***Version 5 dated 12-01-2018(23/5/2018)***

***Guidelines for the Creation of the***

**Internal Quality Assurance Cell (IQAC)**

**and Submission of Annual Quality Assurance Report (AQAR) by Accredited Institutions**

***(For Affiliated/Constituent Colleges)***

**(Revised as per Revised Accreditation Framework in November, 2017)**

****

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL** *An Autonomous Institution of the University Grants Commission*

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, **Bengaluru - 560 072** India



Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 1

**NAAC**

**VISION**

*To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.*

**MISSION**

* *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
* *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
* *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
* *To undertake quality-related research studies, consultancy and training programmes, and*
* *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

**Value Framework**

To promote the following core values among the HEIs of the country:

* *Contributing to National Development*
* *Fostering Global Competencies among Students*
* *Inculcating a Value Sysstem among Students*
* *Promoting the Use of Technology*
* *Quest for Excellence*



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***Guidelines for the Creation of the* Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions**

**Introduction**

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution’s system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, institutions need to channelize its efforts and measures towards promoting the holistic academic excellence including the peer committee recommendations.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives.

Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the “Quality Circles” in industries.

**IQAC – *Vision***

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

**Objective**

***The primary aim of IQAC is***

* To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
* To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.



Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 6

**Strategies**

***IQAC shall evolve mechanisms and procedures for***

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
2. Relevant and quality academic/ research programmes;
3. Equitable access to and affordability of academic programmes for various sections of society;
4. Optimization and integration of modern methods of teaching and learning;
5. The credibility of assessment and evaluation process;
6. Ensuring the adequacy, maintenance and proper allocation of support structure and services;
7. Sharing of research findings and networking with other institutions in India and abroad.

**Functions**

***Some of the functions expected of the IQAC are:***

1. Development and application of quality benchmarks
2. Parameters for various academic and administrative activities of the institution;
3. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
4. Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
5. Dissemination of information on various quality parameters to all stakeholders;
6. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
7. Documentation of the various programmes/activities leading to quality improvement;
8. Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
9. Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
10. Periodical conduct of Academic and Administrative Audit and its follow-up
11. Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

**Benefits**

***IQAC will facilitate / contribute to***

1. Ensure clarity and focus in institutional functioning towards quality enhancement;
2. Ensure internalization of the quality culture;
3. Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;



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1. Provide a sound basis for decision-making to improve institutional functioning;
2. Act as a dynamic system for quality changes in HEIs;
3. Build an organised methodology of documentation and internal communication.

**Composition of the IQAC**

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few Senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers /Industrialists/Stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution, accordingly the representation of teachers may vary. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution’s quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

* It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
* It is advisable to change the co-ordinator after two to three years to bring new thoughts and activities in the institution.



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* It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
* The management representative should be a person who is aware of the institution’s objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

**The role of the Coordinator**

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.

**Operational Features of the IQAC**

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC by end of September every year positively. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle’s accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well as quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Report (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Governing Council/



Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 9

Executive Council/Board of Management) for the follow up action for necessary quality enhancement measures.

***The IQACs may create its exclusive window tab on its institutional website for keeping the records/files of NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation Outcomes and regularly upload/ report on its activities, as well as for hosting the AQAR.***

**Revised Accreditation Framework**

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format are in such a way that the preparation of AQAR would facilitate the HEI’s for upcoming cycles of Accreditation. Data collected/prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is hoped that new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture.

As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online. NAAC is in the process of ICT integration in Assessment and Accreditation. The login id for the online submission for AQAR submission will be the e-mail id used for the IIQA. The AQAR submission is part of the post accreditation module, in due course of time. NAAC portal will have the facility to submit the AQAR online and Institutions will receive automated response. AQAR of the preceding year be submitted to the NAAC within six months i.e. the institutions should submit the AQAR before 31st December of every year.

***The Higher Education Institutions need not submit the printed/hard copy of AQAR to NAAC***.

**Mandatory Submission of AQAR by IQAC**

The Executive Committee of NAAC has decided that **regular submission of AQARs is** **mandatory for 2nd and subsequent cycles of accreditation with effect from 16th September**

**2016**:

The following are the pre-requisites for submission of IIQA for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A& A:

* Having a functional IQAC.
* The minutes of IQAC meeting and compliance to the decisions should be uploaded on the institutional website.
* Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
* Upload the AQAR’s on institutional website for access to all stakeholders.

***Note: The terms and abbreviation used in AQAR are in accordance with respective manuals for assessment of NAAC. Please refer institutional manual for glossary and abbreviations terms used in AQAR.***

******

Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 10

**The Annual Quality Assurance Report (AQAR) of the IQAC**

***(For Affiliated/Constituent Colleges)***

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, July 1, 2017* *to June 30, 2018)*

**Part – A**

**Data of the Institution**

*(data may be captured from IIQA)*

* + Name of the Institution: Jagannath Institute of Education
  + Name of the Head of the institution : Designation: Dr. Rekha Mahajan (Principal)
    - Does the institution function from own campus: Yes
    - Phone no./Alternate phone no.: 0120- 3819700
    - Mobile no.: 9013740355
    - Registered e-mail: director.edu.gn@jagannath.org
    - Alternate e-mail : mahajanrekha@gmail.com

 Address : 48/4 Knowledge Park III, Greater Noida

* City/Town : Gautam Budh Nagar

 State/UT : Uttar Pradesh

 Pin Code : 201308

1. Institutional status:
   * Affiliated / Constituent: **Affiliated**
   * Type of Institution: Co-education/Men/Women: **Co-education**
   * Location : Rural/Semi-urban/Urban: **Urban**



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* + Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self financing (please specify): **Self -Financing**
  + Name of the Affiliating University: **Guru Gobind Singh Indraprastha University**
  + Name of the IQAC Co-ordinator : -----------
  + Phone no. : Alternate phone no.
  + Mobile:
  + IQAC e-mail address:
  + Alternate Email address:

1. Website address:

Web-link of the AQAR: (Previous Academic Year): **N.A**

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1. Whether Academic Calendar prepared during the year? **Yes**

Yes/No....., if yes, whether it is uploaded in the Institutional website: **Yes**

Weblink: http://ipu.ac.in/pubinfo/acacalaft170717.pdf

1. Accreditation Details: **N.A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cycle | Grade | CGPA | Year of | Validity Period | |
| Accreditation |
|  |  |  |  |  |
|  |  |  |  |  |  |
| 1st |  |  |  | from: | to: |
| 2nd |  |  |  | from: | to: |
| 3rd |  |  |  | from: | to: |
| 4th |  |  |  | from: | to: |
| 5th |  |  |  | from: | to: |

|  |  |  |  |
| --- | --- | --- | --- |
| 6. Date of Establishment of IQAC: | | DD/MM/YYYY: |  |
| 7**.** Internal Quality Assurance System | |  |  |
|  |  |  |  |
| 7.1 Quality initiatives by IQAC during the | | year for promoting quality culture | |
|  |  |  |  |
| Item /Title of the quality initiative by |  |  | Number of |
| IQAC |  | Date & duration | participants/beneficiaries |
|  |  |  |  |
| ISO Certification  Internal Audit  JAC Inspection  Academic Audit by GGSIPU |  |  |  |
|  |  |  |  |



Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges Page 12

***Note: Some Quality Assurance initiatives of the institution are:***

***(Indicative list)***

* *Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements*
* *Academic Administrative Audit (AAA) conducted and its follow up action: JAC, and University Audit*
* *Participation in NIRF*
* *ISO Certification: Yes*
* *NBA etc.*
* *Any other Quality Audit*

1. Provide the list of funds by Central/ State Government- **N.A** UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution/ |  | Funding | Year of award with |  |
| Department/Faculty | Scheme | agency | duration | Amount |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Whether composition of IQAC as per latest NAAC guidelines: Yes/No: **Yes**

\*upload latest notification of formation of IQAC

1. No. of IQAC meetings held during the year:

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website…….

