# Yearly Status Report - 2018-2019

| Part A | |
|--------|--|

| **Data of the Institution** | |
|--------|--|
| **1. Name of the Institution** | **SATISH PUBLIC COLLEGE OF EDUCATION** |
| Name of the head of the Institution | **DR. CHIRAG** |
| Designation | **Principal(in-charge)** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **01274254562** |
| Mobile no. | **9050477500** |
| Registered Email | **spce_rewari@yahoo.co.in** |
| Alternate Email | **satishpubliccollegeofeducation@gmail.com** |
| Address | **DELHI ROAD ,REWARI** |
| City/Town | **REWARI** |
| State/UT | **Haryana** |
| Pincode | **123401** |

## 2. Institutional Status

| | |
|---|---|
| Affiliated / Constituent | **Affiliated** |
| Type of Institution | **Co-education** |
| Location | **Urban** |
| Financial Status | **Self financed and grant-in-aid** |
| Name of the IQAC co-ordinator/Director | **DR. NAVITA ARORA** |
| Phone no/Alternate Phone no. | **01274254562** |
| Mobile no. | **9050749977** |
| Registered Email | **spce.rewariiqac@gmail.com** |
| Alternate Email | **spce_rewari@yahoo.co.in** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | [http://spceducation.ac.in/AQAR_2017_18.pdf](http://spceducation.ac.in/AQAR_2017_18.pdf) |

## 4. Whether Academic Calendar prepared during the year

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | [http://spceducation.ac.in/ACADEMIC-CALENDER-18-19.pdf](http://spceducation.ac.in/ACADEMIC-CALENDER-18-19.pdf) |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|---|---|---|---|---|---|
| | | | | Period From | Period To |
| **2** | **B** | **2.77** | **2016** | **17-Mar-2016** | **16-Mar-2021** |

## 6. Date of Establishment of IQAC

**21-Sep-2005**

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| **CV writing and interview** | **08-Dec-2018** | **90** |

| skill | 5 | | | |
|-------|---|---|---|---|

L::asset('/'),'public/').'/public/index.php/admin/get_file?file_path='.encrypt('Postacc/Special_Status/'.$instdata->upload_special_status)}}

[View Uploaded File](#)

## 8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **No Data Entered/Not Applicable!!!** | | | | |
| [View Uploaded File](#) | | | | |

| | |
|---|---|
| **9. Whether composition of IQAC as per latest NAAC guidelines:** | **Yes** |
| Upload latest notification of formation of IQAC | [View Link](#) |
| **10. Number of IQAC meetings held during the year :** | **1** |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | **No** |
| Upload the minutes of meeting and action taken report | **No Files Uploaded !!!** |
| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |

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

**Sent pupil teachers to number of schools. Preparation of academic calendar. Extension activities to improve quality of the institution. Special morning assembly. Innumerable extra curricular activities to improve confidence among students.**

[View Uploaded File](#)

## 13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|---|---|
| **No Data Entered/Not Applicable!!!** | |
| [View Uploaded File](#) | |

| 14. Whether AQAR was placed before statutory body ? | Yes |
|---|---|

| Name of Statutory Body | Meeting Date |
|---|---|
| IQAC | 01-Oct-2018 |

| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No |
|---|---|

| 16. Whether institutional data submitted to AISHE: | Yes |
|---|---|

| Year of Submission | 2019 |
|---|---|

| Date of Submission | 18-Feb-2019 |
|---|---|

| 17. Does the Institution have Management Information System ? | No |
|---|---|

## Part B

## CRITERION I – CURRICULAR ASPECTS

### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

A well-planned curriculum delivery in a B.Ed. college typically involves several key components: 1. **Curriculum Design**: The curriculum is designed to meet the objectives and standards set by educational authorities. It includes course outlines, learning objectives, and assessment strategies. 2. **Instructional Strategies**: Varied instructional methods such as lectures, discussions, group activities, and hands-on experiences are used to engage students and cater to different learning styles. 3. **Resource Allocation**: Adequate resources including textbooks, digital materials, teaching aids, and technology are provided

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | |

### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---|---|---|
| No Data Entered/Not Applicable !!! | | |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| **No Data Entered/Not Applicable !!!** | | |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

|  | Certificate | Diploma Course |
|---|---|---|
| Number of Students | **0** | **0** |

## 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|---|---|
| **No Data Entered/Not Applicable !!!** | | |
| **No file uploaded.** | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|---|---|
| **BEd** | **EDUCATION** | **48** |
| [View Uploaded File](#) | | |

## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
|---|---|
| Teachers | Yes |
| Employers | No |
| Alumni | No |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

**Feedback from students and teachers in an education college plays a crucial role in overall development in several ways: 1. Continuous Improvement: Feedback provides valuable insights into what is working well and what needs improvement in various aspects of the college, including curriculum, teaching methods, facilities, and support services. This feedback enables the administration to make informed decisions for continuous improvement. 2. Enhanced Teaching and Learning: Feedback from students helps teachers understand their learning experiences, preferences, and challenges. This allows teachers to adjust their teaching methods, incorporate innovative approaches, and provide additional support to better meet the needs of students, leading to enhanced teaching and learning outcomes. 3. Professional Growth: Feedback allows teachers to reflect on their teaching practices, strengths, and areas for development. Constructive feedback helps teachers identify areas where they can improve and grow professionally, leading to their overall effectiveness as educators. 4. Student Engagement and Satisfaction: Actively seeking and responding to student feedback fosters a sense of trust and partnership between students and faculty. When students see that their feedback is valued and acted upon, they are more likely to feel engaged and satisfied with their educational experience. 5. Quality Assurance: Regular feedback mechanisms help ensure that the college maintains high standards of quality in all aspects of its**

