



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

SARASWATI COLLEGE OF PROFESSIONAL STUDIES

- Name of the Head of the institution **Dr. Sanjay Kumar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **9810575965**
- Mobile No: **9999763240**
- Registered e-mail ID (Principal) **info@saraswaticollege.com**
- Alternate Email ID **scps.gzb@gmail.com**
- Address **819, 27 KM Stone, Dasna, NH-9, Delhi-Meerut Expressway, Po-Adhyatmik Nagar, Ghaziabad**
- City/Town **Ghaziabad**
- State/UT **Uttar Pradesh**
- Pin Code **201015**

2.Institutional status

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

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **Ch. Charan Singh University, Meerut**
- Name of the IQAC Co-ordinator/Director **Dr. Anita Singh**
- Phone No. **9810575965**
- Alternate phone No.(IQAC) **9818575965**
- Mobile (IQAC) **9810575965**
- IQAC e-mail address **info@saraswaticollege.com**
- Alternate e-mail address (IQAC) **scps.principal@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) [www.saraswaticollege.com](https://saraswaticollege.com/AQAR-2020-21.pdf)
<https://saraswaticollege.com/AQAR-2020-21.pdf>

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

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

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.33	2010	28/03/2010	27/03/2015
Cycle 2	B	2.37	2016	17/03/2016	16/03/2021

6.Date of Establishment of IQAC**01/01/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. Teaching learning process in blended Mode. 2. Collaborations for FDP's, Seminar, workshop etc. through MoU's. 3. Value Added Courses for Students. 4. Awareness to Gender Sensitization & Sustainable Development. 5. Curriculum enrichments the Seminars, Workshop, Panel Discussions, presentations by experts in the field of education. 6. Green Initiatives in the campus.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
<p>1. Preparation of Academic Calendar academic session 2021-22 . 2. Web site 3. Uploading of data on AISHE portal. 4. Formation of committees. 5. Admissions for new session.2. Web site. 3 Uploading data on AISHE portal. 4. Formation of commee</p>	<p>Academic Calendar was prepared after discussions with all concerned. Website was reviewed and updated from time to time. AISHE survey was submitted on time. Committees for the session 2021-22were formed and their functioning monitered throughout the year. Admission policy for the coming session was decided.</p>

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Management Committee	29/07/2023

14. Whether institutional data submitted to AISHE

Part A

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2021-22	19/01/2023				
15. Multidisciplinary / interdisciplinary					
<p>In order to provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of programs .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of</p>					

departments to understand the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Saraswati College of Professional Studies organized a national conference on "New Education Policy-2020". To develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and techniques like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. During this pandemic we have organized different workshops for our students to provide them training about online teaching and learning. SCPS is an affiliated college of CCS University, Meerut. As and when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the SCPS will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) will be of great help to the students. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. We are a Local Chapter of NPTEL, SWAYAM. Our students can take courses through online mode through National Schemes like SWAYAM, NPTEL etc. As per state and university guidelines, we are uploading data on the portal for the Academic Bank of Credits (ABC).

17.Skill development:

The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is a revived approach towards running vocational courses to be offered by higher education institutes. UGC has introduced Deen Dayal Upadhyay KAUSHAL KENDRAS (DDUKK) for promoting vocational education in

continuation to its initiatives for introducing community colleges and B.Voc. Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on a large scale. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need; 'Vocal for Local' to explore the vocational courses useful for the local and course need.

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

Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. SCPS celebrates Hindi Diwas to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi Further, Indian Ethos and professional Ethics , Indian culture and heritage in curriculum of B.Ed. ,teaches cultural values in Indian tradition so a teacher would imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.

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

The B.Ed. program at CCS University, Meerut, follows an outcomes-based education approach, where Course Learning Outcomes (CLOs) are defined within the curriculum. These CLOs act as a guide for students, providing a clear understanding of the course objectives and the expected outcomes upon completion. The CLOs outline the specific purposes and anticipated results of each course, unit, or activity, allowing students to grasp the goals of each segment. Moreover, unit or module learning objectives provide measurable benchmarks for students to track their progress towards achieving the overall course outcomes. It's important to note that CCS University leaves the formulation of Program Learning Outcomes (PLOs) to the college, allowing for customized program goals that align with the institution's vision. To ensure transparency, both PLOs and CLOs are communicated to all stakeholders through various channels and prominently displayed on the institution's website for easy reference.

Overall, the outcomes-based education approach with well-defined CLOs empowers students in the B.Ed. program to understand their learning journey and prepares them with the necessary skills and knowledge for future success.

20.Distance education/online education:

Saraswati College of Professional Studies (SCPS) serves as a study center for UP Rajarshi Tandon Open University (UPRTU) and Jamia University, offering distance education programs. As a study center, SCPS facilitates the delivery of UPRTU and Jamia University's distance education courses to students. Through this collaboration, SCPS provides accessible and flexible learning opportunities for individuals who wish to pursue higher education but may not be able to attend regular on-campus classes. The study center model allows students to benefit from the academic resources and support of both UPRTU and Jamia University while enjoying the convenience and flexibility of distance education through SCPS.

