



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	HINDU COLLEGE OF EDUCATION, SONEPAT
• Name of the Head of the institution	DR. RAJBALA
• Designation	OFFICIATING PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01302246558
• Mobile No:	9034197844
• Registered e-mail ID (Principal)	jrajbala@gmail.com
• Alternate Email ID	principalhindueducation@gmail.com
• Address	NEAR HINDU BOYS COLLEGE SONEPAT
• City/Town	SONEPAT
• State/UT	HARYANA
• Pin Code	131001
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	DCRUST, Murthal				
• Name of the IQAC Co-ordinator/Director	DR.SONIA ANAND				
• Phone No.	01302246558				
• Alternate phone No.(IQAC)	7876741331				
• Mobile (IQAC)	8295183956				
• IQAC e-mail address	iqachindueducation@gmail.com				
• Alternate e-mail address (IQAC)	principalhindueducation@gmail.com				
<b>3.Website address</b>	<a href="http://www.hcoesonepat.org">www.hcoesonepat.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://hcoesonepat.org/hcoe/agar/">http://hcoesonepat.org/hcoe/agar/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:					
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	85-95%	2004	08/01/2004	07/01/2009
Cycle 2	A	3.23	2012	10/03/2012	09/03/2017
<b>6.Date of Establishment of IQAC</b>			01/02/2004		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		

<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>Online classes - All the faculty members had taken online classes through google meet. OER - Powerpoint and other reference material available on college website for students reference. Online Examination was also conducted by affiliating body. Our college was also one centre for online exams. Extra curricular Activities - Students were also participated in online competition. Motivating students to participate in various online inter-college competition.</p>		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
Deal with COVID 19 unprecedented situation.	Online classes - All the faculty members had taken online classes through google meet. .As per Govt. order. OER - Powerpoint and other reference material available on college website for students reference. Online Examination was also conducted by affilating body. Our college was also one centre for online exams. Extra curricular Activities - Students were also participated in online competition. Motivating students to participate in various online inter-college competition.
<b>13.Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2019-2020	26/02/2020
<b>15.Multidisciplinary / interdisciplinary</b>	
<p>In order to develop the all-round capabilities of the students - intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the college is adopting multidisciplinary approach in curriculum as per the National Educational Policy 2020. The multidisciplinary approach focuses on holistic development of the students along with development of critical thinking and analytical thinking skills rather than rote learning. Keeping abreast with the vision of the NEP2020, it will help to develop an aptitude for research in the prospective teachers and bear clarity in thoughts and actions. As per the need, we take help from our</p>	

sister institutions namely Hindu Girls College and Hindu College Sonapat in the field of research, enrichment and outreach programmes etc.

#### **16.Academic bank of credits (ABC):**

Regarding the implementation of Academic Bank of Credits, the institution has to wait for the DCRUST, (the affiliating university) to give a green signal. The pedagogical approach of the institution is student centric. We adopt pedagogical approaches like constructivist, inquiry-based, reflective, collaborative in teaching-learning process. Formative and summative assessments are used to evaluate the learning outcome of students. The University has introduced credit based system for all the students admitted in the Bachelor of Education Degree courses from the Academic Year 2017-18 and Master of Education Degree courses from the Academic Year 2018-19. The prominent features of the credit based system is the continuous evaluation of a student's performance, and to give flexibility to the student to assess progress at an optimum pace. A student's performance is measured by the number of credits that he/she has completed satisfactorily. A minimum grade point average is required to be maintained for satisfactory progress. Each subject (component) has a certain number of credits which reflect its weightage and is normally decided on the basis of effective contacts hours. It is mentioned in the scheme of studies and examinations.

#### **17.Skill development:**

Hindu College of Education is a reputed teacher training institute where maximum efforts are put in order to develop competent teachers equipped with skills of teaching. For the same, the pupil teachers are taught how to prepare projects, lesson-plans and teaching learning aids. Initially, model lesson by experts and demonstration lessons by faculty members are delivered to acquaint pupil- teachers with the teaching skills. Later, through micro-teaching, the pupil teachers practice and master these teaching skills which are mastered by the students through practice and then integrated into mega lessons.