Yes/No

(Please upload, minutes of meetings and action taken report)

1. Whether IQAC received funding from any of the funding agency to support its

activities during the year? Yes **No**

If yes, mention the amount:

Year:

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

\*

\*

\*

\*

\*



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1. 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

|  |  |
| --- | --- |
| Plan of Action | Achievements/Outcomes |
|  |  |
|  |  |

1. Whether the AQAR was placed before statutory body? Yes /No:

Name of the Statutory body: Date of meeting(s):

1. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to

assess the functioning?

Yes/No**: No** Date:

1. Whether institutional data submitted to AISHE: Yes/No: **Yes**

Year: 2018 Date of Submission:

1. Does the Institution have Management Information System?

Yes/No**: Yes**

If yes, give a brief description and a list of modules currently operational.

(Maximum 500 words)



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**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

The institution ensures effective curriculum delivery through a well planned and documented process of curricular and co- curricular activities.

Jagannath Institute of Education follows the academic calendar provided by GGSIP University to impart quality education to pupil teachers.

The institution has developed a structured and effective implementation of the curriculum by the following means.

Meetings are held regularly chaired by the Principal of the institute to discuss their action plans for successful implementation of curriculum.

All the activities are planned and implemented as per the academic calendar and requirement for teacher education program.

The content is delivered in a planned and systematic manner compiled in the form of course manual consisting of:

1. POs
2. PSOs
3. Cos
4. Academic Calendar
5. Time Table
6. Syllabus Includes Reference book
7. Notes
8. Previous years question papers
9. Question Bank
10. List of Assignments

**The deployment of the action plans:**

Effective implementation of curriculum is periodically reviewed through departmental meetings and feedback by the different stakeholders and various assessment strategies.

Assessment techniques include midterm examination, Class tests, Presentations, Assignments, and field engagement in schools and end term exams are regularly conducted by the university.

To support academic activities various co- curricular activities are held during the each academic year.

The progress of the student is regularly monitored by the class- co-coordinators, faculty and the Principal of the department.

Performance and conduct of the students is communicated to the parents through PTM conducted twice in each academic year. In order to check the regularity of the student their attendance is uploaded on E- Portal i.e. ERP, which is accessible to the parents and students as well.

Use of ICT resources are enforced for the students to make their learning more effective. Soft skill development program includes workshop, lecture and practice sessions are held during the semester to maximize the placement in schools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.1.2 Certificate/ Diploma Courses introduced during the Academic year : **N.A** | | | |  |
| Name of | Name of | Date of introduction | focus on employability/ | Skill development |
| the | the | and duration | entrepreneurship |  |
| Certificate | Diploma |  |  |  |
| Course | Courses |  |  |  |
|  |  |  |  |  |

**1.2 Academic Flexibility**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.2.1 | New programmes/courses introduced during the Academic year: **N.A** | | | | | | | | | | | | | | | |  |  | |  | |  |
| **Programme with** | | | |  | **Date of Introduction** | | | | | | |  |  | **Course with Code** | | | **Date of Introduction** | | | | | |
|  | **Code** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |
|  |  |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | |  |
| 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**. N.A** | | | | | | | | | | | | | | | | |  |  |  | |  | |
| Name of Programmes | | | |  |  | **UG** |  |  |  | **PG** | |  | Date of implementation of | | | | |  | **UG** | | **PG** | |
| adopting CBCS | | | |  |  |  |  |  |  |  |  |  | CBCS / Elective Course System | | | | | |  | |  | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |
| Already adopted (mention the year) **N.A** | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |
| 1.2.3 | Students enrolled in Certificate/ Diploma Courses introduced during the year: **N.A** | | | | | | | | | | | | | | | | |  |  | |  | |
|  |  |  | Certificate | | | |  |  |  |  | Diploma Courses | | | | | |  |  |  | |  | |
| No of Students | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |
| **1.3 Curriculum Enrichment** | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |
| 1.3.1 | Value-added courses imparting | | | | | | transferable and life skills offered during the year: **N.A** | | | | | | | | | | | | | |  | |
| Value added courses | | | |  |  |  |  | Date of introduction | | | | | | |  | Number of students enrolled | | | | | | |
|  |  | |  | | | | |  | |  | |  | | |  |  |  |  | |  | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |
| 1.3.2 | Field Projects / Internships under taken during the year | | | | | | | | | | | | | | **: Annex** | **1.3.2** |  |  | |  | |  |
|  | Project/Programme Title | | | | | |  |  |  |  |  | No. of students enrolled for Field Projects / Internships | | | | | | | | | | |
|  | B.Ed. Teaching Practice |  |  |  |  |  |  |  |  |  |  | 96 |  |  |  |  |  |  | |  | |  |
| **1.4 Feedback System** | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |
| 1.4.1 | Whether structured feedback received from all the stakeholders. **Annex 1.4.1** | | | | | | | | | | | | | | | |  |  | |  | |  |
|  | | |  |  | | |  |  |  |  | | | | |  | |  |  | | | |  |
| 1) Students | | |  | 2) Teachers | | |  |  |  | 3) Employers | | | | | 4) Alumni | |  | 5) Parents | | | |  |
|  | | |  |  | | |  |  |  |  | | | | |  | |  |  | | | |  |
| **Yes**/ No | | |  | **Yes**/ No | | |  |  |  | **Yes**/ No | | | | | **Yes**/ No | |  | **Yes**/ No | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |

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

Feedback was received from all stakeholders of the institute i.e. students, teachers, parents and alumni. The feedback we received from the students mentioned that they required more computer classes with access to the computer lab and some classes for competitive exams i.e. CTET. Semester four students were provided with the same i.e. computer classes and CTET classes. Semester one students mentioned about an educational trip. An educational trip was organized from 29th March to 1st April 2018 to Chail, Shimla. Feedback from teachers was received that the E- learning platform must be promoted by using social networking forum. The social platform was created for the teachers and students. Feedback from parents mentioned that additional communication classes be provided to the students. Professor Dr. Tandra Sharma conducted classes for English communication. Employer mentioned that faculty must participate in faculty development program. The faculty from JIE was sent to attend various FDPs.