operations. By addressing issues raised in feedback, the college can uphold its reputation for providing quality education and student support services. 6. Community Building: Feedback fosters open communication and collaboration among students, faculty, and administration. It creates a culture of accountability, transparency, and mutual respect, which strengthens the sense of community within the college. 7. Adaptation to Changing Needs: Feedback helps the college stay responsive to the evolving needs and expectations of students and the broader educational landscape. By adapting to changes identified through feedback, the college can remain relevant and effective in preparing students for success in their academic and professional pursuits.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|---|---|---|---|
| BEd | EDUCATION | 50 | 150 | 50 |

View Uploaded File

### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|---|---|---|---|---|---|
| 2018 | 100 | 0 | 6 | 0 | 6 |

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
|---|---|---|---|---|---|
| 6 | 6 | 10 | 2 | 2 | 12 |

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In the realm of higher education, the implementation of student mentoring systems within education colleges has emerged as a potent tool for fostering academic success, personal development, and career readiness. These systems, which pair students with experienced mentors, offer a multitude of benefits that extend far beyond the classroom. First and foremost, student mentoring systems serve as invaluable support structures for learners navigating the complexities of academia. By pairing students with mentors who possess expertise in their field of study, these systems provide individualized guidance and encouragement tailored to the unique needs of each mentee. Whether students require assistance in grasping challenging concepts, navigating coursework requirements, or exploring career pathways, mentors offer a wealth of knowledge and experience to facilitate their academic journey. Moreover, student mentoring systems play a pivotal role in fostering personal and professional growth. Mentors serve as role models, offering insights gleaned from their own educational and professional experiences. Through meaningful interactions and mentorship sessions, students gain valuable advice, develop essential skills, and cultivate a growth mindset conducive to lifelong learning and success. Additionally, mentors often impart invaluable wisdom on time management, goal-setting, and effective study

habits, equipping mentees with the tools necessary to excel academically and beyond. Furthermore, student mentoring systems facilitate the development of crucial soft skills essential for thriving in todays dynamic workforce. Through regular interactions with mentors, students hone their communication, interpersonal, and leadership abilities in a supportive and nurturing environment. These skills are integral not only to academic achievement but also to future career prospects, as employers increasingly prioritize candidates who demonstrate strong interpersonal competencies and the ability to collaborate effectively within diverse teams. Beyond individual growth, student mentoring systems foster a sense of community and belonging within education colleges. By forging meaningful connections between students and mentors, these systems create opportunities for peer support, collaboration, and mutual empowerment. Through mentorship, students are encouraged to engage actively in campus life, participate in extracurricular activities, and contribute positively to their academic community, thereby enhancing their overall college experience and sense of belonging. Moreover, student mentoring systems contribute to enhanced retention . It has been observed students who participate in mentoring programs are more likely to persist in their studies, overcome academic challenges, and ultimately graduate on time. By providing students with the guidance, support, and encouragement needed to navigate the rigors of higher education, mentoring systems play a critical role in promoting student success and academic attainment. Additionally, student mentoring systems facilitate the seamless transition from academia to the workforce by providing mentees with invaluable career guidance and networking opportunities. Mentors, drawing upon their own professional experiences and industry connections, offer insights into potential career paths, internship opportunities, and job search strategies. Moreover, mentors often serve as advocates and references for their mentees, helping to open doors to exciting career opportunities and professional advancement. In conclusion, it is observed in the past few years of practicing this tradition, student mentoring systems constitute a cornerstone of our college.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|---|---|---|
| 100 | 6 | 1:17 |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|---|---|---|---|---|
| 8 | 6 | 2 | 0 | 4 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---|---|---|---|---|
| BEd | 000 | 2018-19 | 29/06/2019 | 10/11/2019 |
| View Uploaded File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continuous internal Evaluation (CIE) is a holistic approach to student assessment that has gained prominence in our education college. Its