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

Hindu College of Education promotes the use of Hindi language by allowing students to write exams in Hindi medium. The question paper is also set in both English as well as in Hindi. The classroom teaching is also imparted in Hindi as well. Regarding the adoption of Indian languages, the college offers two Indian languages- Hindi, and Sanskrit as pedagogy subjects in B.Ed..Indian Knowledge System

is a part of our core curriculum in both B.Ed as well as at M.Ed. level. The knowledge about Indian Schools of Philosophy-Sankhya & Vedanta and Buddhism, Jainism etc is imparted to the students to develop insight and enhance understanding of Indian culture. The Indian Knowledge System Preservation and promoting of languages is one of the target of the College in future. Our Collge enhance the students knowledge about diffrent culture through various organizations of trips i.e. (Suraj kund mela , trade fair ) and celebrations like Hindi Divas, Shahidi Divas etc.

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

The College also makes an effort to focus on outcome based education. Course Outcomes as well as Learning Outcomes are also defined by university and are clearly mentioned in the syllabus of particular subject. The Programme Specific Outcomes are closely related to the content of the syllabus. Learning outcomes based Lesson plan is prepared by all faculty members in the beginning of session. All these outcomes are explained to students in the classrooms directly or indirectly. The students are encouraged and guided to participate in co-curricular and extra-curricular activities in order to achieve these outcomes. We plan and conduct all activities in light of the programme outcomes and course outcomes. and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcomes. To assess the konwedge and skill class test is conducted regularly.

#### **20.Distance education/online education:**

During Covid 19, Education is the one of the sector that was transferred to online mode. The challenges to assess online learning was overcome by the consistent efforts of the faculty member under the able guidance of the Principal. Various platforms such as Google Classroom, Zoom, Google Meet, Whatsapp etc. were used for carrying out teaching learning process smoothly especially during the pandemic lockdown. Faculty members as well as the students are motivated to upgrade themselves by enrolling in courses offered through various online platforms like SWAYAM. The faculty of the college has developed some OER's available on the website of the college for the students, they are also encouraged to utilize OER's available on the internet..

### **Extended Profile**

<b>1.Student</b>	
2.1	<b>432</b>
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	<b>260</b>
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	<b>260</b>
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	<b>196</b>
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	<b>190</b>
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	<b>227</b>
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2920280
4.2 Total number of computers on campus for academic purposes	35
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	05
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	14
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Hindu College of Education came into existence in July 1968 and is being run by the Sonipat Hindu Educational and Charitable Society, Sonapat. It is one of the oldest educational societies in the northern India, working since 1914. Our college is recognized by National Council for Teacher Education (NCTE) and affiliated to Deenbandhu Chhotu Ram University of Science and Technology (DCRUST). The institution follows the syllabus as provided by the affiliating university for B.Ed. and M.Ed. &amp; Board of School Education Bhiwani for D.El.Ed and prepares its own curriculum in accordance with the one provided by the University and the Board. The Academic Calendar for M.Ed and B.Ed is developed in accordance to the one provided by DCRUST. The faculty prepares lesson-plan in light of the course objectives and curriculum is revised as per the need of the time. The</p>	



**curriculum transcationis regularly monitored by the head of the institute.**

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

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

**B. Any 5 of the above**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all**

**C. Any 2 of the Above**

**programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution**  
**Prospectus Student induction programme**  
**Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

<b>1.2.2 - Number of value-added courses offered during the year</b>	
00	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
00	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
00	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	Two of the above

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

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

00

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

00

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

### 1.3 - Curriculum Enrichment

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

Teachers need a variety of skills, education and training to become

proficient in their careers. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Develop skill questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities. Good teachers have a deep knowledge of the subjects they teach, and when teachers 'knowledge falls below a certain level, it is a significant barrier to students' learning.

Critical thinking improve skill of analysis, interpretation, and evaluation. Negotiators communicate to clarify their preferences, attitudes and perspectives, to exchange information and to persuade the other side of their ideas and beliefs. For these reasons, communication ability is considered an important skill in a negotiator.

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

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

Diversity includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. Diversity in the classroom have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Different ways to encourage a culture of diversity : 1. Get to know your students 2. Be willing to address inequality 3. Connect with parents and community 4. Meet diverse learning needs 5. Support professional development opportunities.