**CRITERION II -TEACHING-LEARNING AND EVALUATION**

**2.1 Student Enrolment and Profile Annex 2.1.1**

**2.1. 1 Demand Ratio during the year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name of the |  | Number of applications | Students Enrolled | |
|  | Programme | Number of seats available | received |  |  |
|  | B.Ed. | 100 | N.A | 96 |  |
|  | Admission for B.Ed. program is conducted by GGSIPU |  |  |  |  |
|  |  |  |  |  |  |
|  | Guidelines of IQAC and submission of AQAR for Affiliated/Constituent Colleges | | | Page 15 | |

**2.2 Catering to Student Diversity**

2.2.1. Student - Full time teacher ratio (current year data) **(Annex) : 2.2.1**

**16:1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Number of students | Number of students | Number of full time | Number of full time | Number of |
|  | enrolled in the institution | enrolled in the institution | teachers available | teachers available | Teachers |
|  | (UG) | (PG) | in the institution | in the institution | Teaching |
|  |  |  | teaching only UG | teaching only PG | both UG |
|  |  |  | courses | courses | and PG |
|  |  |  |  |  | Courses |
| 2017-18 | 96+96 | N.A | 12 | N.A | N.A |

**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) **(Annex) : 2.3.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of | Number of | ICT tools and | Number of ICT | Number of | E-resources |
| teachers on roll | teachers using | resources | enabled | smart | And |
|  | ICT *(LMS, e-* | available | classrooms | classrooms | Techniques |
|  | *Resources)* |  |  |  | Used |
| 13 | 13 | Projector, computers, Audio Visual Aids, | 4 | Virtual Classroom | E-Content through Blogs, Facebook, Discussion Forum |

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

**(Annex) : 2.3.2**

The mentoring of the student is done by the faculty members through participative and non- participative method of observation. Various Co-curricular and professional activities take place within the department. The mentor encourages and ensures that the students prepare and participate in the activities. Student diversity observed on the bases of learning outcomes. When students encounter with any learning difficulty they are mentored by interactive sessions other than the regular classroom / laboratory contact hours. Remedial classes are conducted for these students after class hours to clarify doubts which include re-explanation of the topics for an improved performance.

Frequent absenteeism is dealt by sending SMS and letters to the parents of such students. Students and parents have assess to ERP where the performance and attendance is updated and available for viewing.

Counseling and mentoring sessions conducted in a friendly way to help the students to overcome their problems and achieve their goals successfully.

These measures make the learners feel confident.

Number of students enrolled in the institution Number of fulltime teachers Mentor: Mentee Ratio

**192 13 1:15**

**2.4 Teacher Profile and Quality Annex : 2.4**

**2.4.1 Number of full time teachers appointed during the year**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. of sanctioned | No. of filled positions | Vacant | Positions filled during | No. |
| positions |  | positions | the current year | of |
|  |  |  |  | facul |
|  |  |  |  | ty |
|  |  |  |  | with |
|  |  |  |  | Ph.D |
| 1+12+ 03 | 13 | 03 | NIL | 07 |

**2.4.2 Honours and recognitions received by teachers Annex 2.4.2**

*(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* | *Designation* | *Name of the award,* |
|  | *level, national level, international level* |  | *fellowship, received* |
|  |  |  | *from Government or* |
|  |  |  | *recognized bodies* |
|  |  |  |  |
| 2017-18 | Dr Rekha Mahajan | Professor | Recognized body- Astha Foundation |

**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 **Annex 2.5.1**

Sem –I ( 89 Days)

Sem- III (97 Days)



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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Progra | Programme | Semester/ year | Last date of the last | Date of declaration of results |
| mme | Code |  | semester-end/ year- end | of semester-end/ year- end |
| Name |  |  | examination | Examination |
| B.Ed | 122 | 2017 - 18 | Sem- I (14/12/17)  Sem –III (6/12/17) | 13/3/18 |

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

For evaluating a student’s performance the Faculty of a course will apportion marks to the mid-term test, semester-end examination and at least one more test of the following kinds: written test, assignment work, presentations or any other assignment that the instructor considers necessary for assessing the student’s performance

**2.5.3 A**cademic calendar prepared and adhered for conduct of Examination and other related matters(250 words) **Annex 2.5.3**

The Academic calendar of GGSIPU is followed for the conduct of Examination and other related matters.

The session commences with an Orientation program for the Pupil teachers where the students are introduced to the program, subject, practical and school experience programs along with activities to be conducted during the academic year to buildup the professional competencies. In addition to GGSIPU calendar a departmental academic calendar is also prepared.

**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 on website and communicated to teachers and students. The department has clearly defined Programme Educational Objectives (PEOs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). They have been articulated by taking inputs and suggestions from every stake holder.

Programme Edctional Objetives (PEOs), Progmme Specific Out comes (PSOs) and Course Outcomes (COs) are clearly stated and uploaded on the website and discussed in the classrooms. Cos are also available in the Course file maintained by the faculty members.

The PEOs and PSOs are aligned with institute vision and mission statement.

The institute is affiliated to GGSIP University. The curriculum is design by the university and is used to guide the process for defining PEOs. **Annex 2.6.1**

2.6.3 Pass percentage of students **(Annex) :2.6.3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program | Programme | Number of students appeared in the | Number of students passed in | Pass Percentage |
| me Code | name | final year examination | final semester/year |  |
|  |  |  | examination |  |
| 122 | B.Ed | 84 ( 2015-17 ) | 84 | 100% |
| 122 | B.Ed | 96 (2016-18) | 96 | 100% |

**File description :**

Institutional data in prescribed format

**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 web link) **Annex: 2.7**

**CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 Resource Mobilization for Research N.A**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Nature of the Project | Duration | Name of the | Total grant | Amount received during the |
|  |  | funding | sanctioned | Academic year |
|  |  | Agency |  |  |
| Major projects |  |  |  |  |
| Minor Projects |  |  |  |  |
| Interdisciplinary |  |  |  |  |
| Projects |  |  |  |  |
| Industry sponsored |  |  |  |  |
| Projects |  |  |  |  |
| Projects sponsored by |  |  |  |  |
| the University/ College |  |  |  |  |
| Students Research |  |  |  |  |
| Projects |  |  |  |  |
| *(other than compulsory* |  |  |  |  |
| *by the College)* |  |  |  |  |
| International Projects |  |  |  |  |
| Any other(Specify) |  |  |  |  |
| Total |  |  |  |  |

**3.2 Innovation Ecosystem**

3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights **(IPR)** and Industry-Academia

Innovative practices during the year

**Annex : 3.2.1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of event** | **Date** | **Speaker Name** | **Topic** |
| Workshop | 04.09.2017 | Mr. Hawa Singh | Clay Modelling |
| Workshop | 12.09.2017 | Ms. Vandana Vashishtha | Celebration of Iconic Figure – Begum Akhtar, Kabir Das and Meera Bai |
| Workshop | 29.08.2017 | Mr. Anand Vardhan | Mindfulness in the Class Room |
| Workshop | 16.03.2018 | Dr. V.K. Shekhar | Psychological Measures for Social Reforms |
| Workshop | 9-1-2018 | Dr. Sanjeev Kumar | Writing Curriculum-vitae |
| Seminar | 31.10.2017 | Dr. K.K Vashishtha | Problems and Issues of School Education |
| Guest Lecture | 19-2-18 | Ms. Ruchika Sharma | Holistic Approach in the Teaching Learning Process |
| Guest Lecture | 22-3-18 | Dr. Arti Bhandare | Water Conservation |