implementation in our college brings about significant positive changes in the teaching-learning process and student outcomes. Firstly, CIE promotes a student-centric learning environment by shifting the focus from rote memorization to holistic development. Through regular formative assessments, students receive timely feedback on their strengths and weaknesses, allowing educators to tailor instruction to meet individual learning needs. Secondly, CIE fosters a more comprehensive understanding of student progress and achievement. By incorporating various assessment methods such as quizzes, projects, presentations, and group activities, educators gain insights into students cognitive, affective, and psychomotor skills, enabling a more nuanced evaluation of their overall development. Moreover, CIE encourages active student engagement and participation in the learning process. By providing opportunities for self-assessment, peer evaluation, and reflection, students become more accountable for their learning, leading to increased motivation and ownership of their academic journey. Additionally, CIE promotes a culture of continuous improvement . By regularly analyzing assessment data and adjusting instructional strategies accordingly, educators can identify areas for enhancement and innovation, ensuring that teaching practices remain relevant and effective in meeting the evolving needs of students. In conclusion, the implementation of CIE in education colleges facilitates a shift towards student-centered, holistic assessment practices that promote deeper learning, active engagement, and continuous improvement. By embracing CIE, we can better prepare students for success in an ever-changing world.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar of an education college plays a crucial role in ensuring the smooth functioning of exams and other academic activities. Heres how: 1. Clear Timeline: The academic calendar provides a clear timeline for the entire academic year, including exam schedules, registration deadlines, and other important dates. This clarity helps students, faculty, and staff to plan and prepare well in advance for exams and related activities. 2. Resource Allocation: With the academic calendar in place, the college can effectively allocate resources such as classrooms, invigilators, and exam materials to ensure that all logistical requirements for exams are met without any last-minute rush or confusion. 3. Minimizing Conflicts: By establishing exam dates and other academic events in advance, the academic calendar helps to minimize conflicts with other activities or events within the college or the broader community. This reduces the likelihood of scheduling issues that could disrupt exam schedules. 4. Time for Preparation: Students benefit from having a structured timeline for exams, which allows them to plan their study schedules and allocate sufficient time for exam preparation. Additionally, faculty members can adjust their teaching plans to ensure adequate coverage of course material before exams. 5. Communication and Transparency: The academic calendar serves as a communication tool, ensuring that all stakeholders are aware of important dates and deadlines related to exams. This transparency promotes accountability and reduces the likelihood of misunderstandings or missed deadlines. 6. Flexibility for Adaptation: While the academic calendar provides a structured framework for exams, it also allows for flexibility to accommodate unforeseen circumstances or emergencies. In the event of disruptions such as natural disasters or public health emergencies, the college can adjust exam schedules as needed while still adhering to the overall timeline outlined in the calendar. 7. Evaluation and Reflection: After each academic year, the college can evaluate the effectiveness of the academic calendar in facilitating the smooth functioning of exams and other activities. Feedback from students, faculty, and staff can inform revisions to the calendar to address any challenges or areas for improvement in future years. Overall, the academic calendar serves as a foundational tool for planning, communication, and

coordination, ensuring that exams and other academic activities are conducted smoothly and efficiently within the education college.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://spceducation.ac.in/programme-outcome.pdf

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---|---|---|---|---|---|
| 000 | BEd | EDUCATION | 91 | 91 | 100 |
| View Uploaded File | | | | | |

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://spceducation.ac.in/SSS-Questinnaire-Students.pdf

# CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

## 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---|---|---|
| No Data Entered/Not Applicable !!! | | |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

## 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|---|---|---|
| **No Data Entered/Not Applicable !!!** | | |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|---|---|
| **No Data Entered/Not Applicable !!!** | |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| **National** | **EDUCATION** | **2** | **Nill** |
| [View Uploaded File](#) | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| **EDUCATION** | **1** |
| [View Uploaded File](#) | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|---|---|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | | | | |
| **No file uploaded.** | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | | | | |
| **No file uploaded.** | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| **Attended/Seminars/Workshops** | **0** | **7** | **0** | **0** |
| **Attended/Seminars/Workshops** | **1** | **0** | **0** | **0** |
| [View Uploaded File](#) | | | | |

## 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|

| No Data Entered/Not Applicable !!! |
|:---:|
| No file uploaded. |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|:---:|:---:|:---:|:---:|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|:---:|:---:|:---:|:---:|:---:|
| AWARENESS ABOUT AIDS | RED RIBBON CELL | AWARENESS ABOUT AIDS | 6 | 79 |
| AWARENESS ABOUT BLOOD DONATION | RED RIBBON CELL | AWARENESS ABOUT BLOOD DONATION | 6 | 79 |
| SWACHCHH BHARAT ABHIYAN | ENVIRONMENTAL PROTECTION CELL | SWACHCHH BHARAT ABHIYAN | 6 | 81 |
| WORKSHOP ON SELF EMPLOYMENT | GENDER SENSITIZATION CELL | WORKSHOP ON SELF EMPLOYMENT | 6 | 75 |
| [View File](#) | | | | |

## 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|:---:|:---:|:---:|:---:|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|:---:|:---:|:---:|:---:|:---:|:---:|
| INTERNSHIP | B.Ed. 2nd year | file upload | 26/09/2018 | 15/01/2019 | 44 |
| FIELD WORK | B.Ed. 1st year | file upload | 19/12/2018 | 24/12/2018 | 43 |
| [View File](#) | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of |
|:---:|:---:|:---:|:---:|

|  |  |  | students/teachers participated under MoUs |
|---|---|---|---|
| **No Data Entered/Not Applicable !!!** | | | |
| **No file uploaded.** | | | |

# CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| **No Data Entered/Not Applicable !!!** | |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| **No Data Entered/Not Applicable !!!** | |
| **No file uploaded.** | |

## 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---|---|---|---|
| **L.I.B. GURU AND TECH L.I.B.** | **Partially** | **PARTIALLY** | **2019** |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---|---|---|---|---|---|---|
| **Text Books** | **15515** | **35378** | **113** | **Nill** | **15628** | **35378** |
| **Reference Books** | **6472** | **Nill** | **0** | **Nill** | **6472** | **Nill** |
| **e-Books** | **0** | **Nill** | **0** | **Nill** | **0** | **Nill** |
| **Journals** | **5** | **800** | **0** | **Nill** | **5** | **800** |
| **Others(specify)** | **8** | **Nill** | **0** | **Nill** | **8** | **Nill** |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives &amp; institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|---|---|---|
| **DR CHIRAG** | **pedagogy of mathematics** | **youtube** | **13/10/2012** |
| View File | | | |