Extended Profile

1.Student

2.1	191
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Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	100
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Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3	0
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4	89
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	84
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	99
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	33.36105
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	25
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	12
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	15
Number of sanctioned posts for the year:	
Part B	

CURRICULAR ASPECTS**1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The College ensures a well-organized and documented process for effective curriculum delivery. The IQAC prepares the academic calendar for each academic year, which includes important dates for various academic and other activities. Faculty members are briefed on the college's educational activities during the first meeting of the academic year. They create yearly teaching plans for theory and practical subjects at the beginning of the year.

Each teacher maintains a file containing all necessary documents for day-day work and responsibilities in academic and administrative committees. The academic diary is monitored by the Head of the Education Department and then reviewed by the college principal. Teachers conduct classes as per the schedule, and both IQAC and departmental meetings are conducted regularly to assess the progress of the completed syllabus.

To ensure effective curriculum transmission, the departments integrate classroom teaching with various ICT tools. This approach enhances the learning experience for students and supports the effective delivery of the curriculum.

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

1.1.2 - At the institution level, the curriculum

A. All of the above

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

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://saraswaticollege.com/PL0.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

6/10

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

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

109

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

109

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	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.

The college offers numerous opportunities to cultivate diverse teaching skills in B.Ed. trainees. Throughout various stages, students develop their knowledge, values, attitudes, and teaching skills. To enhance student teachers' abilities, the college arranges the following activities: Micro teaching, Lesson planning, cultural activities, day celebrations, Community-based activities, a Life skills program, and a Personality development program.

During the first year of the teacher-preparation program, trainees undergo four weeks of training, which includes a one-week workshop on lesson planning based on the Constructive approach, a one-week workshop on micro-teaching, a one-week practice teaching in simulated conditions, and a two-week practice teaching in an actual classroom situation in a school.

Every year, voluntary participation of students and staff is encouraged in community-based activities within the neighborhood. Various awareness programs, workshops and rallies with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, and empowerment of girls and women are organized.

Additionally, the college conducts a yearly personality development program and cultural events as per the scheduled annual plan calendar. These activities contribute significantly to enriching the teaching skills and overall development of B.Ed. trainees.

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

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

The college introduces students to the diverse school systems in India through a well-designed curriculum that involves practice teaching, internship training, and visits to innovative schools. The internship training offers valuable practical experience to student teachers as they actively engage in real-life school situations for a duration of 16 weeks. During this period, they observe, design instructional plans, execute interventions, conduct classroom teaching, participate in co-curricular activities, and work on community projects under the guidance of teacher educators and mentors from the respective schools.

Before embarking on the internship, students undergo orientation to prepare them for this significant aspect of the B.Ed curriculum. The internship program aims to help students consolidate their theoretical learning through practical experience. At the end of the school internship, each student-teacher is required to present:

The Journal - a comprehensive record of daily activities, such as teaching and events.

The Portfolio - containing evidence of other activities and events, documented through photographs.

The project report - consisting of data, analysis, and interpretation based on action research conducted by the student.

These components ensure that the internship experience is well-documented and provides a valuable opportunity for student teachers to apply their knowledge and skills in a real educational setting.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The current B.Ed. program is designed to equip students for teaching roles in schools. The college provides a nurturing environment conducive to the holistic development of prospective teachers, encompassing social, moral, cultural, and academic aspects of their personalities.

To enhance teaching skills, the program includes various components such as a weekly workshop on microteaching, a two-week practice teaching experience, and simulation teaching in the first year. These activities offer valuable exposure and experience in dealing with the teaching-learning process, enabling students to effectively engage with students in the classroom.

In the second year of the B.Ed program, students undergo a rigorous 16-week school internship, where they are intensively engaged with the school environment. Reflective practices are employed to encourage student teachers to critically assess their strengths, challenges, and future growth opportunities in their teaching methods.

Throughout these learning experiences, faculty members actively observe and support the students, fostering their confidence and preparedness for a successful professional career in the field of education.

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

1.4 - Feedback System

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

Four of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

99

2.1.1.1 - Number of students enrolled during the year

191

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

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

0

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

37

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The primary objective of the entry-level assessment process is to identify the diverse learning needs of students and assess their readiness to participate in a professional education program. Through this assessment, educators aim to build a comprehensive profile for each student, gaining insight into their individual learning requirements. This knowledge allows educators to provide tailored academic support, ensuring that students receive the necessary assistance for a successful journey in the professional education program.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Six/Five of the above

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

2.2.3 - There are institutional provisions for

Three of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:20

2.2.4.1 - Number of mentors in the Institution

10

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

The college faculty members employ a wide range of teaching approaches to enhance the teaching-learning process, making it enjoyable and effective. These methods include experiential learning, participative learning, problem-solving methodologies, inquiry-based learning, collaborative approaches, brainstorming, and more. The teaching faculty emphasizes experiential learning methods to ensure a more effective teaching-learning process. Their systematic and engaging lectures help students grasp the lessons effectively, and they use examples during the course to clarify concepts.

In the participatory learning approach, students actively participate in debates, quiz methods, role-playing exercises, and other interactive activities. The college places emphasis on the holistic development of students, incorporating extracurricular activities into academics. The collaborative approach involves students working in groups to achieve common goals, where the group's work guides the instruction.

To enrich students' learning experiences, the college organizes various activities such as seminars, guest lectures, conferences, school visits, and more. These approaches collectively contribute to a dynamic and engaging educational environment, fostering the growth and development of students.