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Hindu College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Research and discovery by students and faculty together. In addition to above Teaching skills are taught through Micro Teaching and Mega lessons as per teaching subjects. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching. Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools. In the course of practice teaching, the student teachers participate in all the curricular and extra curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

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

#### 1.4 - Feedback System

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

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback not collected

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

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

432

##### 2.1.1.1 - Number of students enrolled during the year

227

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

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

79

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

79

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

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

8

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

8



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

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

Hindu College of Education is a renowned aided college in the District, the admission process to B.Ed and M.Ed programs are governed by the affiliating University (DCRUST). The admission to the college is on the basis of merit, therefore we get the best students who excel in their academics. To prepare them for the professional education, we organise an Induction Program which was held online this year. Through the induction program, we make the students aware about the entire curriculum, the pedagogic subjects and the practical aspects of this program. The students are assigned Mentors for assistance in the college during the course of study. The talented students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises.

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

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring**

Four/Three of the above

**Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

**2.2.4 - Student-Mentor ratio for the academic year**

25:1

**2.2.4.1 - Number of mentors in the Institution**

9

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

Our college ensures the use of student-centered methods in the teaching-learning process such as experiential, participatory learning and problem-solving methods. The following activities are being regularly conducted by the college to make learning activities more student-centric. \* Experimental learning: Our college is giving all students the opportunity to execute their teacher skills through internship program. The internship helps them to polish their teaching skills and also aids in their personality enhancement. \* Participant Learning: We deploy learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

Due to the lockdown, teaching learning process was conducted majorly in online mode. The faculty carried teaching in online mode through google classroom, google meet, zoom etc. subjects. Whats App Group was created for all students to discuss their issues with teachers about various subjects. The students were shared the teaching learning material in the form of notes, pdfs and powerpoint presentations which were uploaded on the website. The students were given assignments which were submitted online. The students were engaged in learning through online quizzes and discussions. Internship was carried out online itself and peer feedback was taken during the internship.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

432

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

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

Three of the above

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

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

The working environment of the college is conducive for the overall development of the faculty as well as the students. Mentor teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and mentoring. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient. There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks. COVID outbreak brought about a lot of stress and mental pressure for the students and the faculty. In order to deal with the pressures, the students were constantly in touch with the Mentors assigned to them. The students were guided by the mentors about the ways to manage stress and adopt practices like meditation, yoga etc. The faculty also shared the knowledge regarding latest developments in the field of education.

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

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b>	Three of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Innovation in education encourages teachers and students to explore, research and use intellect to find novel solutions to the problems. The thinking process that goes into it helps to develop the creativity and problem solving skills among students. Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers and students for improving their professional practice. Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and innovative. Creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that

remembering factual information does not involve creative processes. Creative approaches can be very helpful in remembering information. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

## 2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Six/Seven of the above

**in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as**

Three of the above



**interpret responses Teacher made written tests essentially based on subject content  
Observation modes for individual and group activities Performance tests Oral assessment  
Rating Scales**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in**

All of the above

**preparatory arrangements**  
**Executing/conducting the event**

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

Internship of students is arranged in various private, government and aided schools every year. The student teachers Practice Teaching include 47 lessons, which include: Micro teaching (5 lessons) in each teaching subject. Mega teaching (5 lessons) in each teaching subject. Discussion lesson (1 lesson) in best of the two teaching subjects. School-based teaching (12 lessons) followed by Final lessons (two lessons) in each teaching subject. During the internship (4 weeks in first year & 16 weeks in second year), the students develop files, prepare models and charts. The student teachers involve themselves in

all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.

The Final lessons are delivered in the presence of External Examiner appointed by the University.

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

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

##### 2.4.9.1 - Number of final year students during the academic year

432

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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

Hindu College of Education adopts effective monitoring mechanisms during internship conducted in various local schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college are assigned duties to check and approve the lesson plans and observe their teaching. The school teachers are encouraged to give suggestions for improvement. Teacher educators note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished. Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal**

All of the above

**B. Ed Students / School\* Students (\* ‘Schools’  
to be read as “TEIs” for PG programmes)**

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

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

One of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

**2.5 - Teacher Profile and Quality**
**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

4

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

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

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

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

The teaching community must keep themselves abreast with the latest development in the field of education. They must possess knowledge and skills to implement new or modified methods of teaching-learning

process to suit the requirements of the day. The professional development includes attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening oneself which help them update with latest concepts that are required for professional development. Writing articles/books, material production, publication of research papers, etc also helps in enriching the intellect of the faculty. Teachers have to adapt to the changes from time to time. In the times of pandemic, there have been tremendous changes in the setup of our education system. Teachers adapted themselves to online mode of teaching. They demonstrated that they possess all the characteristics to handle the changing times and trends in education sphere.