## 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Co | Computer | Internet | Browsing | Computer | Office | Departme | Available | Others |
|---|---|---|---|---|---|---|---|---|---|

| | mputers | Lab | | centers | Centers | | nts | Bandwidt h (MBPS/ GBPS) | |
|---|---|---|---|---|---|---|---|---|---|
| Existin g | 45 | 20 | 45 | 6 | 1 | 1 | 1 | 100 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 45 | 20 | 45 | 6 | 1 | 1 | 1 | 100 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---|
| **100 MBPS/ GBPS** |

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| **DR CHIRAG** | https://yourube.com/@drchirag3785 |

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

At S.P. College of Education, the efficient utilization of facilities such as labs, library, computers, and classrooms is governed by a set of well-defined procedures and policies. These guidelines ensure that students have access to the necessary resources to support their learning and development throughout their academic journey. Smart Classroom for PPT and Online Resources: The college is equipped with state-of-the-art smart classrooms that are designed to enhance the teaching and learning experience. These classrooms are equipped with multimedia projectors, audio-visual systems, and internet connectivity, allowing faculty members to deliver engaging presentations, interactive lectures, and access online resources. Computer Labs for Curriculum-Based Activities: Computer labs are an essential component of the curriculum, providing students with hands-on experience in using technology for educational purposes. The college has dedicated computer labs equipped with the latest software and hardware resources. Students are scheduled for lab sessions as per the curriculum designed by their respective departments. Additionally, open lab hours are available for students to work on assignments, research projects, and self-paced learning activities under the supervision of lab assistants. Sports Complex for Physical Activities: The college boasts a well-equipped sports complex that offers facilities for various indoor and outdoor sports activities. For sports like badminton and volleyball, designated courts are available for practice and competitive events. Students can access the sports complex during scheduled hours for recreational activities or as part of their timetable. Library for Academic Resources: The college library is a hub of academic resources, providing students and faculty members access to a vast collection of books, journals, newspapers, and digital resources. To utilize the library facilities, students must register with their student ID cards and adhere to borrowing policies outlined by the library incharge. Books can be borrowed for a specified period, and renewal options are available based on

demand. In addition to borrowing books, students can use library resources centre to access online databases, e-books, to support their academic endeavors. Laboratories for Skill Enhancement: The college laboratories serve as essential spaces for practical learning and skill enhancement, particularly in the field of teaching practice. Each department is equipped with specialized laboratories tailored to their discipline, such as science labs, psychology labs, and language labs. These labs provide students with hands-on experience in conducting experiments, developing teaching aids, and honing their pedagogical skills under the guidance of experienced faculty members. Access to laboratory facilities is regulated to ensure safety protocols are followed, and equipment is used responsibly. In conclusion, the utilization of facilities at S.P. College of Education is governed by a comprehensive framework of procedures and policies aimed at maximizing student learning outcomes and academic success. By providing access to cutting-edge resources and creating a conducive learning environment, the college empowers students to excel in their chosen fields and become lifelong learners and contributors to society.

http://spceducation.ac.in/pdf/Procedure-and-policies-for-students.pdf

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

|  | Name/Title of the scheme | Number of students | Amount in Rupees |
| --- | --- | --- | --- |
| Financial Support from institution | nil | 0 | 0 |
| Financial Support from Other Sources |  |  |  |
| a) National | post metric scholarship | 17 | 222340 |
| b)International | nil | 0 | 0 |
| View File | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
| --- | --- | --- | --- |
| CAREER GUIDANCE WORKSHOP AND SELF EMPLOYEMENT | 08/03/2019 | 80 | S P COLLEGE OF EDUCATION |
| PLACEMENT CELL | 02/02/2019 | 78 | S P COLLEGE OF EDUCATION |
| INNOVATIVE AND BEST PRACTICE | 10/12/2018 | 82 | S P COLLEGE OF EDUCATION |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

| 2019 | career guidance workshop | 78 | 78 | 23 | 23 |
|-------|--------------------------|-----|-----|-----|-----|

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---------------------------------------------|
| 8 | 8 | 7 |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-----------|---|---|------------|---|---|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| NIL | 0 | 0 | Nill | 0 | 0 |

| No file uploaded. |
|-------------------|

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|------|----------------------------------------------------|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2019 | 22 | S P COLLEGE OF EDUCATION | EDUCATION | NOT KNOWN | NOT KNOWN |

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|-----------|

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-------|------------------------------------------|
| NET | 8 |
| Any Other | 15 |

| View File |
|-----------|

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|----------|-------|------------------------|
| TALENT HUNT | INTERHOUSE | 54 |
| LEGAL LITERACY | INTRA COLLEGE | 76 |
| WOMEN | INTRA COLLEGE | 75 |
| YOUTH | INTER COLLEGE | 4 |

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|-----------|

## 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the | National/ | Number of | Number of | Student ID | Name of the |
|------|-------------|-----------|-----------|-----------|------------|-------------|

| | award/medal | Internaional | awards for Sports | awards for Cultural | number | student |
|---|---|---|---|---|---|---|
| | | | | | | |

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5.3.2 – Activity of Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution (maximum 500 words)