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

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

11

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://saraswaticollege.com/Teacher%20Using%20ICT.pdf
Any other relevant information	View File

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

188

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://saraswaticollege.com/Students%20using%20ict.pdf
Any other relevant information	No File Uploaded

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

In the college, every faculty member has been assigned the responsibility of mentoring a group of students. These mentors play a crucial role in providing proper guidance to the students for their career development, academic progress, social well-being, and health-related matters. They engage in personal counseling sessions as well as group discussions to address various aspects of the students' lives, including curricular, co-curricular, extra-curricular, sports, health, and personality development.

The mentors show genuine care for their assigned students and actively extend their support to solve any academic, social, or health-related challenges they may encounter. Through personal counseling and group discussions, the mentors work diligently to ensure the overall well-being and growth of their mentees.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by

**experts Book reading & discussion on it
Discussion on recent policies & regulations
Teacher presented seminars for benefit of
teachers & students Use of media for various
aspects of education Discussions showcasing
the linkages of various contexts of education-
from local to regional to national to global**

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

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

In the teaching-learning process, our college fosters a vibrant classroom environment that embraces creativity, making the lessons more engaging and interactive. By combining creativity with the curriculum, students are encouraged to think innovatively and explore new concepts. This approach also enhances their communication skills and nurtures emotional and social growth.

Our teachers actively promote activities like open-ended questions and debates in the classroom, encouraging students to express their thoughts freely and engage in discussions. Additionally, the college celebrates National days with various activities such as Quiz competitions, Elocution contests, Art galleries, Talent shows, and Rangoli competitions, among others.

Furthermore, the college organizes annual programs that instill confidence, responsibility, and adaptability in students. These programs are designed to empower students, allowing them to develop essential life skills and prepare for a successful future.

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

2.4 - Competency and Skill Development

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

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

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

Eight /Nine of the above

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	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	All of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	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	All of the above

in preparatory arrangements
Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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

All of the above

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

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

The internship is a significant component of the B.Ed curriculum, involving full-time engagement in real school settings for an extended period of 16 weeks. Schools for the internship are chosen based on the students' localities. Once the school grants permission, students are asked to express their preferences for selecting a school near their homes.

Each student is provided with a recommendation letter indicating the school they will be interning at, which they need to present

during their internship. All necessary details are shared with the principal of the chosen school where the internship will take place. Prior to the internship, students receive orientation to prepare them for the experience.

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

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

2.4.9.1 - Number of final year students during the academic year

92

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

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

As per the schedule, second-year college students participate in a sixteen-week Internship program at schools. Throughout this training period, Assistant Professors from the college visit each school to supervise their respective students' internships. Additionally, the Head of the Education Department also monitors the students engaged in training at the schools during their visits.

Feedback is actively sought from various sources, including school principals, school teachers, peers, and self-assessment, to assess the performance and progress of the students during their internship.

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

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

Four of the above

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

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

5

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

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

12

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

162

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

College faculty members are consistently engaged in an ever-evolving journey, continuously seeking new teaching strategies,

improving their skills, and acquiring fresh knowledge to enhance their students' success. They actively participate in various professional development activities such as attending seminars, workshops, expert lectures, and reading educational literature to stay updated with the latest advancements in their field. By participating in such events, they become more effective teachers, benefiting both themselves and their students.

Furthermore, faculty members have become part of numerous scholarly offline and online groups, which serve as valuable sources of information and inspiration. Collaborating with experienced professionals in these groups allows them to learn from others' years of expertise. Embracing lifelong learning, they remain motivated and approach challenges with a positive mindset, gaining the confidence to overcome any obstacles that come their way. This dedication to continuous improvement empowers them to progress and refine their teaching skills continually.

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

2.6 - Evaluation Process

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

The college is affiliated with CCS University and strictly adheres to the university's norms and guidelines. The Examination Committee meticulously prepares the examination schedule for the entire academic year, which is promptly communicated to the students through the college website and notice board.

All question papers for internal examinations are formulated following a uniform pattern, in accordance with the university's guidelines. Internal evaluation encompasses a range of assessments, such as assignments, class tests, unit tests, presentations, practical work, and projects. These evaluations are carried out within the specified timeframe.

After the completion of internal examinations, faculty members assess the answer scripts and provide opportunities for students to seek clarification on doubts. Results review meetings are conducted in collaboration with faculty and HOD, and necessary

actions are taken based on the outcomes. The internal marks are then uploaded on the university web portal, ensuring transparency and accuracy in the evaluation process.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Four of the above

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

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

The college handles examination-related grievances with transparency, efficiency, and timeliness. To address such issues, an Examination Committee is established at the college level. This committee deals with matters related to attendance, internal assessment, and any examination-related concerns.

For internal assessments, the students have the opportunity to

review their assessed test papers for self-assessment. If any grievances arise regarding internal assessment, the students are encouraged to interact with their respective teachers to resolve the matter.

Additionally, the college takes special initiatives to address any group grievances that may arise concerning university assessments. This approach ensures that all examination-related concerns are dealt with effectively and fairly, providing a conducive learning environment for the students.

