) Establishment of Committees: Various committees are in place for grievance redressal, staff selection, student selection, etc. which have their own policies and processes and the members in charge are able to make decisions pertinent to their activities 2) Democratically Elected Student Council: A democratically elected Student Council plans, organizes, and executes various co-curricular and extracurricular activities under the guidance of a

faculty coordinator.

The Admission Committee counsels prospective candidates for admission .involves all members of the staff who co-operate and work at different levels , interface meetings and meet parents . Planning Board discusses grant to the college, Budget allocation for each activity/department for the session. The Library committee plans for the books, budget with individual departments. There is a Building Committee with members from faculty, architects, engineers, contractors and office staff to assist with the planning and execution of vertical extension of the college

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

6.3 - Faculty Empowerment Strategies

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

College has a policy, resources and practices that support and ensure the professional development of the faculty such as budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc., and supporting membership and active involvement in local,

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

00

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

04

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

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

00

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.

Formative evaluation BY students OF faculty Grading of files, assignments at the end of academic session Record of participation / performance of students in Inter College activities Internal Assessment records of the students. Feed back from principal of schools where students teacher do their practice teaching programme. Confidential report of faculty members by the Principal and management. Quarterly report. Feedback from alumni Complaints/suggestions as filed and dropped in the Suggestion/box.

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

The College is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the College

Yes. The internal audit of the College accounts is done annually by an internal auditor selected and authorized by the Board. The external audit of the College accounts is done by an auditor appointed by the affiliating University.

Maintaining transparency in all aspects of the College's functioning through a process of broad-based consultation and involvement of stakeholders in implementation.

Decentralization of administrative functions: The organizational arrangements have been well established with the duties well specified to each section/body

AUTHORISED CHARTERED ACCOUNTANT MONITER/ ANALYSE ALL THE RECORD RELATED TO FINANCIAL ISSUSE. BUDGET ALLOCATION AND AUDIT REPORT CHECKED AND MAINTAINE BY THE AUTHORISED CHARTERED ACCOUNTANT REGULARLY

Audit Report of last two audits & (2) Audited Income-Expenditure Statement for the Previous Three Financial Years

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)

00

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

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

The budgetary estimates are counted on the basis of the past spending and the felt future needs. The principal and the management of the college manage and supervise utilization of the allocated budget optimally

As out above that the infrastructure facilities established are kept open for the students and faculty during working hours and extended hours whenever required.

Library, Computer centre, Sports facilities are kept open on holidays/extended hours for all the registered users.

The infrastructure of the college is optimally used by the legitimate users and is also made available to other academic agencies, such as practice teaching schools

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed

significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Streamline the quality assurance focus for academic and non-academic purposes.

The IQAC team has also prepared and provided the guidelines to teaching staff for the national and international accreditation from various bodies.

The IQAC Composition:

The IQAC team is comprised of both internal and external stakeholders.

Internal stakeholders include the Principal of the institute, heads of the academic and examination department,

the chairman of the institute, members from administration, student representative,

Representative and the member from the industry body.

Functionalities:

The responsibilities of the IQAC team are not only limited to only quality control but also guidelines toward new initiatives. The team members meet quarterly and review functionalities on various academic and non-academic purposes. The team discusses current quality standards and suggests improvements in various areas where improvement is necessary

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning

Process periodically in not more than 100 - 200 words.

Faculty Development Programmes- IQAC visualizes the need for the conduct of theme based Faculty Development Programme, learning outcomes of the FDP are shared with the IQAC

Formulation of POs and COs - Learning is a continuous process, change is a natural process, thus IQAC reviews the POs and COs as the emerging changes and needs

Add-on Courses- Every year IQAC identifies the thrust area on which Add on Courses are started , its curriculum is planned, COs are formulated. Its quality of transaction is monitored by the IQAC nominated member.

Feed Back Analysis-Feed back obtained from various stakeholders is duly analyzed and report is placed before IQAC for review and suggestions

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

6

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

Three of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sidanainstitutes.com/sie-naac-portal.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://sidanainstitutes.com/sie-naac-portal.php
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	No File Uploaded

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

The staff enrichment programs are held to upgrade their knowledge and skill of the staff. These programs lead to healthy discussion and clarifications of ideas and thoughts. teacher educators are encouraged to present book reviews, sharing of knowledge got through attending seminars and workshops held else where and

current trends in education.

The IQAC directed to identify the areas/aspects/faculty members for suggesting ways and means for ensuring how the objectives might be achieved.

