YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

G. H. G. KHALSA COLLEGE OF EDUCATION

- Name of the Head of the institution

  Dr Pargat Singh Garcha

- Designation

  Principal

- Does the institution function from its own campus?

  Yes

- Alternate phone No.

  01624275228

- Mobile No:

  9815331234

- Registered e-mail ID (Principal)

  iqacghgedu@gmail.com

- Alternate Email ID

  ghg_edu@yahoo.co.in

- Address

  Gurusar Sadhar,Distt Ludhiana

- City/Town

  Ludhiana

- State/UT

  Punjab

- Pin Code

  141104

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

  Teacher Education

- Type of Institution

  Co-education

- Location

  Rural

- Financial Status **Grants-in aid**

- Name of the Affiliating University **Panjab University, Chandigarh**

- Name of the IQAC Co-ordinator/Director **Dr Manu Chadha**

- Phone No. **9915560719**

- Alternate phone No.(IQAC) **01624275228**

- Mobile (IQAC) **9417000719**

- IQAC e-mail address **iqacghgedu@gmail.com**

- Alternate e-mail address (IQAC) **ghg_edu@yahoo.co.in**

3.Website address

ghgcollegesadhar.org

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

http://www.ghgcollegesadhar.org/files/education/aqar/aqar2019-20.pdf

4.Whether Academic Calendar prepared during the year?

Yes

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

http://www.ghgcollegesadhar.org/academic-calendars-edu/2/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.04**	**2009**	**13/02/2009**	**12/02/2014**
Cycle 2	**A**	**3.30**	**2017**	**25/09/2017**	**24/09/2022**

6.Date of Establishment of IQAC   **22/07/2009**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NAAC,Bangalore	Financial Assistance for organizing Seminar	NAAC,Bangalore	08/02/2021	30000
Alumni relation Panjab university Chandigarh	Financial Assistance for Research project	Alumni relation Panjab university Chandigarh	14/08/2020	30000

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   3

- 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)

•College organized a webinar on various themes- National level webinar on "Learning Management System" on July 10-11, 2020, Intellectual Property Rights on March 21, 2021 with an aim to bring awareness about the concept of Intellectual property rights in education among educationists, researchers and students, a seven days long Faculty Development Programme on the theme "Resource

Mobilization- Local to Global '' was organized by the college from February 08-14,2021to analyse the methods of fund allocation to Higher Education Institutions in different countries and adoption of various innovative methods of financing of higher education.

•To enhance Linkages and Collaboration the college has signed MOU s with nearly 8 institutes and conducted workshops and discussion sessions-Student &Faculty exchange of BTTC,Mumbai and our college on October 28-29, 2020. Add on course on "Models of Teaching" for the students of B.Ed and M.Ed students of the college

•In order to discuss the various challenges and opportunities of National Education Policy 2020 with special reference to teacher education, College organized panel discussions on various topics-"Decoding National Education Policy 2020 for Systemic Reforms in Education" on September 11, 2020; "Teacher Education in National Education Policy 2020: TEI's at Crossroads" on February 04,2021&National Professional Standards for Teachers In View of NEP, 2020 on May 29. 2021

•In order to increase employability skills and overall personality of M.Ed and B.Ed students, college organized Finishing School Programme from June 22- July 10, 2021.

•A total amount of Rs.72,000/- was disbursed among 16 needy students as financial aid from the Students Aid Fund of the College and from Alumni Association fund while a special scholarship of Rs 412952/- in the form of Fee Waiver was given to 58 students from Student Aid Fund.

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
Purchase Learning Management System	purchase space from MOODLE for smooth conduct of classes so as to disseminate learning material to the students. The faculty has now been regularly putting their notes on LMS.The teachers had utilized their lockdown period in preparing E-content, recording it and uploading it on LMS as well as College YOUTUBE channel. Majority of the faculty had brushed their skills by joining online learning courses like MOOC on Plagiarism. During Lock-down period Student teaching learning evaluation process was through online process viz Google classroom, Google Quiz. Regular feedback was provided to students. Faculty had prepared Question banks and shared with their students. The faculty had updated their personal data on ERP.
Remedial Classes	definite criterion and planned strategies are formalized and implemented in regular time table. Resources in the form of notes, question banks and sample answers are provided to the students
Curriculum Planning	keeping in mind the needs of students ,time and covid panic constraints the Curriculum needs to be planned. Course outcomes, Unit planning was done and put on the website.Planning the schedule and mode of Orientation sessions for new comers were done. Revision of Feedback Performs(NAAC SSR) Keeping in mind the NAAC criterion I, the