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

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

The IQAC, in collaboration with all faculty members and conveners, prepares the academic calendar at the beginning of the year. This calendar is carefully crafted to include all planned activities throughout the year. It takes into account the academic calendar of CCS University, Meerut, to ensure synchronization.

The proposed academic calendar undergoes a comprehensive discussion during the IQAC meeting and is approved for implementation. It encompasses a detailed schedule of college activities, including examinations and various forms of evaluation. Additionally, the academic calendar provides tentative dates for extension activities, practice teaching, internships, and other essential events.

Strict adherence to the academic calendar is mandatory for both students and faculty members to ensure the smooth completion of academic activities. To facilitate effective academic and examination-related processes, the college principal regularly conducts meetings of various college committees. These meetings aim to enhance the functioning of academic and examination-related activities within the institution.

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

2.7 - Student Performance and Learning Outcomes

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

The B.Ed. program at CCS University, Meerut, follows an outcomes-based education approach, where Course Learning Outcomes (CLOs) are defined within the curriculum. These CLOs act as a guide for students, providing a clear understanding of the course objectives and the expected outcomes upon completion. The CLOs outline the specific purposes and anticipated results of each course, unit, or activity, allowing students to grasp the goals of each segment. Moreover, unit or module learning objectives provide measurable benchmarks for students to track their progress towards achieving the overall course outcomes. It's important to note that CCS University leaves the formulation of Program Learning Outcomes (PLOs) to the college, allowing for customized program goals that align with the institution's vision. To ensure transparency, both PLOs and CLOs are communicated to all stakeholders through various channels and prominently displayed on the institution's website for easy reference. Overall, the outcomes-based education approach with well-defined CLOs empowers students in the B.Ed. program to understand their learning journey and prepares them with the necessary skills and knowledge for future success.

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

2.7.2 - Pass percentage of Students during the year

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

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

Upon completion of the B.Ed. Program, student teachers acquire a range of competencies that contribute to their professional and personal growth. They develop a strong sense of professional ethics, encompassing values like truthfulness, fairness, dignity, and responsibility towards their students.

Content competency is achieved, enabling them to master subject matter and apply it effectively in diverse situations. They become adept at selecting appropriate teaching methods and creating conducive learning environments.

Pedagogical skills are honed, preparing them for real-life teaching experiences. Regular activities such as debates, seminars, and workshops are organized to enhance their communication skills. Students are assigned topics and required to deliver PowerPoint presentations to the class, thereby boosting their confidence and fostering ICT skills for teaching.

To further enhance their personal and professional development, students have the opportunity to participate in Value-Added courses. These courses provide valuable insights and additional skills that contribute to their overall growth and readiness for their future careers in education.

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

2.7.4 - Performance of outgoing students in internal assessment

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

188

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

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

Our college employs various assessment methods to evaluate students' performance. Essay-type questions are used to enhance academic writing skills, while group work emphasizes collaborative learning and problem-solving abilities. Oral presentations help students develop effective oral communication skills.

Seminars provide opportunities for individual or group research, presentations, and discussions, enabling students to understand the relevance of academic ideas and encouraging creative and lateral thinking, essential skills for the workplace.

Microteaching, simulated teaching, and practice teaching are utilized to refine students' teaching abilities and boost their confidence. Additionally, the internship experience equips them with the necessary competence for their future professional

careers .

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

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

YES

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects

Two of the above

**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**

File Description	Documents
Data as per Data Template	View File
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

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	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
6	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
7	

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

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

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

7

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

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

5

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

168

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

The College has made its noteworthy contribution to the society and environment by making a participation to promote college neighbourhood-community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. A team of committed faculty members engage students in the community development programmes. Various awareness programs, workshops & rallies with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, empowerment of girls and women are organized. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Abhiyan. The activities conducted lead imbining the values of social responsibility such as: to help people in need and distress, to understand and share the need of under privileged children, to promote cleanliness in all span of life and common places, slum areas. to acquire social values and a deep interest in environmental-related issues.

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

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

0

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

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
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	View File
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	
11	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is well-equipped with ample facilities to support effective teaching and learning. It boasts well-furnished classrooms, fully equipped laboratories, and up-to-date computing equipment. Additionally, the college provides sufficient provisions for sports, games (both indoor and outdoor), and cultural activities.

The library is enriched with a collection of rare books, manuscripts, and special reports, contributing to the students' academic growth. The institution follows established systems and procedures to maintain and utilize its physical, academic, and support facilities, which includes the laboratory, library, computers, and classrooms. The college regularly updates its IT facilities, ensuring seamless Wi-Fi connectivity.

There are six classrooms, including one digital classroom and one conference room. The college is furnished with 32 computers and one laptop for academic purposes. Sports enthusiasts can enjoy a badminton court, ample space for volleyball, kho-kho, athletics (throwing events), and long jump, along with other outdoor facilities. Indoor game enthusiasts can indulge in table tennis, chess, and carrom.

The college is also equipped with one seminar hall, providing suitable space for hosting various events and functions. For uninterrupted power supply, generators and UPS are available as backup provisions. As for the library, it boasts an extensive collection with approximately 4592 books for B.Ed, 223 books for B.Com, and 944 books for MIB courses.