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

## 2.6 - Evaluation Process

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

Hindu College of Education adheres to academic schedule which is being given by the DCRUST University for conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the DCRUST University. The time table of external examination is fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance. In the session, online exams were conducted which were supervised by the university.

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

2.6.2 - Mechanism of internal evaluation is

One of the above

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

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

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

Norms directed by the DCRUST University have been adopted in the college. During the induction, faculty members expose the students to various components in the evaluation process during the year. There is complete transparency in internal assessment. Internal assessment is done as per the university norms. The course is evaluated internally by faculty members and externally through university appointed examiners. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are informed to the students. The practical work is done as per the syllabus prescribed and evaluated by external examiners. Examination Convenor has the full responsibility for conducting the minor tests, coordinating the work of evaluation with other faculty members involved in the course and awarding of grades. In case of perceptible deviation in the awards given by different teachers of the same course, the course coordinator (appointed by Principal) moderates the awards by calling meeting of the teachers associated. However, where a single teacher is associated with the course, moderation of awards will be done in consultation with the Principal. For the questions related to the result, improvement in



mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for re-evaluation by paying the required processing fee to the university if students are not satisfied with the university's assessment through college

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Hindu College of Education follows the calendar issued by the University strictly and plans all its activities including the conduct of Continuous Internal Evaluation (CIE). The institute prepares an institute-level calendar for all its courses. The academic calendar comprises guest lectures, workshops, and other co-curricular and extra-curricular activities. The students are made aware about the process of continuous internal evaluation during the induction program at the beginning of the session.

The academic calendars help faculty members to plan their respective course delivery, research work, academic as well as the co-curricular activities. Syllabus coverage for each subject is decided well in advance and faculty members adhere to it.

Internal Assessments is carried out through class tests, assignments, quizzes, and presentations by the students. There is a well-defined process for the conduct of internal evaluation as per the criteria provided by the university. The internal test schedule is prepared by the examination committee which looks after the smooth conduct of the same during the session.

The Principal, through the academic committee meetings, frequently reviews the progress and provides suitable suggestions.

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

## 2.7 - Student Performance and Learning Outcomes

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

In order to develop content competency, theory classes are held regularly according to the timetable. The theory classes help impart relevant knowledge with respect to foundation and methodology courses. The pedagogy classes help them develop the competencies for organizing learning experiences and select appropriate assessment strategies for facilitating learning. The simulated teaching help impart teaching skills and strategies to transfer the given content suitably in classroom situations which is strengthened during the internship. The students are encouraged and guided to participate in co-curricular and extra-curricular activities in order to achieve these outcomes. We plan and conduct all activities in light of the programme outcomes and course outcomes.

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

### 2.7.2 - Pass percentage of Students during the year

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

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

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. There is regular evaluation of the students performance and is

communicated to them so that they improvise in the areas of weakness. The simulated teaching provides peer feedback as well as faculty feedback which help the students improve their mastery over teaching.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

## 2.7.4 - Performance of outgoing students in internal assessment

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

432

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

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

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

0

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

One of the above

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

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

One of the above

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

### 3.2 - Research Publications

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

0

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

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

0

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

### 3.3 - Outreach Activities

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

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

1

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

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

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

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

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

Nil

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

Due to the pandemic lock down, the session went online hence not many outreach activities were conducted. When the government allowed the offline classes, a few outreach programs were conducted like Rashtriya Sadak Suraksha Awareness.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

**3.4 - Collaboration and Linkages**

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

0

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

0



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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

Hindu College of Education encompasses a well maintained lush green campus spread over 4163 sq metres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities. There are 14 well-furnished, well ventilated, spacious classrooms equipped with smart boards with Wi-Fi connectivity and internet access for conducting theory classes. The multipurpose hall and seminar room are regularly used for scholastic and co-scholastic activities in the college. All laboratories are well equipped with state of the art equipment and facilities as per NCTE norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are equipped with hardware and software to cater the requirements of curriculum. The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff. Internet facility is available in whole campus including labs, classrooms, library, and offices.