In the ecosystem of a college, students, administrative bodies, and committees play distinct yet interconnected roles, ensuring the smooth functioning and holistic development of the institution. At the heart of this symbiotic relationship lies effective communication, collaboration, and a shared commitment to excellence. Student Role: Students are not just passive recipients of education they are active participants in the growth and development of the institution. The feedback system adopted by institutions like S.P. College of Education serves as a vital channel through which students can voice their opinions, concerns, and suggestions. By actively engaging with this feedback mechanism, students contribute to the ongoing improvement and refinement of the college environment. Moreover, students play a crucial role in ensuring that grievances are properly addressed. Whether it#39s academic issues, infrastructure concerns, or administrative challenges, students have the right to express their grievances, and it#39s the responsibility of the college administration to listen attentively and take appropriate action. Through constructive dialogue and collaboration, students and administrative bodies can work together to resolve issues and foster a more conducive learning environment. Administrative Bodies: Administrative bodies serve as the backbone of college functioning, providing the necessary support and infrastructure for academic and extracurricular activities. From managing admissions and finances to overseeing day-to-day operations, administrative bodies play a multifaceted role in ensuring the smooth operation of the institution. Their support extends beyond logistical matters administrative bodies also play a crucial role in fostering a conducive learning environment. By implementing policies that promote inclusivity, diversity, and student well-being, they contribute to the overall growth and development of the college community. Various Committees: In addition to administrative bodies, various committees further contribute to the efficient functioning of the college. Committees such as the purchase committee, staff council, RTI (Right to Information) committee, NAAC (National Assessment and Accreditation Council) play important roles in different aspects of college governance. The purchase committee ensures transparent and efficient procurement processes, while the staff council addresses the needs and concerns of faculty members, promoting a positive work environment. The RTI committee ensures transparency and accountability by facilitating access to information, while the NAAC committee focuses on quality assurance and accreditation, driving continuous improvement in academic standards. Conclusion: In essence, the symbiotic relationship between students, administrative bodies, and committees forms the cornerstone of effective college governance. By working together collaboratively and proactively, they contribute to the creation of a vibrant and thriving academic community where every member has the opportunity to learn, grow, and excel. As we navigate the ever-changing landscape of higher education, this partnership will remain essential in shaping the future of our colleges and universities.

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Alumni are an invaluable asset to any educational institution, and their role in the growth and development of S.P. College of Education extends far beyond

graduation. As registered alumni, they play a multifaceted role in shaping the future of the institution and nurturing the next generation of educators. Motivating Younger Students: Registered alumni serve as inspiring role models for current students, showcasing the possibilities and potential that lie ahead in their educational and professional journeys. Through alumni talks, mentoring programs, and networking events, they motivate younger students to strive for excellence and pursue their goals with determination and passion. By sharing their personal experiences and success stories, alumni create a sense of camaraderie and solidarity within the college community, instilling a strong sense of pride and belonging among students. Updating with Latest Changes in Education: The field of education is constantly evolving, with new methodologies, technologies, and best practices emerging regularly. Registered alumni, who are actively engaged in the field, serve as valuable sources of insight and knowledge, keeping the college community abreast of the latest trends and developments in education .alumni share their expertise and experiences, helping students and faculty stay ahead of the curve and adapt to the changing landscape of education. Active Engagement for Personal Counseling: Transitioning from college to the professional world can be challenging, and registered alumni play a crucial role in providing guidance and support to students as they navigate this journey., alumni offer valuable advice, encouragement, and practical insights to help students make informed decisions and overcome obstacles. By leveraging their own experiences and networks, alumni empower students to explore diverse career paths, set ambitious goals, and chart their own course towards success. Steps for Quality Improvement: As stakeholders in the college#39s success, registered alumni actively contribute to initiatives aimed at enhancing the quality of education and overall college experience. By participating in feedback mechanisms, alumni surveys, and alumni association meetings, they provide valuable input and feedback on various aspects of college functioning, including curriculum design, infrastructure development, and student support services. This collaborative approach ensures that the college remains responsive to the needs and aspirations of its stakeholders, driving continuous improvement and excellence in education. In conclusion, registered alumni are integral partners in the journey of S.P. College of Education, contributing their time, expertise, and passion to enriching the educational experience and fostering a culture of lifelong learning and growth. Through their active engagement and commitment to excellence, alumni play a pivotal role in shaping the future of the institution and empowering generations of educators to make a positive impact in the world.

| 5.4.2 – No. of enrolled Alumni: |
| --- |
| 104 |

| 5.4.3 – Alumni contribution during the year (in Rupees) : |
| --- |
| 0 |

| 5.4.4 – Meetings/activities organized by Alumni Association : |
| --- |
| 1(18-04-2018) |

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

**6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

For the decentralization, important interventions were made by participative management and the principal.. The fundamental was the constitution of committees at the college level. Various committees are formed for smooth functioning of the college with delegation of responsibilities. Transparency is

maintained by sharing the information on college website for ready reference of all the stakeholders of college. Secondly, Discipline, the most desirous virtue for teaching learning-process, amongst the students is maintained by deputing a dedicated staff as mentor division wise. Students' performance is monitored through internal assessment and feedback performa. College policies align with government policies. All the teachers work in collaboration to achieve these policies.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
| --- | --- |
| Curriculum Development | The College is affiliated to I.G University Meerpur, Rewari and strictly follows the syllabus of the University. The staff members of the College are appointed on University academic bodies like Board of Studies, Academic calendar making committee. where they actively provide their academic guidance for curriculum development. |
| Teaching and Learning | Teaching and Learning process is monitored by the higher authority time to time. The College Faculty participates and attends regular professional development and quality improvement programs by means of Faculty Development Programs (FDPs), Refresher Courses/Orientation Courses, Conferences, Seminars, Skill Development and Training Workshops, organized to orient teachers into new research and pedagogy. The scope of the curriculum is extended to enhance the horizons of knowledge. |
| Examination and Evaluation | The College conducts internal class tests as a part of continuous internal evaluation. The performance of the students is evaluated on the basis of internal tests, assignments and term end house examinations. Term end results are analyzed by the examination committee head and remedial programmes are conducted accordingly. |
| Library, ICT and Physical Infrastructure / Instrumentation | College premises have a well distributed Wi-Fi internet facility. All classrooms and labs are well equipped. Upgradation as well as updation of all labs and classrooms is done in accordance to requirement. Every year the purchase is intended. For technical specifications the teachers are authorized and purchase is |