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

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

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

2

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

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

74917

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

4.2 - Library as a Learning Resource

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

The college library is partially automated, and its Integrated

Library Management System (ILMS) is named Techlib7. The library underwent automation in 2016. Serving as a valuable knowledge resource center for students and staff, it offers an extensive collection of reference books, journals, reports, and other materials, providing an ideal platform for learning and research.

The library is divided into two rooms, with a spacious hall and a reading room adjacent to it. All the books in the library are barcoded for easy management. The college librarian diligently maintains the records of incoming and outgoing entries.

In terms of its collection, the library houses approximately 4592 books for B.Ed, 223 books for B.Com, and 944 books for Masters in International Business. With a seating capacity of 60, the library accommodates students and staff comfortably.

To ensure efficient functioning and adequate accessibility of resources, the college has a dedicated library committee that systematically reviews the library's holdings.

The library operates on all working days, welcoming students and staff from 10:00 A.M. to 4:00 P.M., making it easily accessible to all. The college also subscribes two newspapers, namely Amar Ujala (in Hindi) and "The Times of India" (in English). These newspapers are available for reading in the library's newsstand, offering students and staff the opportunity to stay informed about current affairs and enhance their knowledge.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
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

College library is digitally equipped with Techlib software. Our librarian is tech savvy and is aware about the technology which is required for the maintenance of the library. A separate computer along with a photocopier in place in the library to facilitate the students for some urgent notes from the books which can be given to them. Our library is linked to various weblinks

where large resources of books are available.

File Description	Documents
Landing page of the remote access webpage	View File
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

Four of the above

File Description	Documents
Data as per Data template	View File
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	View File

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

22694

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

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

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

1175

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

Our college has been fully enabled with Wi-Fi providing accessible internet connectivity to everyone on the campus. In addition to this, we have a well-equipped computer lab that is readily available for student use. Faculty members and administrative

staff also have access to computers for their academic and administrative tasks. Furthermore, the college is equipped with one LCD projector in a classroom and one LCD TV in the conference room to enhance the learning and presentation experience.

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

4.3.2 - Student – Computer ratio during the academic year

1:2

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

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

D. 50 MBPS - 250MBPS

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@saraswaticollegeofprofessioni8217/videos
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)

14850

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

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

The Admin office maintains various aspects, such as AC, furniture, fixtures, plumbing, and electrical work. The majority of these complaints are resolved by the in-house staff, but if necessary, experts from outside agencies are called upon for assistance.

Each year, the IT support staff is tasked with carrying out preventive maintenance, which includes servicing, cleaning, formatting, and updating antivirus software for the IT equipment. Any issues faced by the department and staff members should be

reported to the technical staff.

Lastly, the college ground is maintained by the in-house supporting staff, ensuring a well-kept and pleasant environment for all.

File Description	Documents
Appropriate link(s) on the institutional website	https://saraswaticollege.com/maintainance%20policy.php
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

5.1.2 - Available student support facilities in

Seven/Eight of the above

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

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

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

A. All of the above

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

Four of the above

Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File
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	94
File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded
5.2.2 - Number of student progression to higher education during the academic year	
5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).	
7	

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

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

27

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The college has established a student council comprising representatives from each working committee, cell, and club. This student council actively collaborates with teachers to plan and execute various activities, such as guest lectures, seminars, and workshops.

To ensure representation from each working committee, students are selected by their respective committees to serve as representatives. During this process, students within each committee are asked to elect a student as the committee convenor. These committee conveners make up the members of the student council.

The primary objectives of the student council are as follows:

- To advocate for students' interests in administrative matters.
- To keep students informed about issues relevant to them.
- To involve and consult students on matters of institutional significance.
- To organize educational and recreational activities for students.
- To propose activities to the college administration that would enhance students' quality of life.
- To maintain positive relationships and mutual respect with the teaching and non-teaching staff.

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

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

14

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

5.4 - Alumni Engagement

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

contributions in any functional aspects

An unregistered alumni association has proven to be highly effective within the organization. Regular meetings of the alumni association are held where alumni share valuable information about the placement of students in various teaching sectors, including Government Schools, Private Schools, Public Schools, and International Schools. These updates include recent details about their current roles and positions.

Based on the collected data, it has been found that several of our alumni are successfully working in International Schools, Government Schools, and Public Schools. During the challenging times of the Covid-19 era, we managed to connect with some well-placed alumni, which led to the creation of a unique program called the "Alumni Talk Series." This program has been running for the past three years and has received significant participation and engagement from our esteemed alumni.

Furthermore, our alumni actively participate in induction programs and celebrations, contributing to the overall growth and success of the institution. Their involvement has been invaluable in maintaining strong ties and fostering a sense of community within the college.

File Description	Documents
Details of office bearers and members of alumni association	View File
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 class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support

Three/Four of the above

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

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

1

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

The alumni provide valuable information regarding the placement of students in the teaching sector. Amidst the challenges of the Covid-19 era, we successfully connected with some well-placed alumni, leading to the inception of a distinctive program called the "Alumni Talk Series." This program has been running continuously for the past three years.

Additionally, our alumni actively participate in induction programs and celebrations, enhancing the college's sense of community. The Alumni Talk Series has been particularly remarkable, with alumni addressing students from various far-flung locations, including countries like the U.S., Australia, Nigeria, and different parts of India, as well as locally. The talks from alumni located across the globe have been highly enriching for the

student community.