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

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

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

Our library spanning over an area of 188.84 sq. meters has an excellent knowledge providing facility. The library has the collection of 21759 books, 17 encyclopaedias, 6journals and reports and Biographies. Library is equipped with 05 Desktops with Wi-Fi with 50 Mbps for fast and seamless access the Internet and e-Resources for the benefit of their academic and research the students and faculty members. The library is automated through TECHLIB7 software. Library automation software is equipped with fully integrated multi-user software on windows environment, developed and implemented by sui Generis Technologies in our college. It is user friendly, informative and has the features such as powerful search engine which locates the status and location of the books in the library, displays all available books and the borrower status. It is used for issue of book also. Number of computers for student access (OPAC) - 01 Number of printers for student access- 01 Institutional Repository- Students Project Reports, Dissertations, Previous Years Question Banks, Faculty Publications (manuscript) Year of Automation - 2012

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

**Institution has not remote access to library resources.**

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

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

One of the above

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

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

**72041**

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

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

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

620

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

There are different digital technological facilities available in the college. There are 12- smart classrooms, 02-digitally equipped multipurpose and seminar hall and 02-digitally equipped laboratories available in the college. A well-equipped computer lab is also functioning in the college. The students of the college have access to the computer lab. The college building and the library are facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains and updates the IT facilities regularly. Computer is formatted and updated on regular basis. Anti-virus software has been installed on the computer systems and laptops which are regularly updated. CCTV's installed in the campus is regularly updated and maintained from time to time. The website <https://www.hcoesonepat.org> is maintained reguarly. File Description

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

### 4.3.2 - Student – Computer ratio during the academic year

12:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

**4.4 - Maintenance of Campus and Infrastructure**

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support**

**facilities during the year (INR in Lakhs)****3003446**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

The institution has committees which are responsible for the procurement and maintenance of the physical, academic and support facilities. The purchase committee is responsible for the procurement of the materials/equipment as requirement from time to time. The infrastructure development committee looks after the maintenance and construction or repairs as and when required. The health and hygiene committee looks after sanitation and hygiene conditions in the entire campus including canteen as well as the washrooms. The sports committee is responsible for up keeping of the equipment and resources in the health and physical resource centre. A stock register of the material/equipment/instruments in all the resource centres is maintained and updated regularly. The laboratories are managed by the teacher in-charges along with the lab assistants. The stock register is maintained and regularly updated. Procurement is done every year as per the requirement.

File Description	Documents
Appropriate link(s) on the institutional website	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

**STUDENT SUPPORT AND PROGRESSION****5.1 - Student Support**

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the**

**Four of the above**



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

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

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

Seven/Eight of the above

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

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

E. None of the above

**redressal of the grievances through appropriate committees**

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

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

Two of the above

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

**5.2 - Student Progression**

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

Number of students placed as teachers/teacher educators	Total number of graduating students
4	197

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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

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

25

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The college has student council and student representatives in various committees maintained as per established norms laid by UGC. The student representatives participate in formal meetings called for formulating strategies and their implementation. Student Council: The Student Council comprise of 20 Class Representatives (CRs - one male student and another female student) chosen from each section. The student council work closely with the Principal, faculty and students. Anti-Ragging Committee: Anti-Ragging committee promotes a ragging-free campus. The student representatives in the Anti Ragging committee guide the students seeking admission to fill the anti-ragging form online and keeps a check on ragging on the campus. Internal Complaints Committee: The ICC also has student representatives and is responsible for prevention, prohibition and redressal of women employees and students in the Institution. Apart from these, students have a representation in Discipline Committee, Cultural Committee, Sports Committee etc

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

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

5

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

#### 5.4 - Alumni Engagement

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

There is a non - registered Alumni Association which is functional in nature and contributes significantly to the development of the institution. Alumni meet is organised every year but due to Covid 19 we could not organise Alumni meet. Alumni Meet is a congregation of passed-out students of an institution. The alumni meet is conducted every year to reconnect with the Alumni and celebrate their success and various achievements. The purpose of Alumni Meet is to generate awareness among the students about recent developments in the profession of teaching. The alumni interacts with the faculty and cherish their memories. The alumni also share their experiences of college days and their journey from student to the present day. They serve as a guiding light to the students which aspires them to be the best. The Alumni association offers support services help the students in their placements and internships..