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3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year **N.A**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the | | Name of the | | | | | |  | Awarding | | Date of Award | | | |  | Category |
| innovation | | Awardee | | | | |  |  | Agency | |  |  |  |  |  |  |
|  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  | | |  |  | |  |  |  | |  |
| 3.2.3 No. of Incubation centre created, | | | | | | | | | start-ups incubated on campus during the year | | | | | | | **N.A** |
| Incubation Centre | | | |  |  |  |  |  | Name | |  |  |  |  | Sponsored by | |
|  |  | |  |  |  |  |  | |  |  |  |  |  |  | | |
|  |  | |  |  |  |  |  | |  |  |  |  |  |  | | |
| Name of the Start-up | | | |  |  |  | Nature of Start-up | | | |  |  |  | Date of commencement | | |
|  |  | |  | |  |  | | |  |  |  |  |  |  |  |  |
|  |  | |  | | |  | | |  |  |  |  |  |  |  |  |
| **3.3 Research Publications and Awards** | | | | | | | | | | |  |  |  |  |  |  |
| 3.3.1 Incentive to the teachers who receive recognition/awards **NIL** | | | | | | | | | | | | | | | |  |
| State | |  |  |  |  |  | National | | | |  |  |  | International | |  |
|  |  | |  | | |  | | |  |  | | | |  | |  |
| 3.3.2 Ph. Ds awarded during the year *(applicable for PG College, Research Center)* | | | | | | | | | | | | | | | | **N.A** |
|  | Name of the Department | | | | | |  |  |  |  | No. of Ph. Ds Awarded | | | | |  |
|  |  | |  | | | | | |  |  | | | | | |  |
|  |  | |  | | | | | | |  | | | | | |  |
| 3.3.3 Research Publications in the Journals notified on UGC website during the year | | | | | | | | | | | | | | | | **Annex 3.3.3** |
|  | Department | |  |  | No. of Publication | | | | |  |  |  | Average Impact Factor, if any | | | |
| Nati |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| onal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inter |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| natio | Education |  |  |  | 06 |  |  |  |  |  |  |  |  | 4-7 Impact Factor |  |  |
| nal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

|  |  |
| --- | --- |
| Department | No. of publication |
| Education | 01 (Chapter) |

3.3.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index **NIL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Title of | Name of the | Title of the | Year of | Citation Index | Institutional | Number of |
| the paper | author | journal | publication |  | affiliation as | citations |
|  |  |  |  |  | mentioned in | excluding self |
|  |  |  |  |  | the publication | citations |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

3.3.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science**) NA**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title | | Name of the | Title of the | Year of | h-index | Number of citations | Institutional affiliation as | |
| of the | | author | journal | publication |  | excluding self citations | mentioned in the | |
| pape | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| r |  |  |  |  |  | publication |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. of Faculty | International level | National level | State level | Local level |
|  |  |  |  |  |
| 10 | 02 | 14 | - | - |
|  |  |  |  |  |

**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

**Annex 3.4.1**

|  |  |  |  |
| --- | --- | --- | --- |
| Title of | Organising unit/ agency/ | Number of teachers **co-** | Number of students |
| the | collaborating agency | **ordinated** such activities | participated in such activities |
| Activiti |  |  |  |
| es |  |  |  |
| CSR | UGC compliance | 4 | 25 |
|  |  |  |  |

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the Activity | | | Award/recognition | |  | Awarding bodies |  | No. of Students |
|  |  | |  |  |  |  |  | benefited |
|  |  | |  |  |  |  |  |  |
|  |  | | |  |  | |  | |
| 3.4.3 Students participating in extension activities with Government Organisations, Non-Government  **Annex : 3.4.3** | | | | | | | | |
| Organisations and programmes such as Swachh Bharat, | | | | | Aids Awareness, Gender Issue, etc. during the year | | | |
| Name of the | | Organising unit/ | | Name of the activity | Number of teachers | | Number of students | |
| scheme | | agency/ | |  | **coordinated** such | | participated in such | |
|  | | collaborating | |  | activities | | activities | |
|  | | agency | |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |
| Swachh Bharat Abhiyan | | JIE |  | Swachh Bharat | 04 |  | 50 |  |

**3.5 Collaborations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3.5.1 Number of Collaborative activities for | | | research, faculty exchange, student exchange during the | |
| Year |  |  |  | **NIL** |
| Nature of Activity | Participant |  | Source of financial support | Duration |
|  |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Natur | Title of the | Name of the partnering | Duration | participant |
| e of | linkage | institution/ industry | **(From-To)** |  |
| linkag |  | /research lab with contact |  |  |
| e |  | details |  |  |
| Internship | SEP – III | List of Schools | Aug-2017-Nov. 2017 | 96 |

3.5.3 MoUs signed with institutions of national, international importance, other universities, industries,

**NIL**



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corporate houses etc. during the year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Organisation | Date of MoU | Purpose and | Number of students/teachers participated | |
|  | signed | Activities | under MoUs | |
|  |  |  |  |  |

**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 Physical Facilities**

4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year **Annex : 4.1.1**

Budget allocated for infrastructure Budget utilized for infrastructure development augmentation

25,65,000 /- 23,93,490 /-

4.1.2 Details of augmentation in infrastructure facilities during the year

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Facilities |  |  |  |  |  |  |  |  |  |  | Existing | | | |  |  | Newly added |  |
| Campus area |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |
| Class rooms |  |  |  |  |  |  |  |  |  |  |  |  | 04 |  |  |  |  |  |
| Laboratories |  |  |  |  |  |  |  |  |  |  |  |  | 06 |  |  |  |  |  |
| Seminar Halls |  |  |  |  |  |  |  |  |  |  |  |  | 01 |  |  |  |  |  |
| Classrooms with LCD facilities | | | | | |  |  |  |  |  |  |  | 04 |  |  |  |  |  |
| Classrooms with Wi-Fi/ LAN | | | | | |  |  |  |  |  |  |  | 04 |  |  |  |  |  |
| Seminar halls with ICT facilities | | | | | |  |  |  |  |  |  |  | 01 |  |  |  |  |  |
| Video Centre |  |  |  |  |  |  |  |  |  |  |  |  | - |  |  |  |  |  |
| No. of important equipments purchased (≥ 1-0 lakh) | | | | | | | | |  |  |  |  | - |  |  |  |  |  |
| during the current year. | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Value of the equipment purchased during the year (Rs. | | | | | | | | | | |  |  | - |  |  |  |  |  |
| in Lakhs) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Others |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.2 Library as a Learning Resource** | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2.1 Library is automated {Integrated Library Management System -ILMS} | | | | | | | | | | | | | | | | | **Annex: 4.2.1** |  |
|  |  |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Name of the ILMS |  |  | Nature of automation (fully | | | | | | Version | | |  |  |  |  |  | Year of automation |  |
| software |  |  | or partially) | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LIBMAN |  |  | Fully |  |  |  |  |  |  |  | Professional |  |  |  |  |  | 2013 |  |
| 4.2.1 Library Services: | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Existing | | |  | Newly added | | | |  |  |  |  |  | Total |  |
|  |  |  |  | No. |  | Value |  | No. |  |  | Value |  | No. | | |  | Value |  |
| Text Books |  |  |  | 3692 |  | - |  | 251 |  |  |  |  | 3943 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reference Books |  |  |  | - |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| e-Books |  |  |  | - |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| Journals |  |  |  | 15(12+3) |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| e-Journals |  |  |  |  |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| Digital Database |  |  |  | DELNET |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| CD & Video |  |  |  | 53 |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| Library automation |  |  |  | - |  | - |  | - |  |  |  |  |  |  |  |  |  |  |
| Weeding (Hard | & | |  | NIL |  | - |  | -- |  |  | - |  | - |  |  |  |  | | |  |
| Soft) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |  |
| Others (specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