File Description	Documents
Documentary evidence in support of the claim	View File
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 Management and Principal strictly adhere to all university policies and regulations to ensure that the action plans are in line with the college's vision and mission. The Principal, in collaboration with the Heads of Departments and faculty members, formulates the action plan and regularly evaluates its progress and implementation through meetings with working committees. If necessary, adjustments are made to the action plan. The college's management actively participates in the review of quality policies and makes revisions when needed. Valuable feedback and suggestions from stakeholders are collected regularly to enhance the relationship between students and the college. The college also organizes co-curricular activities to foster qualities such as leadership, personality development, and good citizenship among the students.

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

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

The college implements a well-structured decentralized and participative management approach. Significant administrative decisions concerning the university or statutory bodies are made collaboratively by the Principal, Heads of Departments, and faculty members. The faculty members oversee the functioning of various committees. The Office Administrator and Registrar handle office administration duties under the Principal's guidance.

The Librarian is responsible for the library's book and journal collection and its overall management, with support from the Library committee. To promote participative management, the IQAC (Internal Quality Assurance Cell) consists of the Principal, HODs, Faculty, and student representatives. They openly share suggestions during IQAC meetings and actively participate in the decision-making process.

The Principal conducts periodic meetings with all committees, and at the beginning of each academic session, conveners present annual plans. Conveners regularly meet with committee members to ensure the effective implementation of their action plans. All committees work directly under the Principal's guidance, keeping the college's vision and mission in mind.

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

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

To ensure good governance, transparency, and accountability, the college establishes clear definitions of its vision, mission, and goals across all levels. The monitoring of effective and efficient use of financial resources relies on the Purchase & Finance Committee. This committee addresses important matters regarding the college's budget provisions and finalizes the budget proposal for approval by the governing body at the beginning of each year. Daily financial transactions are overseen by the accountant.

An Academic Committee is responsible for organizing all academic programs, including the creation of timetables, conducting internal exams, and managing other academic activities. The college website hosts the academic calendar, syllabus, and curriculum for easy access. Furthermore, all current events such as examinations, admissions, timetables, and curricular activities are regularly published on the college website.

The admission process is conducted with utmost transparency, adhering to the norms set by C.C.S. University & State Government. The Admission Committee discusses all necessary aspects related to the admission process. To maintain transparency, accountability, and effectiveness, periodic review meetings are conducted at various levels to implement necessary corrective measures.

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

6.2 - Strategy Development and Deployment

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

The college adheres to the curriculum set by CCS University, which, in turn, follows the norms and regulations of the UGC. Highly qualified and dedicated faculty members are appointed through a selection committee approved by CCS University. To enrich the teaching-learning process, various strategies such as brainstorming, cooperative learning, technology integration in the classroom, and innovative teaching methods are employed.

The college boasts a fully equipped library with Wi-Fi, offering a wide range of books. Additionally, there is a computer lab with 30 computers and classroom projectors. Both faculty and students are encouraged to acquire computer literacy skills. Workshops and seminars are regularly organized by the college to update the faculty's knowledge.

The college also collaborates with various organizations to host awareness programs like Swachh Bharat Abhiyan and Environmental awareness initiatives. The admission process in the college strictly adheres to CCS University's online procedures.

The head of the institution convenes a series of meetings among teaching and non-teaching staff to facilitate future development processes.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://saraswaticollege.com/Strategic%20Plan.pdf
Documentary evidence in support of the claim	View File
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.

The head of the college's management is the Secretary, responsible for overseeing infrastructure maintenance, financial support, asset creation, and related matters. Academic programs are carried out under the direction of the principal, with decisions being made by CCS University. Various committees within the college are entrusted to student representatives and other staff members to handle specific responsibilities.

Faculty members are assigned tasks by these committees and subsequently submit reports to the principal, along with feedback received from student-teachers. The Principal, supported by Heads of Departments and Convenors of different sub-committees, maintains an environment conducive to learning and academic growth.

As the apex authority in the college, the Principal is responsible for executing both academic and administrative plans and policies, relying on the assistance of various committees to ensure the smooth functioning of college activities. The committees in place include:

1. IQAC (Internal Quality Assurance Cell)
2. Academic Committee
3. Admission Committee
4. Examination Committee
5. Student Welfare Committee
6. Cultural & Literary Committee
7. Library Committee
8. Online Education Committee

9. FIT India Movement Committee
10. Professional Ethics & Discipline Committee
11. Planning and Development Committee
12. Anti-Ragging Committee
13. Sexual Harassment Committee
14. Grievance Redressal Committee

These committees play a vital role in maintaining the college's academic standards, student welfare, and overall functioning

File Description	Documents
Link to organogram on the institutional website	https://saraswaticollege.com/Organisation%20Structure.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

The college operates under a well-defined system of decentralization and participative management. Significant decisions are made by the Principal, in collaboration with the

Heads of Departments, faculty members, and students. Faculty members act as conveners and oversee the functioning of various committees. Regular meetings are conducted by conveners with the respective committee members to ensure the effective implementation of their action plans.

During an IQAC Meeting a decision was taken regarding online classes, meetings, and programs. Subsequently, training was provided to both staff and students to ensure the smooth functioning of online classes, meetings, and programs. As a result of these efforts, the college is now proficient in operating in online mode.