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

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than**

One/Two of the above

**class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

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

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in our students. Alumni Association meets every year but due to Covid 19 we could not organise Alumni meet.

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

**GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 - Institutional Vision and Leadership**

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

The governance of the institution is reflective of and in tune with the vision and mission of the institution.

**Vision:** To maximize the effort to induce the spirit of professionalism imbued with ethics among prospective teachers to the needs of the prevailing society.

**Mission:** To open up the doors of teacher education in the northern region with a view to provide the very access to teacher education for those to when it was a distant dream. Creating an paradigm in education, leading to learner's empowerment in all spheres of life. The core values of the institute that we emphasize are to develop a cohesive group functioning in the emerging scenario of globalization, privatization and liberalization.

Yes, HCOE have perspective plans and participation of teachers, students and non-teaching staffs in its decision making bodies of the institution by forming various committees.

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

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

Hindu College of Education came into existence in July 1968 runs

under the aegis of The Sonipat Hindu Educational and Charitable Society, Sonapat, one of the oldest educational societies in the northern India, working since 1914. The society has a governing body which exercises all the powers that the society is vested with. The institution also has a governing body that meets time to time to decide on various academic, managerial, infrastructure and other aspects of the college. The role of the Principal is to provide leadership, direction and co-ordination for academic and administrative work. For the smooth functioning of the institution various committees have been constituted by the Principal, under the convener ship of one senior staff member being assisted by two staff members and 2- 3 students. These committees include Examination Committee, Cultural Committee, Health and Hygiene Committee, School Experience Committee, Grievance - Redressal Committee, Admission Committee, Library Committee etc. The convener organizes meetings from time to time. yes, Institution practices decentralization and participative management.

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

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

Hindu College of Education is a government aided college and it functions under the direct administrative control of the Directorate General of Higher Education, Haryana. For the efficient functioning of all the colleges under its ambit, the DGHE issues a number of instructions from time to time, prescribing rules, regulations and procedures in dealing with academic, administrative and financial matters. The institution is affiliated to DCRUST, therefore we follow all the rules and policies for examinations, academic schedule etc. laid by them. Yes, The institution maintains transparency in its financial, academic, administrative and other functions.

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



## 6.2 - Strategy Development and Deployment

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

Hindu College of Education strictly follows the guidelines issued by statutory bodies NCTE, UGC, DGHE, and DCRUST University, SCERT Haryana. The college is always concerned to impart quality education to all the students empowering them to cultivate the right attitude, professional competence and inculcating the professional and ethical values. Norms and guidelines of the UGC were followed while constituting IQAC which governs the various committees framed in the institution. In the beginning of each academic session, the prospective plan of the college is drafted by IQAC consisting of all the stake holders. The Principal is the Chairperson and one senior faculty is the convenor of the IQAC. For the efficient working of the institution, various committees are framed. The Convener of the respective committee along with the committee members are responsible for the work falling under their domain. Principal along with the Conveners are being involved in the process of decision making and its implementation. Academic Calendar is prepared in the beginning of the session which consists of list of pre-planned activities to be conducted by the institution. Extension lectures, Seminars, Workshops, Co-curricular Activities , Examinations etc. are all pre-planned in consultation with the faculty members.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Hindu College of Education is a government aided college and it functions under the direct administrative control of the Directorate General of Higher Education, Haryana. For the efficient functioning of all the colleges under its ambit, the DGHE issues a number of instructions from time to time, prescribing rules, regulations and procedures in dealing with academic, administrative and financial

matters. The institution is affiliated to DCRUST, therefore we follow all the rules and policies for examinations, academic schedule etc. laid by them. The Sonipat Hindu Educational and Charitable Society, Sonapat, monitors and governs the institution regarding the finances as well as the recruitment policies and service rules of contractual employees while DGHE governs it for permanent employees. The Sonipat Hindu Educational and Charitable Society, Sonapat, monitors and governs the institution regarding the finances as well as the recruitment policies and service rules of contractual employees and D.El.Ed Faculty while DGHE governs it for permanent employees. The tasks of planning and supervision of the execution of annual academic plans, co-curricular and extra-curricular activities, are planned by the Principal in consultation with the staff members of the college.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

HCOE Sonipat has formed various bodies /cells/ committees. Regular meetings were conducted time to time and minutes of the meetings were recorded. Resolutions were taken in the meetings in various committees.