	Feedback Performas were revised.
Value Added Courses	College plans to collaborate with Bombay teachers' training College, Mumbai for An add on course on "Models of Teaching" for the students of B.Ed and M.Ed students of the college. Provide coaching to the students of B.Ed for PTET/CTET examination to help them for better professional perspectives in teaching
Skill Enhancement Programme for Semester IV Students	college organized skill enhancement Programme in collaboration with the alumni association. Students were given exposure on writing different types of lesson plans, Tips for effective teaching, Developing classroom confidence.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC Cell	12/03/2022

14.Whether institutional data submitted to AISHE

Part A

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IQAC Cell	12/03/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	05/02/2022

15.Multidisciplinary / interdisciplinary

Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the

best mentors.

As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, our teacher education institute is geared up to run teacher education programmes, in collaboration with Degree college our sister institution which is running in Campus II (Distance =1km) i.e., departments such as psychology, philosophy, sociology, Indian languages, arts, music, history, literature, physical education, science and mathematics programmes.

This will allow the students to explore and study distinct subjects or curriculum from various fields.

 The teacher educators at GHGKCE are well equipped and mature to impart knowledge and skills in their learners and enrich their multidimensional skills and experiences. The teacher educators illustrate a lesson with the experiences gathered from the multiple disciplines.

Currently in isolation also, Multidisciplinary approach is adopted by the college and is student friendly. Here each and every student is given ample opportunity to choose his or her subject from the divergent options and provides a platform for pragmatic and flexible teaching-learning experiences. It enhances the student's personality and character building process. Thereby developing necessary social values and ethics equipping and enhancing the scope of employability and jobs for students within the country and in abroad.

It enhances logical thinking and analyzing power in the student teachers and learn different skills of evaluation and assessment through different subjects in BEd &MEd. Through varied activities involving multidisciplinary approach, the student teachers gain arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work environments

16.Academic bank of credits (ABC):

The Academic Bank of Credit referred to as ABC in short, is a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India and which are recognised by the University Grants Commission (UGC).

As the college is affiliated to Panjab University and is expected to follow the norms of the University thereby can not adopt the ABC system , however, is seeking an opportunity of converting the existing certificate courses/Value added courses into academic credit programmes (academic bank of credits) and henceforth working on the process of meeting the eligibility requirements so as to register with Academic Bank of credits.

17.Skill development:

Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes (B.Ed., M.Ed.) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. An Entry-level Assessment to generate baseline data of the students. An Entry-level Assessment to generate baseline data of the students. New entrants are made aware of Programme and Course Learning Outcomes. Visits to library are made mandatory for each and every student so that they get familiarize with the print as well as e-resources available in the library. Beside this, students are also made aware of culture, rules and regulations of the institution. The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field engagement, field trips, laboratory work, etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools. Learnt knowledge is of no use until it is applied for the welfare of the society.

The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities.. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and

various competitions organized at different levels.

. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies.

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

The college envisages to produce quality teachers and to serve as a podium for establishing a society based on ethics and excellence, marches with a mission statement of "Mann Neeva, Mat Uchhi" (Humility of mind, Mellowness of thoughts). Qualitative teacher education is transacted through varied subjects. Practical knowledge on Tools of Assessment, tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record, helps student teachers to gather data for internship, project and action research through curriculum of Assessment for Learning.

Students are sent to observe and interact with students and teachers to understand the details of school functioning in different schools for school induction programme. Continuous mentoring, Comprehensive evaluation ,flexibility in teaching using varied mediums, Learning Enhancement and Enrichment,Remedial programmes, blended mode of teaching.

A conceptual understanding of ideology of different philosophies and philosophical views is through the curriculum of Philosophical Bases Of Education

Acquaintance with the Indian education system in post-independence era, emerging issues in the field of education through the curriculum of Education In Contemporary India.

Comparison of the salient features of educational system, teacher education program & recent trends and innovations in education in Comparative Education Paper and through interaction with experts of international repute.

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

The institution focusses on Outcome-based education. Mapping of each PO and CO with its learning outcome is under process. All programs PO's and CO's are framed and displayed on website, prospectus. Students are made aware about these PO's and CO's.