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

6.3 - Faculty Empowerment Strategies

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

The college has implemented comprehensive staff welfare initiatives to support both faculty and non-teaching staff in their personal and professional growth. The institution prioritizes career development, offering regular training and seminars for continuous improvement. Faculty members are encouraged to pursue academic growth, while administrative staff are motivated to enhance their skills.

Several welfare schemes are in place to benefit the college staff and their families. Admission preference is given to children of staff, and educational assistance is provided to economically disadvantaged children. Meritorious students from staff families receive scholarships. Financial incentives are given for research publications, and staff have the freedom to attend national and international workshops and conferences. Leave is granted for such events and for completing Ph.D. programs. Seed money and financial assistance are offered for research and academic activities.

The college also provides medical assistance, maternity benefits, and interest-free loans during emergencies, reflecting its commitment to employee well-being and fostering an environment where everyone can reach their full potential.

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

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

6

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

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

3

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

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

14

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

Performance appraisal is a systematic approach for evaluating an employee's performance, promoting accountability, and encouraging a higher level of dedication to their work. It serves as a source of inspiration for teachers to engage in research-based work, thereby enhancing their knowledge and expertise. Faculty members are required to submit performance reports, which form the basis for Career Advancement or promotions. On the other hand, non-teaching staff members do not follow an appraisal format as their promotions are primarily based on seniority. However, to keep the non-teaching staff informed about the latest advancements in official matters, they are provided with opportunities to participate in various training programs to further develop their potential.

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

6.4 - Financial Management and Resource Mobilization

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

The college's accounts undergo regular auditing conducted by an auditor appointed by the management. The institution follows a systematic and consistent audit mechanism. The internal audit system involves daily checks on physical cash memos, proper creation of vouchers and ledgers managed by the accountant, ensuring the allocated funds are used appropriately according to the assigned categories, transparent payment to parties, meticulous record-keeping of all receipts, and periodic cross-checking or surprise inspections by the management. Additionally, an external audit is carried out by a chartered accountant (CA) designated by the governing body. This authorized individual is responsible for the finalization of the college's accounts.

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

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

0

File Description	Documents
Data as per Data Template	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.

The college collects the prescribed fees from the students in two ways. During the admission counseling, the university collects fees from first-year students. After deducting its share, the university refunds the remaining fee to the college. The refunded amount from the university is primarily utilized to pay staff salaries and cover miscellaneous expenses, such as building maintenance and college infrastructure. At the end of the financial year, all expenditures are audited by a Chartered Accountant (CA).

The allocated funds are used for purchasing equipment and organizing seminars, workshops, conferences, and other related activities. The Principal plays a key role in making recommendations for the efficient management of resources and the effective utilization of available funds to benefit the students, teaching, and non-teaching staff.

To ensure careful handling of the college's requirements, there is a finance committee responsible for scrutinizing expenditure. The Purchase Committee is then tasked with purchasing necessary items in accordance with the finance committee's decisions.

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

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) has played a crucial role in implementing and institutionalizing quality assurance strategies and processes within the institution. Based on observations of prevailing trends and current developments, the IQAC devises initiatives for enhancing the overall quality.

Several practices, such as promoting digital skills among all staff members and conducting extension activities, have been institutionalized to maintain a high-quality profile. The institution actively discusses suggestions and recommendations provided by experts, forwarding them to the IQAC. The IQAC, after careful examination, collaborates with external experts to consolidate the recommendations and presents them to higher authorities for future planning.

Moreover, social outreach programs have been firmly established as a means for the institution to connect with society and contribute to the betterment of the country. To streamline and centralize these practices, the IQAC invites proposals from the institution with specific timelines. It diligently collects, scrutinizes, consolidates, and subsequently forwards these proposals to the management through the principal.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any

other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The college conducts periodic reviews of its teaching-learning outcomes through the Internal Quality Assurance Cell (IQAC). To enhance the teaching-learning process, regular feedback is collected in the classroom, in addition to conducting student satisfaction surveys. Many valuable suggestions from students are gathered and subsequently implemented in the classroom after discussing them with the IQAC.

The IQAC plays a crucial role in taking necessary steps for improvement based on the feedback received from students on teaching, learning, and evaluation processes. The feedback reports are analyzed regularly by the IQAC, and the findings are shared with the principal. They are also discussed during IQAC meetings, enabling the college to take the required measures for improvement.

Assignments and examinations conducted on a regular basis play a vital role in assessing the learning outcomes of the students, further contributing to the overall teaching-learning evaluation process.

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

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

6

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://saraswaticollege.com/IQAC%20Minutes%20of%20Meeting.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://saraswaticollege.com/IQAC%20REPORT%202021-22.pdf
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	View File
Any other relevant information	No File Uploaded

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

Since its establishment, the college has been dedicatedly working towards continuous improvement, and its noteworthy academic and administrative achievements are as follows:

? Accreditation by NAAC with "B Grade" in 2016.

? Establishment of a Wi-Fi-enabled campus for seamless connectivity.

? Development of a comprehensive website showcasing various college activities.

? Successful implementation of licensed ZOOM for conducting online classes.

? A lush green environment promoting a pleasant learning atmosphere.