The suggestions from faculty and staff members were taken in the meetings. Principal ensure that implementation of resolutions was done successfully .

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

### 6.3 - Faculty Empowerment Strategies

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

A conducive environment is provided to the employees for their professional growth as an asset that makes the organization a productive place to work. The welfare measures for the faculty and staff members are felicitation medical leaves, Wi-Fi, canteen facility for staff. Faculty members are encouraged to participate in various National and International Workshops, Seminars, Conferences, FDPs etc. organised by various other institutions, universities by granting duty leaves for the same. TA and DA are also provided to attend meeting. Govt. aided staff are also provided facilities as per Govt rules.

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

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

0

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

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

0

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

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

An effective Performance Appraisal has assisted in the institution achieving its goals and objectives in an effective manner. The Self-appraisal report duly filled by teaching and non-teaching staff is assessed by the Principal. The management authorities accordingly gives remarks on the Performance Appraisal and same is communicated to the stakeholders through appropriate channels. The major outcomes that emerges from the review of Performance appraisal is the form of increments in the Salary of Contractual Employees. For Govt. Aided Employees are benefitted as per Govt. rules.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The financial resources of the college are managed in a very effective manner. The primary purpose of internal audit to minimize risks and protect assets, ensure accuracy of records, promote operational efficiency, and encourage adherence to policies, rules and regulations. Bursar of the college is entrusted with the responsibility of continuous monitoring of the accounts. Internal audit is also done by sister institution Accountant. The Accounts

department undertakes and controls all the financial matters. Principal and Purchase committees' conveners are involved in the financial planning of the institution. External Audit is carried out by the authorized Chartered Accountant every financial year. The accounts of the institution are subject to audit on the regular basis by the external qualified accountants appointed by the society and as our institution is Govt. aided, Audit is also done by Govt. officer appointed by Govt..

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

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

0

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

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

he financial resources of the college are managed in a very effective manner. Principal monitors the financial aspects of the institution and renders financial support whenever the different activities and events demand as per Govt. norms. In the beginning of each Academic Session, a pre-planned budget is prepared for all activities as per requirements. To monitor effective & efficient use

of available financial resources, there is a Purchase Committee which undertakes all the requirements of the institution. Principal and Purchase committee convener discusses the matters regarding the fund required for all such events and other requirements for fulfilling the needs of infrastructural concerns & propose and release the funds according to the priorities and ensures that funds are utilized properly as per Govt. and DCRUST Norms.

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

## 6.5 - Internal Quality Assurance System

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

The Institution has developed quality assurance mechanisms within the existing academic and administrative system to sustain and enhance the quality of education besides planning and implementing quality initiatives. Our Institution follow on Plan, Do, Check and Act for quality processes. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. The following initiatives are undertaken:

1. Improvement in quality of teaching and research by regular inputs.
2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

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

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

Norms and guidelines of UGC were followed while constituting IQAC. It consisted of representatives of society & community, faculty & Alumni. IQAC reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. The Institute IQAC regularly meets every three months. The Institute IQAC prepares and evaluates the following reports of:

- (a) Annual Quality Assurance Report (AQAR)
- (b) Performance Appraisal Report of NCTE (PAR-NCTE)
- (c) AISHE
- (d) Stakeholder's feedback
- (e) Action Taken Reports
- (f) DCURST Affiliation Performa
- (g) Monitors all committees of the institution and provides valuable suggestions.

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

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

0



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

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

Two of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Yes, Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. After Second Cycle the college has graced with the status of 'College of Potential for Excellence''by UGC for the period of five years from April 2016.

In this academic session two quality initiatives were taken by the college.

1. Deal with COVID 19 unprecedented situation.

Online classes - All the faculty members had taken online classes through google meet. OER - PowerPoint and other reference material available on college website for student's reference. Online Examination was also conducted by affiliating body.

Our college was also one centre for online exams.

2. The college ensure the transmission of values, attitudes and beliefs that become responsible citizens through transaction of core components in an effective way.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Yes, Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements.