| | |
|---|---|
| | monitored by the management. In Library Software is used for day to day functioning very effectively. |
| Human Resource Management | The College follows decentralized modes of functioning, and works through duly appointed committees. It practices transparency and accountability mechanisms. The practice of work allocation has facilitated and optimized multi-tasking competencies. To ensure efficient working of the system, the administration undertakes random checking. The College has a Grievance Cell and a system to redress the complaints of the teaching and non teaching staff and the students. The recruitment, selection and hiring of teaching, non-teaching staff was done in keeping with the norms of the NCTE, IGU, Meerpur and DGHE. If new staff members are required, the College advertises in regional and national Hindi and English newspapers for the available posts. The interview schedule is communicated to the candidates. The Staff Selection Committee constituted by the College Management conducts interview. The selected list is sent to the parent University for Qualification approval. |
| Industry Interaction / Collaboration | Interaction and collaboration with industry is organized by the College to facilitate skill and knowledge application and enhance the availability of internship and Employment opportunities for the students. Experts from educational institutions are invited under placement cell. The emphasis is on building and strengthening personal and professional networks. The students are regularly sent for internship mandatory for them. |
| Admission of Students | The procedure for admission of students annually is laid down by. Since the College is affiliated with I.G.U, Meerpur, Rewari, the admission of the students to the College follow a centralized pattern and are done in accordance with the norms set by the University. At college level every year administrative body of the institution constitute an admission committee to complete the admission work efficiently in fair manner. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
|---|---|
| Planning and Development | The College maintains the that act as a portal to view the updated information. The College is provided with internet connections with access to emails and other social media platforms. Important correspondences related to day to day work are communicated through emails. College maintains depository of documents related to the record of the students, staff members and the activities and other programmes. The departments send the reports or data to the offices or to the authorities through email whenever demanded. Tally accounting software is used to manage general administration and Library software has been used for the management of library related activities. |
| Administration | The college is connected through high speed internet of bandwidth 100 MBPS. The Management, Principal and faculty interact through emails and whats app group for the day to day functioning and allocation of work. All important administrative information including notices is regularly displayed on the college website. Biometric attendance is there for all staff members and AISHE Data on MHRD Portal is regularly maintained. |
| Finance and Accounts | In order to maintain transparency most of the financial transactions of the government and other organizations is done through the Online Banking and RTGS. The accounts of the institution are maintained through the Tally software. The record of fees collected from students is maintained through the same software. It incorporates relevant information required for the calculation of fees to be collected from the students. The salaries records of the staff are maintained by the accounts department in excel and the information is commonly shared within the offices through email when needed. Hierarchy of system is maintained for the use of different types of funds. Purchase committee, bursar, principal and management play their own respective roles. |
| Student Admission and Support | We follow the centralized counseling process laid down by the I.G University, Meerpur ,Rewari. |

| | |
|---|---|
| | Information and status of admission is always updated online. The admission records related to the total intake, admissions taken and vacant seats etc. is internally communicated through email to the authorities. about their project dates and reminders are sent to them for absenteeism. we have smart classrooms, Language Lab with software "ODELL" and Computer lab with internet access for students |
| Examination | Result Return is filled online and the relevant details submitted in both hard and soft copy. Practical Examination marks are submitted through online portal of the university. Necessary infrastructure and human resources are well in place at college in the organization of university examination. |

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| No file uploaded. | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---|---|---|---|
| REFERESHER COURSE IN TEACHER EDUCATION | 1 | 12/11/2018 | 07/12/2018 | 21 |
| REFERESHER | 1 | 12/11/2018 | 07/12/2018 | 21 |

| COURSE IN TEACHER EDUCATION | | | | |
|---|---|---|---|---|
| REFERESHER COURSE | 1 | 15/05/2019 | 04/06/2019 | 21 |

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Full Time | Permanent | Full Time |
| 0 | 0 | 0 | 0 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| • Maternity leave for female • WI-Fi facility • Flexible – timings provided for medical reason • Duty leaves are sanctioned for attending conferences and workshop | • All the regular staff members are covered under the Employees Provident Fund Scheme and gratuity • Uniform to class IV staff • WI-Fi facility • Flexible – timings provided for medical reason. • Training in computer basics for supporting staff. | • Book Bank Facility. • Reading room facility • Scholarships • Helping needy students • Personal Counseling |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Institution conducts internal and external financial audits regularly as per the norms. Minor suggestions were complied after the audit.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|---|---|---|
| nil | 0 | 0 |

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6.4.3 – Total corpus fund generated

| 0 |
|---|

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | nil | No | nil |
| Administrative | No | nil | No | nil |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

The parents -teachers association is always welcomed and all the parents can motivated to visit the college and take report of their ward from the staff.

One staff member is specifically allocated for this task. The key areas of the support and activities from PTA are as follows: 1. Overall development and quality improvement in the college. 2. Overcome the problem of shortage of attendance. 3. Identification of the issues related to students and resolving those issues.