The teachers at GHGKCE guide students through learning with scaffolded and hands-on activities to support student engagement with new material and encourage the application of developing knowledge and skills.

Learning OBE is enhancing every teacher educator as well as students to think critically, and perform as per their capacity and focus on outcomes.The teachers enhance the curriculum and empower students to take more responsibility for their own learning.

GHGKCE prepares a detailed calendar of teaching, learning and evaluation, integrating the co-curricular and extracurricular engagements as envisioned under the Engaged Competence Enhancement (ECE) paradigm. A good number of courses in all our programmes incorporate topics such as Professional Ethics, Gender, Human Values, Environment and Sustainability.

We offer maximum electives/ specializations.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

Innovative strategies commonly adopted at GHGKCE to enhance Outcome-based education include Role playing,Gaming, Demonstration ,Case Discussion ,Problem-Solving sessions, etc.

Outcome-based education is feasible in the institution as the institution follows a clear policy for measuring fluency/proficiency and is adaptive to student needs. It is shared with the students during Induction Programme as well as on the Website and during the course of two years teaching learning support is provided when and where it's needed most and Learners are given sufficient time to achieve mastery (Skill Enhancement /Finishing School Programme/ Post Internship)

20.Distance education/online education:

The institution developed its in-house ERP i.e. Enterprise Resource Planning system to ensure better control, supervision, transparency and an overall improvement in the institutional efficiency. The global inclination towards online learning and sudden pressures in wake of world-wide pandemic, were dealt with

efficacy by procuring the world class Learning Management System-MOODLE. Another contribution and one of the best practices adopted by the college is to maintain a YOU Tube channel through which the college has given an open window to share its e-content with the faculty and students all over the world. The session 2020-21 was itself a strategic year for the institution due to a sudden revolutionary shift from offline teaching learning mode to online teaching and learning.

Teachers extensively use ICT online conferencing platforms, teaching, documentation, and editing tools and google workspace for effective teaching,ICT integration is optimally used in delivering lessons, preparation of ICT based lesson plans, preparation of assignments, seminars, attempting online quiz,exposure to usage of smart board/interactive board/recording room. Majority of the Taechers have already completed online courses on Open Educational resources and mooc courses.

LMS Moodle is used for regular curriculum transactions. Learning management system has modules for assessing the performance of the students in the form of tests, quiz, question papers etc.

The college has also purchased zoom subscription to facilitate the online teaching – learning and organising other academic activities like webinars, FDP's etc

A recording studio to provide a supportive environment with all essential ICT equipment and necessary infrastructure has been set up for recording of e-lessons. In addition to smart boards, LCD projectors and laptops already available in the college, other essential equipment like mikes, tripod stands have been purchased. A portable camera, Bluetooth enabled speaker have also been purchased.

Extended Profile

2.Student

2.1 Number of students on roll during the year	191

File Description	Documents
Data Template	[View File](#)

2.2	150

Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**82**

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	**82**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**109**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**5147267**
4.2 Total number of computers on campus for academic purposes	**49**

5.Teacher

5.1 Number of full-time teachers during the year:	**17**

File Description	Documents
Data Template	<u>View File</u>
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**18**

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

- **Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation**

Prior to commencement of every session, Need assessment on the basis of feedback collected from various stake holders and the faculty. Feedback received is analysed, reviewed and modified. In-house meetings among Head, IQAC coordinator and other staff members. Discussing,finalizing and sharing the PLOs and CLOs. Preparation of Academic calendar,Time Table, Unit planning .Analysis of the Results of the previous year. Preparation of Question banks, Teaching Aptitude Tests .Orientation/ induction programme for the staff and students

Reviewing-Incorporating evaluative practices viz class tests, assignments, subject seminars, group discussions, mid term exams and semester exams. Identifying the demands of global market as well needs of the local community. Analyzing Placement Records.

Revising-Conducting & Participating in Faculty Enrichment Programmes in and outside the campus Implementing the decisions made in the BOS and Academic Councils Meetings. Incorporating the latest trends, Adding new courses Modifying the evaluative

strategies.

The well planned curriculum is reviewed, revised and adapted to local context by organizing and participating in Extension lectures, Seminars, door to door surveys,rallies, NSS camps, festivals, youth festivals thus giving a chance to students to show case their talent with the reflection of their culture and local environment. Field trips and visits provide first hand experience. Finishing school & skill enhancement programmes cater to employability &life skills .