II The Curriculum Committee discussed the status of syllabus, course contents, finalized academic calendar, time table and issued guidelines for further improvement to be ensured in the functioning of the college. Tprogress registered during the first half of the session; of the extent the objectives and goals were achieved. The last of the meetings discussedoutcome of internal examination ,activities related to the academics . It suggested improvements, asked to develop schedule for arranging workshop on pedagogy and methodology and effect assessment and evaluation. It decided about syllabus coverage, use of audio visual aids; maintaining students attendance record, Internal assessment, Organization of year-end Celebrations, Laboratory work and use of Educational Technology.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SAVE ENERGY SAVE ENVIORNMENT

Energy conservation is a part of the concept ofEco-sufficiency. Energy conservation reduces the need for energy services and can result in increasedenvironmentalquality,national security,personal financial securityand higher savings.It is at the top of the sustainableenergy hierarchy.It also lowers energy costs by preventing futureresource depletion. Significant potential for improving energy conservation, attempts to improve the use of energy resources. Our institute adopts policy that lower energy consuming bulb and tubes were installed in all over institute (class rooms, Labs, verandas etc) because LED lights are up to 80%

more efficient than traditional lighting such as fluorescent and incandescent lights. 95% of the energy in LEDs is converted into light and only 5% is wasted as heat. This is compared to fluorescent lights which convert 95% of energy to heat and only 5% into light. LED lights also draw much less power than traditional lighting; a typical 84 watt fluorescent can be replaced by a 36 watt LED to give the same level of light.

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.

Our Institute understands the importance of waste management and its effect on the environment. We are committed to minimizing waste production by employing Reduction, Re-use, and Recycling techniques at every stage of our operation. Segregate the waste at source which is the first and most important step in waste management and environment preservation. It allows for better disposal of waste and encourages more recycling and reuse of matter. All three type of waste (Soild, Liquid, E-Waste) will be managed by different techniques.

Properly labelled Dustbins have been used; The organic part of the waste can be turned into manure vermicomposting. The e-waste such as written off instruments/equipment's, CRTs, Printers, Computers etc are handed over to the technician for utilizing the main parts from the equipments. Proper drainage system developed within the campus for dispose of liquid waste.

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	View File

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

Today's talk is all about "clean and green;" that universal symbol of value, respect and concern for the life-sustaining processes and cycles of the natural environment system, of which we all are a part. Those same processes determine our institute practices various activities promote sanitation, Clean and green, pollution free campus Classroom, restrooms, dormitories, canteen, administrative buildings—the list of areas that needs to be cleaned daily No stone is left unturned when it comes to creating a safe and healthy learning environment.

Our campus essential daily and/or weekly campus cleaning includes:

- Sweeping and mopping all hard surface flooring.
- Cleaning the walls, windows and other surfaces of rooms and buildings throughout campus.
- Maintaining handsoaps and toiletries in public and dormitoryrestrooms.
- Creation of cleaning schedules that are checked and maintained by cleaning staff.
- Apart from all to these various activities by NSS Unit, Students and teaching Staff have done side by side to promote cleanliness, sanitation, green cover and pollution free Healthy campus.

Workshop on Yoga 9/6/2020

Sweep Awareness Programme 15/09/2020

Swachh Bharat Abhiyan 2/10/2020

National Education Day 11/11/2020

Health Awareness camp 06/01/2021

Youth day Celebration 12/1/2021

Earth day 22/04/2021

Yoga day 21/06/2021

World Tabcoo Day 31/05/20

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

Three 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)

53,292

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	No File Uploaded

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

Sidana Institute of Education is eco-friendly campus located at Khiala Khurd Ram Tirath Road Amritsar. We have created smoking free and plastic free zones which are labeled properly within the campus. The institute has an effective solid waste management system, agricultural residue management system through vermicomposting. The institute is implemented the modular advanced waste water treatment facility to recover the treated waste water for the use purpose. Campus has strong system of rain water harvesting systems for water collection and use during summer seasons for gardening and other non-domestic purposes. The greenery of the campus covers almost 60% of the area with attractive play ground, herbal garden and ornamental plants. Our

institute has adopted an approach of less use of paper. Due to all of the above efforts, the entire campus is more greener, looks beautiful and pollution free campus providing ideal environment to the students and the employees to work. Our institute conducts various awareness programmes with the NGO's (MISSION AAGAZ, Kudhai Khidmatgaran, District Legal services Authority, Khatri Sabha) for society to make our environment neat and clean. Institute is actively supporting the community oriented programmes. Our institute resorting to community based works such as Rural Development programmes.

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	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently

The Context The women students, in the beginning were not enthusiastic to participate in the deliberations. • Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college. • As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing.

Title of the Practice: Women Empowerment

Mentoring students on women specific issues with one teacher

The Practice Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the

countries.

Evidence of Success Every Year all members of the cell actively work on the women safety and women empowerment work no problem is found during the session. Awareness programme conducted for women empowerment. Problem Encounter The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes.mentor for every 20 students mentees

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

7.3 - Institutional Distinctiveness

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

The performance of the institution in one area distinctive to its vision:

Sidana Institute of Education is focused to impart holistic education to the student teachers for their academic excellence and inculcating national and human values in them through academic, Co-curricular and socially meaningful activities.

The performance of the institution in one area distinctive to its priority:

1) To prepare outstanding educators, scholars and researchers and to advance the profession of Teacher Education. 2) To promote research, development and consultancy 3) To develop critical thinking, effective communication and learning skills in the student Teacher. 4) To impart value based education suitable to the needs of the society.

The performance of the institution in one area distinctive to its thrust:

- Institute completely adopted learner centric approach to disseminate to teaching learning process .

- Teachers teach to increase the likelihood of most students achieving the outcomes.
- Paperless campus for the student as well as the teachers

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