## 6.5.3 – Development programmes for support staff (at least three)

• All the regular staff members are covered under the Employees Provident Fund Scheme and gratuity • Uniform to class IV staff • WI-Fi facility • Flexible – timings provided for medical reason. • Training in computer basics for supporting staff.

## 6.5.4 – Post Accreditation initiative(s) (mention at least three)

• Creation of resources to uplift the financial status of college. • 2. Expansion of Academic Infrastructure by making use of smart classroom more often • 4. High-speed internet of bandwidth 100 MBPS. • 6. Addition of books in library. • 7. Renovation and maintenance of college building.

## 6.5.5 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | Yes |
| --- | --- |
| b)Participation in NIRF | No |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

## 6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
| --- | --- | --- | --- | --- | --- |
| 2018 | C V WRITTING AND INTERVIEW SKILL | 08/12/2018 | 08/12/2018 | 08/12/2018 | 79 |

[View File](#)

# CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
| --- | --- | --- | --- | --- |
| | | | Female | Male |
| BETI BACHAO BETI PADHAO | 16/02/2019 | 18/02/2019 | 82 | 1 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| Percentage of power requirement of the University met by the renewable energy sources |
| --- |
| • Tube lights have been converted into LED lights • More Herbal medicinal and fruit l plants have been planted. • Environmental Consciousness is ameliorated by about energy saving, reducing plastic usage and planting more trees. • Saving water resource especially rain water have been promoted in the College. |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
| --- | --- | --- |

| | | |
|---|---|---|
| **Physical facilities** | **Yes** | **0** |
| **Provision for lift** | **No** | **0** |
| **Ramp/Rails** | **No** | **0** |
| **Braille Software/facilities** | **No** | **0** |
| **Rest Rooms** | **Yes** | **2** |
| **Scribes for examination** | **Yes** | **0** |
| **Special skill development for differently abled students** | **No** | **0** |
| **Any other similar facility** | **Yes** | **0** |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|
| **2018** | **1** | **1** | **24/12/2018** | **4** | **Awareness about customer rights** | **Awareness about customer rights** | **93** |
| **2018** | **1** | **1** | **10/08/2018** | **4** | **Swachh bharat abhiyan** | **Swachh bharat abhiyaan** | **93** |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| **NIL** | **Nill** | **1. Respect: All members of the college community should treat each other with respect, acknowledging the dignity and worth of every individual regardless of their background, beliefs, or status. 2. Integrity: Upholding honesty, transparency, and ethical behavior in all interactions and decisions, maintaining the trust and credibility of the institution. 3. Responsibility: Taking ownership of ones actions** |

and commitments, fulfilling duties and obligations towards students, colleagues, and the broader community. 4. Fairness and Equity: Ensuring fairness and equity in academic and administrative processes, promoting equal opportunities for all students and staff regardless of their socio-economic status, gender, or ethnicity.

| 7.1.6 – Activities conducted for promotion of universal Values and Ethics | | | |
| --- | --- | --- | --- |
| Activity | Duration From | Duration To | Number of participants |
| RED RIBBON CELL | 03/10/2018 | 03/10/2018 | 85 |
| LEGAL LITERACY CELL | 25/10/2018 | 25/10/2018 | 83 |
| COMMUNITY UPLIFTMENT | 24/12/2018 | 24/12/2018 | 86 |
| TRAFFIC RULES | 16/02/2019 | 16/02/2019 | 82 |
| [View File](#) | | | |

### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- The college spreads awareness about the green protocol and water conservation among the staff and students through posters, skits and observance of days of environmental importance. • We save water and electricity by preventing loss of water by leakage and switching off the lights and fans when not required. • Tree Plantation and maintenance of plants to reduce Environmental Pollution. • Cleanliness Campaign to maintain hygienic and cleanliness in the college campus. • Separate dustbins for waste management were provided in the college campus. Throwing the waste anywhere is strictly prohibited.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

Best Practice 1: Mentoring System Context of Initiation: Satish Public College of Education recognized the need for personalized support and guidance for students to enhance their academic and personal development. In response, they implemented a mentoring system to provide individualized assistance to students. Objectives: 1. To foster a supportive environment for students to thrive academically and personally. 2. To facilitate the holistic development of students by addressing their academic, career, and personal needs. 3. To promote a sense of belonging and community among students by connecting them with experienced mentors. Practice: The mentoring system pairs each student with a faculty member or senior student who serves as their mentor throughout their academic journey. Mentors provide guidance, advice, and support tailored to the individual needs of their mentees. Regular meetings are scheduled to discuss academic progress, career aspirations, challenges, and goals. Strategies Adopted: 1. Matching mentors and mentees based on interests, goals, and personality traits to ensure compatibility and effectiveness. 2. Providing training and resources for mentors to enhance their mentoring skills and knowledge. 3. Implementing structured mentoring programs with clear objectives,