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 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	**A. All of the above**

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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	http://www.ghgcollegesadhar.org/outcomes-bed/2/
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	View File

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

BEd-22 MEd -7

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	http://www.ghgcollegesadhar.org/files/education/syllabus/syllabus-bed-med.pdf

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

3

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

3

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	View File

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

151

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

151

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	View File

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	**All of the above**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

35

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

35

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

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 curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform student teachers to academically excellent and professionally competent teachers apt for the 21st century.

1.FUNDAMENTAL AND COHERENT KNOWLEDGE OF TEACHER EDUCATIONAptitude testing,Individual assignments, library work, seminar presentations, organizing quizzes, discussions, brain storming,debates, practicum, assignments, seminars, role play to develop of Meta-cognitive skills. Orientation regardingPLOs and CLOs, Pre Internship training,Theoretical and practical aspects in the curriculum.

2.DEVELOPMENT OF COMPETENCIES AND PROCEDURAL KNOWLEDGE –

Skill enhancement programme,Model lessons by the staff and experts Simulated Teaching. Orientationto conduct action research, case study, small projects, dissertation (M.Ed), Problem based practicum and remedial instruction programmes to develop enquiry skills and problem solving abilities Core paper provides technological basis of education. Providetheoretical and practical experiences and linkage.Internship to improve and apply competency and skills inpedagogical subject.

3) VALUES, ATTITUDES, SKILLS a)Knowledge on EQ, Competency building and Self-Awareness Activities . Workshops on life skills, soft skills and Stress management . b) Peer observation during internship, Problem based practicum, Projects to develop critical thinking ability. c) Collaborative environment & Club Activities,Visitsto engage in teamwork and environment for Negotiation and Communication skills. d) Inter-collegiate competitions, Socialnetworking ,environment friendlyactivities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees.celebration of days of national importance, seminars, AIDS awareness, blooddonation, medical check up campsetc. Commencement of session-adjoining gurudwara sahib to inculcate secularism.

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	View File
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

- **Theoretical knowledge on different school system,Functioning ,Norms,concept, principles, importance and components of educational management and the structure of management at different levels,Development of school system in India,Organization of School Plant- school site, building, infrastructure, School records and registers-,Types and maintenance ,Total Quality Management in Education .aretransacted through School Management,Educational Management &Policy Planning Curriculum. Current practices in assessment and evaluation, continuous, comprehensive, evidence based and experiential evaluation , grading system merits, and demerits, GPA,CGPA, Weighted average and weighted score/point, Classification of learners according to their level of performance in Grading system .Practical**

knowledge on Tools of Assessment, tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record, etc helps student teachers to gather data for internship, project and action researchthrough curriculum of Assessment for Learning

- Students are sent toobserve and interact with students and teachers to understand the details of school functioning in different schools for school induction programme.They are sent to CBSE, ICSE, Government and Government Aided schools &present their observations and reflections.
- Comparison ofthe salient features of educational system,teacher education program & discuss recent trends and innovations in education of U.K., Finland ,U.S.A., China and India in Comparative Education Paper and through interaction with experts of internatinal repute.

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

- Academic calendar comprising of curricular and co-curricular activities for wholesome personality development of the students.
- Central students council to develop leadership traits.
- Clubs todevelop an insight beyond classroom teaching and learning.
- Value added courses and self study courses
- NSS camps, moral and value based learning (blood donation, Gurbani gayan, literary and cultural participations, Naitik Shiksha Exams, morning assembly etc)inculcate Social and National values, integration and development
- Organizing tours and trips develop various interpersonal skills like sharing, cooperating, organizing, problem solving and getting the first hand experiences.

- **Art and craft as a medium for aesthetic development and making them self reliant.**
- **Skill enhancement programme and Extension Lectures.**
- **SWOC Anaylsis**
- **Pre Internship, Demonstration & Discussion lessons(Micro and Macro).Skill in teaching and model making competitions,Simulated Teaching**
- **Internship for an extended period of time to develop all the necessary skills for being a successful teacher.**
- **Finishing school Programmeto make them confident, ready to move in the world of work.**
- **Familarisation of tools and techniques for Evaluation,competencies and Entrepreneurship in education are incorporated in the curriculum**
- **Career counselling and Placement drives to help themfind a suitable job as per their need. Visit to employment exchange and vocational and rehabilitation centers**

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

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	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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, action taken and available on website**

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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

109

2.1.1.1 - Number of students enrolled during the year

109

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

46

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

46

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

47

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

47

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

2.2 - Honoring Student Diversity

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

Orientation sessions for the new entrants in which the principal and some senior faculty enlighten the students about the various rules and regulations followed for the library, various co-curricular activities undertaken by the college, and other customs

and traditions forming the spirit of the culture of the college,course structure and academic calendar.