Electric Generator and Borewell with tank is used for alternate sources of energy for meeting its power requirements.

The institution has Rain water harvesting system in the campus to save Rain water for future use.

Students and staff members are instructed to conserve energy through switching off the lights, fans, ACs when not in use. LED bulbs and tube lights are used for energy conservation.

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

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

Hindu College of Education adopts segregation of solid waste in which large size dustbins, green for bio degradable and blue for non-degradable, are kept all over the campus for segregated disposal of waste. Dustbins are provided in ladies washrooms. Dustbins are provided in every classroom for collecting paper waste. Segregated waste is collected by sweeper to dispose off properly to the dumping yards of Municipal Corporation, Sonapat. Waste like plastic, metals, glass, cardboard, newspaper and stationery are systematically collected, segregated and sold to authorized vendors for its recycling. Students are encouraged to use waste paper and newspaper in creative practices during various extracurricular activities and preparation of teaching aids. The use of plastic carry bags, cups and laminated paper plates are prohibited on the campus. Students and staff are advised to bring cloth bags.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Hindu College of Education has Health and Hygiene Committee which look after cleanliness, sanitation, and providing a pollution free

healthy environment. Committee intends to spread awareness towards various environmental issues maintenance of cleanliness, sanitation and providing a pollution free healthy environment time to time. Institution.

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

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

Three of the above

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

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

0

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

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

Institution always provide platform to the students for contributing to the nation, learn about Indian culture and heritage. Institution celebrates national and international commemorative days and organizes events and festivals in order to develop feeling of Nationalism and Patriotism among students. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, staff and students of the institution all come together under one umbrella to celebrate these occasions and spread the message of unity, peace, love and happiness throughout. Celebration of cultural and constitutional festivals is integral part of institute's co-curricular activities. Throughout session different days are celebrated by students with guidance of teachers which help them to know about different cultures and to cognitively imagine India as a nation. The academic calendar is brimming with important events which show enthusiasm of this institution in celebrating many national as well as international days and commemorative events and festivals. Republic day, Independence Day, Gandhi Jayanti, Constitution Day, Hindi Diwas, National Science Day etc. are celebrated every year with great enthusiasm and pride.

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

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

**B. Any 3 of the above**

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

## 7.2 - Best Practices

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

### I Title: ONLINE TEACHING

**Objectives of the Practice:** To ensure timely completion of syllabus so that they do not suffer any academic loss.

**The Context:** The lockdown forced shutting of college hence the classes were conducted online.

**The Practice:** The faculty shifted the entire program into online mode for theory as well practical subjects.

**Evidence of Success:** Students were able to pass out with flying colours.

**Problems Encountered and Resources Required:** A little problem was encountered initially when teacher educators were not well versed with online method of teaching so had to explore many online resources like google classroom, google meet and zoom etc..

### II Title: PERSONAL GUIDANCE AND COUNSELLING ONLINE

**Objectives of the Practice:** To reduce stress of the students through

personal counselling.

**The Context:**For one on one guidance and counselling, a Mentor was assigned to a group of 25 students.

**The Practice:** The mentors encourage the students to share their problems and worries with them.

**Evidence of Success:**Mentorship helped students face the challenging time of lockdown, motivated them and developed good relationships.

**Problems Encountered and Resources Required:** A little problem was encountered initially when teacher educators were not well versed with online method of counselling but later on it was managed properly.

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

### 7.3 - Institutional Distinctiveness

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

The major priority area was to deal with Covid 19 Situation

Teachers have to adapt to the changes from time to time. In the times of pandemic, there have been tremendous changes in the setup of our education system. Teachers adapted themselves to online mode of teaching. They demonstrated that they possess all the characteristics to handle the changing times and trends in education sphere. Due to the lockdown, teaching learning process was conducted majorly in online mode. The faculty carried teaching in online mode through google classroom, google meet, zoom etc. subjects. Whats App Group was created for all students to discuss their issues with teachers about various subjects. The students were shared the teaching learning material in the form of notes, pdfs and powerpoint presentations which were uploaded on the website. The students were given assignments which were submitted online. The students were engaged in learning through online quizzes and online discussions. Internship was carried out online itself and peer feedback was taken during the internship.



OER - PowerPoint and other reference material available on college website for student's reference. Online Examination was also conducted by affiliating body.

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