expectations, and feedback mechanisms. Impact of the Practice: 1. Improved academic performance and retention rates among students due to personalized support and guidance. 2. Increased student satisfaction and engagement as they feel valued and supported by their mentors. 3. Enhanced communication and interpersonal skills among students through regular interaction with their mentors. Resources Required: 1. Faculty and staff members willing to serve as mentors. 2. Training workshops and materials for mentors. 3. Administrative support for coordinating mentor-mentee pairings and monitoring the effectiveness of the mentoring system. Best Practice 2: Use of Innovative Teaching Strategies Context of Initiation: Recognizing the importance of engaging and effective teaching methods, Satish Public College of Education embraced innovative approaches to enhance the learning experience for students. Objectives: 1. To enhance student engagement and motivation by using interactive and dynamic teaching methods. 2. To promote critical thinking, creativity, and problem-solving skills among students. 3. To adapt to diverse learning styles and preferences of students by incorporating varied teaching strategies. Practice: Educators at Satish Public College of Education employ a variety of innovative teaching strategies to create dynamic and interactive learning environments. These include active learning techniques, technology integration, experiential learning opportunities, and collaborative projects. Strategies Adopted: 2. Project-based learning: Students work on real-world projects and case studies, applying theoretical knowledge to practical situations and enhancing their analytical and problem-solving skills. 3. Use of technology: Educators integrate educational technology tools such as multimedia presentations, interactive simulations, and online discussion forums to enhance learning experiences and facilitate student engagement. Impact of the Practice: 1. Increased student engagement and participation in class activities and discussions. 2. Enhanced retention and understanding of course material through active learning and hands-on experiences. 3. Development of critical thinking, communication, and collaboration skills essential for academic and professional success. Resources Required: 1. Training and professional development opportunities for educators to learn and implement innovative teaching strategies effectively. 2. Access to educational technology tools and resources. 3. Supportive institutional culture that encourages experimentation and innovation in teaching and learning.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://spceducation.ac.in/best-practice.pdf

## 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Institutional Distinctiveness Distinctive vision :To train the educators who possess higher order teaching skills , knowledge of pedagogy who in turn have vision of transforming prospective teachers . Quality education begins with quality teachers. Satish Public College of Education envisions the creation of educators who inspire, empower, and transform the lives of their students. Achieving this noble goal requires a multifaceted approach encompassing recruitment, training, support, and continuous professional development. Firstly, recruitment plays a pivotal role in shaping the quality of educators. Satish Public College of Education adopted rigorous selection criteria as per the DGHE and UGC to identify candidates who possess not only academic excellence but also a passion for teaching, empathy for students, and a commitment to lifelong learning. By attracting individuals with a genuine desire to make a difference in the lives of others, the college lays the foundation for a dynamic and inspiring teaching faculty. Once recruited,

teacher candidates embark on a transformative journey of professional development. Satish Public College of Education allows comprehensive training programs that equip educators with the knowledge, skills, and competencies essential for effective teaching. These in-service programs such as orientation and refresher cover diverse areas such as pedagogy, subject expertise, classroom management, educational technology, and cultural competence. Through experiential learning opportunities, practicum placements, and mentorship programs, teacher candidates gain hands-on experience and cultivate reflective practice. Moreover, Satish Public College of Education fosters a culture of continuous learning and growth among its faculty members. By providing ongoing support, mentorship, and professional development opportunities, the college ensures that educators remain updated with the latest research, trends, and innovations in the field of education. Through participation in conferences, workshops, and collaborative learning communities, teachers engage in dialogue, share best practices, and refine their instructional strategies to meet the evolving needs of their students. Furthermore, Satish Public College of Education recognizes the importance of creating a conducive learning environment that nurtures the holistic development of both educators and students. By promoting ethical conduct, integrity, and professionalism, Satish Public College of Education cultivates a sense of responsibility and accountability among its teachers, ensuring the highest standards of teaching excellence. In addition, Satish Public College of Education emphasizes the importance of community engagement and partnerships. By forging alliances with local schools, educational organizations, and community stakeholders, the college creates opportunities for prospective teachers. Through these partnerships, educators gain valuable insights into the needs and aspirations of their students, enabling them to tailor their teaching approaches to address diverse learning styles and backgrounds. In conclusion, achieving the vision of Satish Public College of Education, requires a concerted effort and unwavering commitment from all stakeholders. By prioritizing recruitment, training, support, and professional development, the college lays the groundwork for a transformative educational experience that empowers teachers to inspire, motivate, and empower their students to reach their full potential. Together, we can build a brighter future for generations to come, one teacher at a time.

| Provide the weblink of the institution |
|---|
| http://spceducation.ac.in/Institutional-Distinctiveness.pdf |

## 8.Future Plans of Actions for Next Academic Year

 Here#39s a detailed plan for the future of Satish Public College of Education: 1. Solar Installation: We#39ll initiate a comprehensive solar installation project to reduce energy costs and promote environmental sustainability. This will involve conducting feasibility studies, securing funding, and collaborating with solar energy providers for efficient implementation. 2. Infrastructure Maintenance: A proactive maintenance schedule will be established to ensure that all facilities are well-maintained and conducive to learning. This includes regular inspections, repairs, and upgrades as necessary to enhance safety and comfort for students and staff. 3. Innovative Teaching Approaches: We#39ll foster a culture of innovation in teaching by encouraging faculty members to explore and implement cutting-edge pedagogical techniques. This could involve integrating technology into classrooms, implementing project-based learning initiatives, and organizing workshops and training sessions to support faculty development. 4. Internship Program: A structured internship program will be developed to provide pupil teachers with hands-on experience in diverse educational settings. This will involve establishing partnerships with schools in Rewari to facilitate placements, designing internship curriculum, and providing mentorship and support to ensure a valuable learning experience for interns. By implementing these initiatives, Satish Public College of Education will not only enhance its

infrastructure and teaching methodologies but also provide valuable practical experience to pupil teachers, preparing them for successful careers in education.