A Mentoring system is in place to assess the level and needs of the freshersand help to resolve them.

Internal assessment criteria is prepared and displayed on the college notice board in the beginning of the session.

Teaching skills of student teachers are assessed at pre and post level.

After admission the institution adopts methods for assessing students' knowledge, needs and skills before the commencement of the program through marks secured by the candidates in group discussion and personal interviewto assess the students' potential, academic back ground and their linguistic skills, as most of the students are from rural background.

To deal with these diverse groups, the classroom teaching is made flexible to suit the needs of all the three types of mediums.The books in the library are in all the three languages in sufficient number.

Enrichment programmes/remedial programmes, blended mode of teaching.Provide 24*7 academic and psychological support.

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 | All of the above |

abled) Multilingual interactions and inputs

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	View File

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

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

14:1

2.2.4.1 - Number of mentors in the Institution

14

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	View File

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.

Experiential Learning:

- The institution imparts the following experiential learning practices to enhance creativity and cognitive level of the students
- Through practical sessions.
- Internship to expand the knowledge on teaching learning process
- Add-on Courses
- Case Studies, Model Making, Visual Aids usage
- Skill in teaching and teaching aid preparation competitions
- Projects,Excursions, surveys

Participatory Learning:

- Cooperative collaborative learning
- Seminars,offline and online assignmentsreflect students' understanding of the concept and aid in planning teaching strategies.
- Group Discussion, Debate, Role Play, Quiz, art competitionsto trigger self-confidence of the students
- Seminars, conferences, workshops,group discussions on contemporary topics.
- NSS and extension activities

Problem-solving methods:

- Simulated teaching, Internship programme to get Hands-on experience

- research projects and paper presentations by MEd students .
- Academic cum Cultural Competitions ascertain the level of understanding and problem solving abilities of students.(literary activities enhance creativity etc)
- Tutorial Sessions
- Brain Storming sessions
- Special Assignments
- Peer Group Teaching
- Quiz Sessions

Brain storming: &Focused group discussion:

- Mind mapping techniques
- Word games
- quiz
- By some experts

Online mode:

- Learning management system-MOODLE
- ERP
- INFLIBNET subscribed central computerized library
- Lecture capturing system
- Youtube videos
- Allocation of separate library period for self-study,
- Group learning/peer discussions,
- Webinars/ seminars.
- Power-Point aided Presentations and ICT based lesson plans.
- Consulting online articles/ journals

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	View File

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://ed.ghglms.org/
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

191

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	View File
Any other relevant information	View File

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	**Five/Six of the above**

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://www.youtube.com/channel/UC7q4gil1J ZtNZv0QhM-YLyw/
Any other relevant information	View File

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

A Mentoring system is in place to assess the level and needs of the students &to resolve theirproblems.Mentor groups are formed in which 10 to 12 students are assigned to a mentor. There is a provision for Mentor period in the time table. Mentors provide guidance, advice, feedback, and support to the mentee, serving variously as role model, teacher, counselor, advisor, sponsor, depending on the specific goals and objectives negotiated with the mentee. Small group interactions and personal care is provided in mentor groups to share their experiences and discuss their problems.Mentors motivate students to develop positive attitude and participate in curricular and co-curricular activities.Mentor provides encouragement and assists the mentee in identifying professional development activities. Morning assembly is organized by each mentor group in which all the students of the group participate,instilconfidence for public speaking. Cumulative record profile of the students to keep a track of their development.Query related to examinations or internal assessment are dealt by the mentor&feedback is collected to strengthen the feedback system and achieve desired results on different aspects Mentees can expand their knowledge and skills, gain valuable advice from a more experienced person, and build their professional networks.