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**4.3 IT Infrastructure**

4.3.1 Technology Upgradation (overall)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total | Compu | Internet | Browsing | Comp | | Office |  | Departments |  | Available band | Others |
|  | Comp | ter |  | Centres | uter | |  |  |  |  | width (MGBPS) |  |
|  | uters | Labs |  |  | Centr | |  |  |  |  |  |  |
|  |  |  |  |  | es | |  |  |  |  |  |  |
| Existi | 35 | 1 | 32MBPS | 1 | 1 |  | 1 |  | B.Ed. | 32 MBPS | For campus |  |
| ng |  |  |  |  |  |  |  |  |  |  |  |  |
| Added |  |  |  |  |  |  |  |  |  |  | Proposal send to 50 MBPS |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 35 | 1 |  | 1 | 1 |  | 1 |  |  |  |  |  |
|  | | | | | |  | | | | |  |  |
| 4.3.2 Bandwidth available of internet connection in the Institution (Leased line) | | | | | | | | | | |  |  |
|  | | | |  |  |  |  |  |  |  |  |  |
| leased line with 32 MBPS | | | |  |  |  |  |  |  |  |  |  |
|  | | | |  |  |  |  |  |  |  |  |  |
| 4.3.3 Facility for e-content | | | |  |  |  |  |  | **N.A** |  |  |  |
| Name of the e-content development facility | | | | |  | Provide the link of the videos and media centre and | | | | | | |
|  |  |  |  |  |  | recording | | facility | | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

4.3.4 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 & institutional (Learning Management System (LMS) etc NIL **N.A**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the | Name of the module | Platform on which | Date of launching e - |
| teacher |  | module is developed | content |
|  |  |  |  |

**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 **Annex : 4.4.1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assigned budget on | Expenditure incurred | Assigned budget on | |  | Expenditure incurred on |  |
| academic facilities | on maintenance of | physical facilities | | maintenance of physical facilities | |  |
|  | academic facilities |  |  |  |  |  |
| 2,00,000 /- | 1,53,319 /- |  | 23,65,000 /- |  | 22,40,171 /- |  |

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) **Annex: 4.4.2**

**CRITERION V - STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Support**

5.1.1 Scholarships and Financial Support **Annex 5.1.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Name /Title of the | Number of | Amount in Rupees | |
|  |  | scheme | students |
|  |  |  |  |
| Financial support | | - | - | - |  |
| from institution | |  |  |  |  |
| Financial support from other sources | | |  |  |  |
| a) National | | Merit cum Means  EWS IP scholarship | 2+4 | 88275 +143700 |  |
|  |  |  |  |  |  |
| b) International | |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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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 | Date of | Number of students | Agencies involved |
| enhancement scheme | implementation | enrolled |  |
| Yoga and Meditation | 29.08.2017 | 96 | Mr. Anand Vardhan Alumni of Morarji Desai National Institute of Yoga, Delhi |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Name of the | Number of benefited | Number of benefited | Number of students | Number of |
|  | scheme | students by Guidance | students by Career | who have passed in the | students |
|  |  | for Competitive | Counselling activities | competitive exam | placed |
|  |  | examination |  |  |  |
|  |  |  |  |  |  |
| 2017-2018 | CTET Classes | 96 | 96 | CTET exams is proposed to be conducted on 16th Sept, 2018 | 28 |

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

|  |  |  |
| --- | --- | --- |
| Total grievances received | No. of grievances redressed | Average number of days for grievance |
|  |  | redressal |
| 0 | 0 | 0 |

**5.2 Student Progression**

5.2.1 Details of campus placement during the year **Annex:5.2.1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **On campus** | |  |  |  |  |  |  | **Off Campus** | |  |  |
|  | Name of | |  | Number | Number | | Name of | | | Number of Students | | | Number of Students | |
| Organizations | | |  | of |  | of | Organizations | | | Participated | | |  | Placed |
|  | Visited | |  | Students | Students | |  | Visited | |  |  |  |  |  |
|  |  |  |  | Participate | Placed | |  |  |  |  |  |  |  |  |
|  |  |  |  | d |  |  |  |  |  |  |  |  |  |  |
|  |  |  | - | - |  | - |  | Schools at Delhi and NCR |  |  | - |  |  | 28 |
|  | |  | | | |  | | |  | | |  |  |  |
| 5.2.2 Student progression to higher education in percentage during the year | | | | | | | | | | | | |  |  |
|  |  |  | | | |  | |  |  | |  |  | |  |
| Year |  | Number of students enrolling | | | | Programme | |  | Department | |  | Name of institution | | Name of |
|  |  | into higher education | | |  | graduated from | |  | graduated from | |  | joined |  | Programme |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | admitted to |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

5.2.3Students 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 | No. of Students selected/ | Registration number/roll | | |
|  |  | qualifying | number for the exam | | |
|  | CTET | Proposed on for 16th Sept, 2018 | NIL | | |
| NET | | N.A |  |  |  |
| SET | | N.A |  |  |  |
| SLET | | N.A |  |  |  |
| GATE | | N.A |  |  |  |
| GMAT | | N.A |  |  |  |
| CAT | | N.A |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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GRE N.A

TOFEL N.A

Civil Services N.A

State Government Services N.A

Any Other N.A

5.2.4 Sports and cultural activities / competitions organized at the institution level during the year **Annex: 5.2.4**

|  |  |  |
| --- | --- | --- |
| Activity | Level | Participants |
| Sports  Cultural | JIMS Inter Campus Sports Meet  JIMS Inter Campus Activity – Zest & Dandiya | 4 |

**5.3 Student Participation and Activities NIL**

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 award/ | National/ | Sports | Cultural | Student ID | Name of the |
|  | medal | International |  |  | number | student |
|  |  |  |  |  |  |  |

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words) **Annex: 5.3.2**

Yes, Institute has Student Council of the following members.

**5.3 Alumni Engagement**

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words): **Yes**

JEMTEC has registered alumni association where students of Jagannath institute of education are registered. The registration process is through online portal.

5.3.2 No. of ~~registered~~ enrolled Alumni:

Total 84 students registered as alumni

5.3.3 Alumni contribution during the year (in Rupees) **:**

**NIL**

5.3.4 Meetings/activities organized by Alumni Association **:**

JEMTEC conduct a alumni sports meet and alumni meet for the students. The date and venue is communicated to the students for registration. The alumni meet was scheduled for 16th Dec, 2017. The alumni sports meet was on 10th March,2018, Saturday. 10am onwards at Jasola Sports Complex, Delhi.

**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)

The institution practices decentralization and participative management

The leadership of the Institute believes in participative management and strives to bring in excellence by

structured organizational system with the involvement of all the stakeholders. Various stakeholders of the institute are the members of the statutory bodies and their meetings are conducted regularly.

The Institute collects feedback from all the students on teaching, curriculum and support services.

The feedback are used to improve the overall performance of the institute. The

Director who works closely with administrative team comprising faculties, co-coordinator and senior

teachers, offers effective leadership by setting values and participative decision making process,

coordinating the academic and administrative aspects.

The Institute promotes culture of participative management at various levels. The Institute involves

its stakeholders in important decision making and management process. The Governing Body, the highest policy making body delegates all authority of implementation to the Director. Employers can participate by offering their expertise for Institute management. The Institute ensures participative management through a number of strategies: -

Strategic plan for the activities of an academic year is formed out by the Director in consultation with the various committees.

Consultations are sought from the teachers in making decisions related to curriculum, teaching learning

and assessment processes.