? Introduction of an annual academic calendar for effective planning.

? A well-equipped library with a Library Management System, journals, and books.

? Enrichment of the curriculum through the organization of workshops and seminars.

? Installation of high-speed Wi-Fi with a bandwidth of 100 Mbps.

? Provision of water purifiers for safe and pure drinking water on the campus.

? Ensuring security with CCTV cameras installed throughout the college premises.

? Decentralization of administrative powers for effective decision-making.

? Formation of various committees and cells to address different

aspects of college functioning.

? Uninterrupted 24x7 electricity and water supply for the convenience of students and staff.

These achievements demonstrate the college's commitment to providing a conducive and modern learning environment for its students and staff

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institution has an established energy policy in place. The college raises awareness among students about the importance of energy conservation through webinars, presentations, and guest lectures. This year, the college organized a two-day student seminar on environmental issues, their causes, and challenges. Students delivered presentations on various environmental problems and proposed solutions during the seminar. Furthermore, the college conducts an annual tree plantation drive. Students are motivated to conserve energy and encouraged to inspire others in society to do the same. It is believed that small steps can lead to significant changes. Students are encouraged to switch off lights and fans in classrooms when not in use and to motivate others to do so as well. Similarly, staff members are urged to turn off unused lights in offices and encourage their colleagues to do the same.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give

a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institution has implemented a waste management policy. The college has received an appreciation letter for being the best green site in the district. Garden waste from the college is deposited in a compost pit to convert it into fertilizer, which is then used to nourish the plants and animals on campus. The college takes pride in its beautiful and thriving green campus. Ground captions are placed to remind everyone to avoid using plastic and to maintain the campus well. Our eco-friendly campus attracts a diverse range of bird species, including the national bird, peacock, which has found a home here. Students thoroughly enjoy spending time outdoors on campus and often capture memorable moments, including rare bird sightings, through selfies and photographs.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	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

One of the above

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

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

The cleanliness of the entire campus is the responsibility of the college's support staff. The administrative staff diligently monitor and maintain cleanliness and sanitation, keeping a detailed record of their efforts. The pictures of the campus uploaded in the AQAR report vividly showcase the extensive green cover, contributing to a pollution-free environment. With a sprawling 5-acre land, the campus remains free from congestion. Annually, the college organizes a plantation drive in collaboration with its partners, resulting in a diverse range of fruit trees and medicinal plants on campus. As a result, the campus becomes a habitat for various bird species and other wildlife.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Four of the above

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

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

312655

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

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

The institution actively engages with the local environment, utilizing locational knowledge and available resources, while addressing community practices and challenges. They promote women empowerment through student webinars, encourage discussions, share experiences, and raise awareness on the subject. An awareness program on No Tobacco Day educates students and the community about the harmful effects of tobacco and the importance of a tobacco-free lifestyle. Volunteers from the institution spread accurate information about Covid-19 and promote preventive measures for community safety. Webinars focus on physical health and nutrition, emphasizing the significance of a balanced lifestyle. They celebrate International Yoga Day with activities

to encourage yoga practice for improved well-being. The institution actively participates in events for World Water Day, promoting water conservation and efficient usage. World Environment Day is celebrated to create awareness about environmental issues and sustainable practices. Webinars highlight renewable energy's potential for a better future. The institution conducts plantation drives to increase green cover and preserve the environment. Through these initiatives, they demonstrate their commitment to social responsibility, health promotion, and environmental conservation, while engaging the community and utilizing local resources effectively.

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Online Student Feedback System - The student's online feedback system is introduced by Saraswati College of Professional Studies under the quality enhancement scheme of our college. College initiated an online feedback system for students to enhance quality education. 2. Students Participation in Decision Making Committees / Cells/ Clubs - Saraswati college of professional studies is an affiliated College. As an affiliated college, it does not have much freedom in most of the areas of academic development. The College is expected to prepare responsible and employable citizens of tomorrow. The goal of the college to provide students with an environment for the all round development of their mental, physical, aesthetic, social and spiritual potentials, together with the attitudes of integrity, hard-work, honesty, fairness and tolerance so that they give off their very best. For this purpose, college forms different committees, cells and clubs to provide decision making opportunities to their students in planning and organising of different academic

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

7.3 - Institutional Distinctiveness

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

The college excels in its distinctiveness related to its vision, priority, and thrust of developing qualified, world-class competent professionals. The institution has established a clear vision to nurture responsible citizens equipped with essential skills, knowledge, values, attitude, and professionalism to thrive in a competitive and global environment. One area of distinctiveness lies in creating a conducive environment that makes the institution the preferred choice for both students and staff. They achieve this by providing excellent education, fostering cultural activities, and promoting sports. The institution stands out in its commitment to the disciplined and integrated development of students and staff, encouraging them to contribute their best to society. Through specialized training and support, they effectively shape students into effective leaders and team players, instilling confidence and creativity. Moreover, the institution focuses on empowering students to discover their inner potential and strengths, motivating them to set ambitious goals and achieve them. The curriculum is carefully planned to align with the current education scenario of the country, promoting a spirit of inquiry and a thirst for knowledge among students. Furthermore, the college places significant emphasis on equipping students with the necessary skills, knowledge, values, and professionalism required for their chosen profession.

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	View File