The non-teaching staffs take care of the smooth running of the administrative system in

collaboration with the teaching staff.

Teaching and non-teaching members are included in different committees like Academic, Antiragging,

Co-curricular and Examination Committee.

Class representative leads to all the activities like Sports, Cultural and Intra-Institute activities etc.

Decentralized structure of the administrative system of the Institute in planning and implementation

of all activities has developed an atmosphere of co-operation, sharing of knowledge, innovations

and empowerment of the staff.

Empowerment of the faculty members and staff is ensured as they are included in various

committees. Thus, they play an active role in policy making and its implementation.

The Institute promotes the participation of students, faculty and staff in all curricular, co-curricular,

extra-curricular, community development & Social works.

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

Yes/No/Partial:

**Partial**

**6.2 Strategy Development and Deployment Annex:6.2**

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

* Curriculum Development
* Teaching and Learning
* Examination and Evaluation
* Research and Development
* Library, ICT and Physical Infrastructure / Instrumentation



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* Human Resource Management
* Industry Interaction / Collaboration
* Admission of Students

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

* Planning and Development
* Administration
* Finance and Accounts
* Student Admission and Support
* Examination

|  |  |  |
| --- | --- | --- |
| Sr. No | Areas of Operation | E- Governance System |
| 1 | Planning and Development | ERP |
| 2 | Administration | ERP |
| 3 | Finance and Accounts | ERP |
| 4 | Student Admission and Support | ERP |
| 5 | Examination | ERP |

**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 **Annex: 6.3.1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ye | Name of teacher | Name of conference/ | Name of the professional body | Amount of |
| ar |  | workshop attended for | for which membership fee is | support |
|  |  | which financial support | provided |  |
|  |  | provided |  |  |
| 2017 | Dr. Raisa Khan | Quality as a goal of education and education as a goal of quality: A thrust of MHRD | Amity University | 500/- |
| 2017  2018 | Dr. Rekha Mahajan  Dr. Rekha Mahajan | Global Research Initiatives for Sustainability  Innovative Pedagogies for creation of Enriched Teaching – Learning Environments in Higher Education. | Maharana Pratap University, Udaipur  University Schoo of Education (GGIP. University) | 4000/-  1000/- |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Title of the | Title of the | | Dates | No. of participants | | No. of |
|  | professional | administrative training | | (from-to) | (Teaching staff) | | participants |
|  | development | programme organised for | |  |  |  | (Non- |
|  | programme | non-teaching staff | |  |  |  | teaching |
|  | organised for |  |  |  |  |  | staff) |
|  | teaching staff |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |
| 6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, | | | | | | | |
| Refresher Course, Short Term Course, Faculty Development Programmes during the year  **Annex: 6.3.3** | | | | | | |  |
| Title of the professional development | | | Number of teachers who attended | | | Date and Duration | |
|  | programme |  |  |  |  | (from – to) | |
|  | Research Method and Data Analytics |  |  | 1+1 |  | 14 to 19th April, 2018  18-22nd Dec, 2017 |  |
|  | Research Methodology using SPSS |  |  |  |  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Teaching | |  | Non-teaching | |
|  |  |  |  |  |  |
| Permanent |  | Fulltime | Permanent |  | Fulltime/temporary |
|  |  |  |  |  |  |

11 11 2 2

6.3.5 Welfare schemes for **Annex 6.3.5**

Teaching Medical concession at the prescribed corporate hospital.

Non teaching Medical concession at the prescribed corporate hospital

Students Scholarships

**6.4 Financial Management and Resource Mobilization**

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

The institute has an internal auditor who audits all the accounts yearly. The institute has mechanisms for internal and external audit. Internal audit is carried out periodically. External audit is carried out once in a year. External Auditor verifies all receipts & expenses bills, payments of the Financial Year.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of the non government funding | | Funds/ Grants received in Rs. |  | Purpo | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | agencies/ individuals | | |  |  |  |  |  |  |  | |  |  | se |
|  |  |  |  |  |  |  |  |  |  |  | |  |  |  |
| 6.4.2 Total corpus fund generated | | | |  |  |  |  |  | **N.A** |  | |  |  |  |
|  |  |  |  | | |  |  |  |  |  | |  |  |  |
| **6.5 Internal Quality Assurance System** | | | | | | |  |  |  |  | |  |  |  |
|  |  |  |  | | |  |  |  |  |  | |  |  |  |
| 6.5.1 Whether Academic and Administrative Audit (AAA) has been done? | | | | | | | | |  |  | |  |  |  |
|  |  |  |  |  | |  |  |  |  |  | |  | |  |
| Audit Type | |  |  | External | | |  |  | Internal | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  | | | |
|  |  |  |  |  |  |  |  |  |  |  | Authorit | | | |
|  |  | Yes/No | |  |  | Agency | |  | Yes/No | |  | | | y |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |
| Academic | | Yes |  |  |  | IP University |  |  | YES |  |  | |  | Inter-departmental & Inter-Campus |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |
| Administrative | | Yes |  |  |  | Joint Advisory Commitee |  |  | Yes |  |  | | Same |  |
|  |  |  |  | | |  |  |  |  |  |  | |  |  |
|  |  | |  | | | |  | |  |  |  | |  |  |
| 6.5.2 Activities and support from the Parent – Teacher Association (at least three) | | | | | | | | |  |  |  | |  |  |
|  |  | |  | | | |  |  |  |  |  | |  |  |
|  |  | |  | | | |  |  |  |  |  | |  |  |
| 1. It helps to foster and promote good relationship among faculty, staff, student with parents to promote social development. 2. It helps to create keen interest for the smooth functioning of the institute. 3. It helps to understand the diversified need of the students belonging to different backgrounds.   6.5.3 Development programmes for support staff (at least three) | | | | | | | **Annex 6.5.3** |  |  |  |  | |  |  |
|  |  | |  | | | |  |  |  |  |  | |  |  |
|  |  | |  | | | |  |  |  |  |  | |  |  |
| 1. The young wards of support staff can be registered for the institute CSR activity for literacy. 2. Awareness talk on health and hygiene by Mr. Niyaz Varis 3. Collection and donation of cloths, books and utility items.   6.5.4 Post Accreditation initiative(s) (mention at least three) | | | | | | |  |  |  |  |  | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |  |
| **6.5.5** |  |  |  |  |  |  |  |  |  |  |  | |  |  |
| a. Submission of Data for AISHE portal | | | | : (Yes /No) | | |  |  | Yes |  |  | |  |  |
| b. Participation in NIRF | | | | : (Yes /No) | | |  |  | - |  |  | |  |  |
| c. ISO Certification | | | | : (Yes /No) | | |  |  | Yes |  |  | |  |  |
| d. NBA or any other quality audit | | | | : (Yes /No) | | |  |  | Yes |  |  | |  |  |
|  |  | |  | | | |  |  |  |  |  | |  |  |
| 6.5.6 Number of Quality Initiatives undertaken during the year | | | | | | |  |  |  |  |  | |  |  |
|  |  | |  |  | | |  | | |  | | | |  |



The institution has formed an Internal Quality Assurance Cell (IQAC). The cell is coordinated by a team of

faculty representatives from all the departments. The formation was institutionalized through formal office

order of the campus. The campus‘s existing policies on academic and administrative systems in respect of

process of teaching learning and evaluation system, level of satisfaction for academic performances, faculty recruitment and training / qualification enhancement, are of high standard. The Internal Quality Assurance Cell (IQAC) of the campus has been trying to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through

internalization of quality culture and institutionalization of best practices.

Following are the major contributions of IQAC:

Development of Smart Classroom Facility in all the departments

LAN connectivity encompassing the entire college with higher bandwidth of 50 Mbps

Sensitizing quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders by teaching and non - teaching members, general meetings, notices, college

Website and through Alumni meet, parent teacher meeting.

Enriching the Library through establishment of tie ups and subscription

**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-to)** |  | Participants | |
|  |  | Female |  | Male |
| Debate and Discussion on violation of rights of women “Triple Talak” | 23rd march, 2018 | 4 |  | 2 |

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

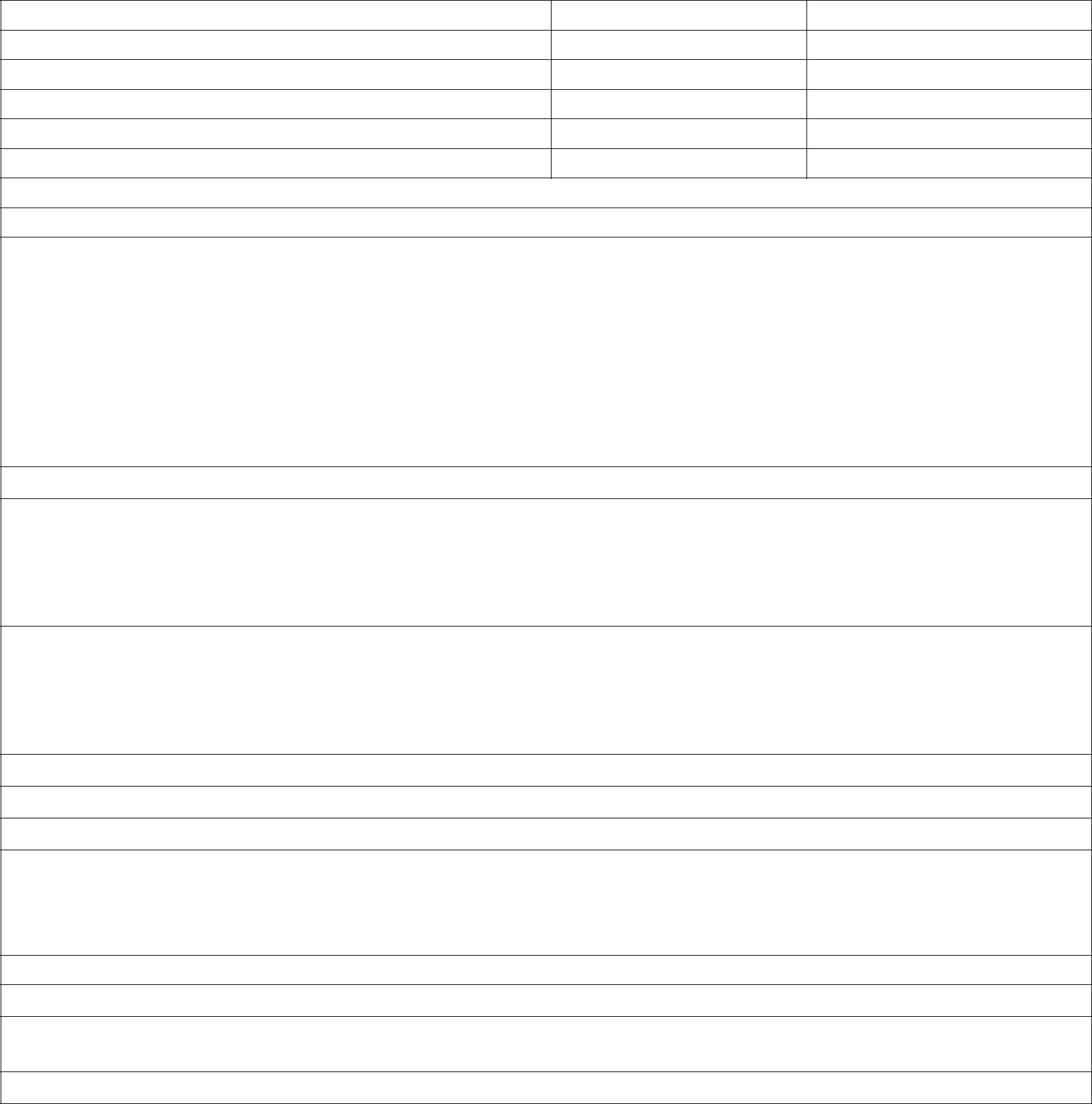
Percentage of power requirement of the College met by the renewable energy sources.

Solar panel are installed on the campus rooftops to harness solar energy, the present solar panels generate energy equivalent to 122KW.

An additional 50KW would be added to the above to meet the electricity requirement using alternate ( solar energy)

7.1.3 Differently abled (Divyangjan) friendliness

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Items Facilities | Yes/No |  | No. of Beneficiaries | |
| Physical facilities | | Yes | 0 |  |  |
| Provision for lift | | Yes | 0 |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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Ramp/ Rails Yes 0

Braille Software/facilities NO NA

Rest Rooms Yes 0

Scribes for examination No NA

Special skill development for differently abled students No NA

Any other similar facility - -

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | Number of | Number of | Date and | Name of the | Issues | Number of |
|  | initiatives to | initiatives taken | duration of the | initiative | addressed | participating |
|  | address | to engage with | initiative |  |  | students and |
|  | locational | and contribute |  |  |  | staff |
|  | advantages and | to local |  |  |  |  |
|  | disadvantages | community |  |  |  |  |
| 2017 | 1 | 1 | 1-15 Sept, 2017(15 days) | Swachhta Pakhwara | Cleanliness drive | 15 |
| 2018 | 1 | 1 | 22nd March (one Day | Water Conservation | Save water | 50 |

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders **Annex: 7.1.5**

|  |  |  |
| --- | --- | --- |
| Title | Date of Publication | Follow up (maximum 100 words each) |
|  |  |  |
| Code of Conduct and Ethics |  |  |

7.1.6 Activities conducted for promotion of universal Values and Ethics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Duration (from------- | -------to | ) | Number of participants |
|  |  |  |  |  |
|  |  |  |  |  |
| Documentary | Wings of Evolution- One Day.  Journey with Kabir and Ram |  |  | 96 |
|  |  |  |  |  |

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

Students, staff using

a) Public Transport

b) Pedestrian friendly roads in the campus

\*Plastic-free campus

\*Paperless office

\*Green landscaping with trees and plants

\* Use of solar panels

The Eco -Friendly Practices are been encouraged for both the faculty members and the students and are been followed in the campus which are as follows:

**Public Transport:**

As the institute is located just 1 km away from the highway, and having good road transportation facility, students, faculties other members are encouraged to use the public transport as it may help saving environment, leading to safe and secure life in turn will benefit all.

**Plastic free campus:**

The institute has made the campus plastic free. Usage of plastic free material is been encouraged. In Canteen the crockery maintained is plastic free. The security guard makes sure that no one enters the college campus with polythene bags.

**Paperless office:**

Though paper is been used, the institute has shown keen interest and making efforts in making the work paperless currently and in future also.

The administration stores and maintain information/data through the system only where we can access the data anywhere, anytime and much quicker.

Faculties tend to use the teaching aid through e-sources. Wi-Fi facility has also enabled to making more of paperless activities.

**Green landscaping with trees and plants:**

A number of plants exist at different place in the college to maintain cool and healthy atmosphere. The institute has taken several measures for planting to make Green campus. Students are been encouraged to plant the trees .

**Waste Management:**

The institute maintains and encourages proper waste management facilities in the campus for making it ecofriendly. The different types of waste are managed as follows:

**Solid waste management:**

Solid wastes are collected daily by the municipal corporation where they execute them both effectively and efficiently.

They have the proper mechanism of waste management and re-cycling of collected waste. The dry and wet waste is already marked by different colour dustbins provided by them. Some solid waste is collected and periodically sold to vendors as scrap.

Dust bins are provided throughout the campus. Throwing the waste anywhere is strictly prohibited. Usage of plastic bags is discouraged within the premises of the College.

**Liquid waste management:**

Liquid waste from the points of generation like the canteen, , and toilet etc is let out as effluent into a proper drainage facility and to avoid stagnation.

**E- waste management :**

Various types of e-waste generated in the institute : damaged batteries , cells, CDs, Hard Disk Drives, Monitors, Keyboards, Cartridges, etc is disposed through outside agencies as a scrap. UPS batteries are recharged/repaired/exchanged by the suppliers.

The cartridge of laser printers is refilled outside the college campus. Newspaper cuttings of hazards of e-wastes are also frequently displayed on the notice boards.

**7.2 Best Practices Annex : 7.2.**

Describe at least two institutional best practices

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

**7.3 Institutional Distinctiveness**

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

Objective of the college is to provide quality education in Teacher Education to the students from various parts of the society, to make them academically and globally competent. This objective is clearly reflected in the mission & vision statement. The college believes that professionals of this college should be not only academically sound but should also have values and strong professional ethics.

The institute facilitates personal commitment to the educational success of the students.

The institute adheres to the university curriculum through a well planned and documented process. The academic record of the students are excellent with 100% pass percentage with more than 60% of the students securing distinction at the End -Term Examination.

The Teaching and Learning process is being focused by following the major steps below:

**1.Academic Calendar -** states the year round activities of the students. Academic committee prepares the academic calendar prior to the semester.

**2. Guest lectures :** Is arranged with the objective to enrich knowledge and update with current practices.

**3.Preparation of teaching plan:** Faculties prepares teaching plan before the commencement of semester that helps in adoption of teaching methodology in advance and better outcome from students.

The e-resources are used efficiently for the enhancement of skills other activities are:

**1.Regular Director’s meetings:** The review of academic progress, student‘s attendance and review

of syllabus completion status as per academic calendar is carried out.

**2.Student feedback system**

**3.Club activities**

**4.Well-equipped library**

**5.Healthy work culture**

**6. visits to the apex bodies of Education are organized as per the curriculum.**

**7.Internet and Wi-Fi facility** are provided to faculty and students for upgrading and adopting recent

subject knowledge.

Activity based learning:

The institute focuses on the Mentor-Mentee relations, where the faculties are allotted few students, who take care of the students in his/her academics, problems, acting as a counsellor and a guide. They encourage their students to actively participate in various activities of the institute.

Workshops, , internship, guest lectures, presentations, group discussions , conferences/seminars etc .are arranged from time to time apart from regular class room learning. Alumni, students, faculty, staff etc . feedback is conducted to enhance in the quality of learning.

Students actively participate in all the events conducted by the institute leading to leadership and team building qualities.

**Societal and cultural development:**

Students are encouraged to participate in social activities like, Traffic Day, Blood donation camp, swacchh bharat abhiyan, educating the underprivileged , various CSR activities , hence ,showing the bond and responsibility towards the society.



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1. **Future Plans of action for next academic year**

The Primary focus of the Institute is to impart quality education with emphasis on Training pupil Teachers for schools .Students will be imparted education using the Modern Techniques , methods and Pedagogical practices. Jagannath Institute of Education for B.Ed aims to demonstrate itself as a centre of Excellence in Teacher Education, research & development and extend its services to the Community including Conservation of resources.The Institute plans to move a step towards being paper less in it’s working.

Changes advised by APEX bodies would be implemented.

*Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of the Coordinator, IQAC*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Signature of the Chairperson, IQAC*

*\_\_\_\_\_\_\_\*\*\*\_\_\_\_\_\_*

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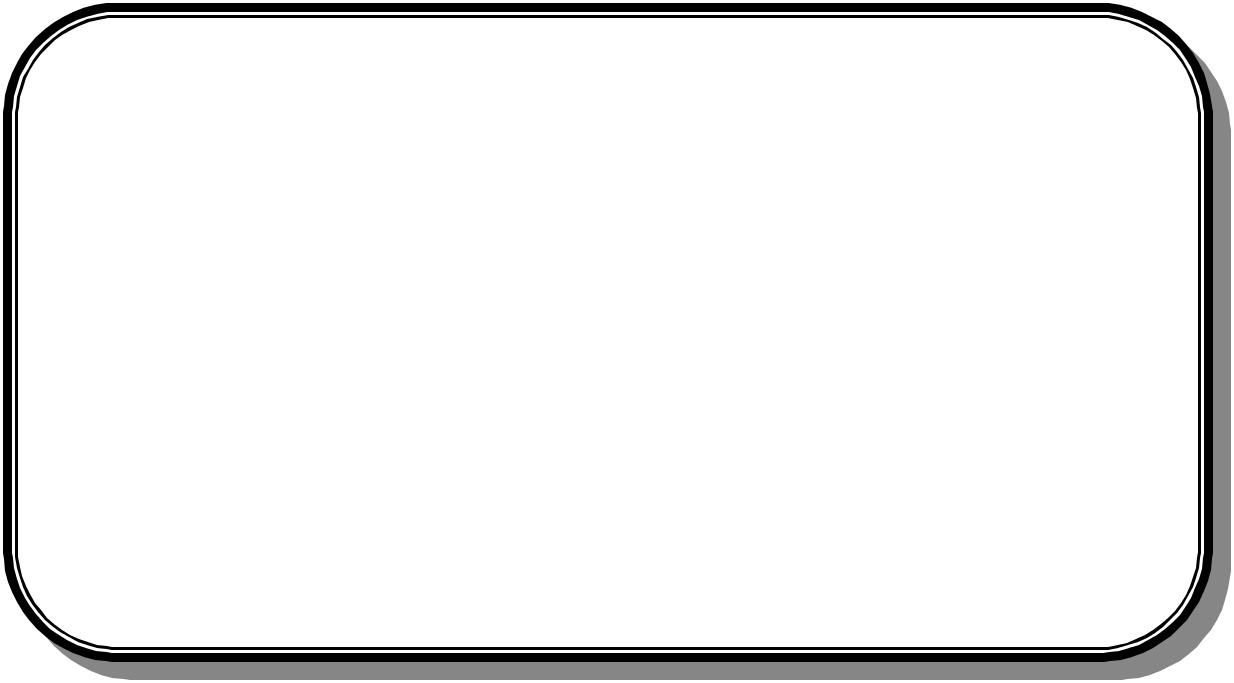
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**Annexure I**

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| --- | --- | --- |
| **Abbreviations:** |  |  |
| CAS | - | Career Advancement Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
|  |  | \*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |



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For Communication with NAAC

**The Director**

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