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

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

Five/Six of the above

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

The institution tries to bring innovation, creativity, intellectual and thinking skills, empathy, life skills etc. among students in the process by incorporation of ICT in teaching learning process & Multiple Modalities of Learning-Digital cum flipped modes of interactions, Concept Mapping, problem based practicums Learning management system-lecture notes, PowerPoint presentations,videos, quiz, assignments, attendance, discussion forums etc helps in developing the cognitive and intellectual skills of the students and put on MOODLE. Google Classroom- used by faculty,procuring relevant infrastructure such as smart classrooms and LCD projectors, computer systems,specialized software,informationabout various web resources, Lesson planning based on Models of Teaching, ICT Oriented Lessons, E-Content

Preparation .Develop good Communication Skills-participate in seminars and conferences,competitions,Morning assembly,panel discussion, review writings, story writing,finishing school programme nurtures intellectual and thinking skills. Creativity is developed through academic and cocurricular activities organized by clubs and societies,Art and Aesthetic Education, Theatre Practice,Work Education,Talent Hunt.Empathy is developed amongst students through mentoring, Grievance cell, Guidance and counselling cell.Life skills are discussed through finishing school programme

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

2.4 - Competency and Skill Development

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

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	Ten/All of the above

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 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	View File

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

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	View File

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 activities Performance tests Oral assessment Rating Scales

All of the above

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	View File

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	View File

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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	View File

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

Two weeks Pre-internship is carried out during the first two semesters in nearby schools followed by 16 weeks Internship in third semester.The allocation of schools to internees are decided by the higher authorities (DGSE, DEO and school principals) as per the request and desire of the internees keeping in mind the distance,availability and accessibility.

Orientation to school principal/teachers is facilitated by the Principal,Internship Incharge and Teacher incharges regarding the activities to be conducted during Internship and their role, guidance and support during internship.

Orientation to students going for internship-Two week Pre internship programme, give an idea about the functioning of school,current demands,requisites,overall Philosophy, aim and vision of the school, Organization,Management &Curriculum byobservingclasses engaged by the experienced schoolteachers Prior to Internship,Model lessonsof experts followed by Simulated teaching for 10 days,orientation regarding Planning and Facilitating Teaching Learning,Assessment of Students' Performance,Participation & OrganizingSchool Activities&PTA meeting

Streamlining Assessment Mode-Achievement test,Peer observation rubrics,Reflective journal preparation,Self evaluation.

Teachers accompany the student teachers toschools. Mentors are selected from each school. Attendance Register is given to schoolheads to take the daily attendance. PTA meeting is organized before sending the student teachers to the schools.

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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

75

File Description	Documents
Data as per Data Template	View File
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.

The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each student teacher are observed and evaluated in different modes.

Peer observation: Each student teacher must be accompanied by a peer for observing the class.Peer may be of the same optional subject or any other subject.

Observation of College Teacher Incharges:The observations are givenat the beginning, middle and at the end of the practice teaching.They write the feedbackduring simulated teaching,discussion lessons and final lessons.

Observation of Mentorteachers and the Heads of Schools: The mentor in the school must supervise all the classes of the student teacher and enter suggestions in thelesson plan book maintained by the student teacher andmentors &headsgive their assessment in the assessment performa.

Feedback from students: Student teacher can collect the feedback of their performance in the school from the students in the class.

Reflective journal: Each student teacherreflect on their activities in the school and class and report it on a reflective journal

Internship certificate from school: Student teacherscollect internshipcertificate from the concerned school with seal and signature from the school authority.

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)	**All 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	[View File](#)

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	**Five of the above**

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

17

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	View File
Any other relevant information	View File

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

13

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

118

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

118

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

The Institution ensures personal and professional/ career development of teaching staff of the institution:

• Conducive environment is maintained to developcordial relationamong the staff.

• Providedifferent instructional,infrastructural facilities and resources.

•Staff is encouraged to enhance their professional and educational qualifications.

• The institution also organizes a faculty orientation-cum-development programme in the beginning of each session for 10 days with the motive to acquaint them with the latest happenings in the field of education and to encourage cross disciplinary sharing of ideas. Head of the institution gives a briefing about the tasks and responsibilities lying ahead for all the staff members to produce quality teachers.

Encourage Staff to attend seminars, workshops,orientation programs, refresher courses,short term courses,act as resource persons,organizers and get duty leaves .

• Staff is encouraged to publish books, write research papers in journals, undertake minor and major research projects..

• Institution encourages and facilitatesteachers to undertake and successfully complete their research programs like M. Phil. & Ph.D. and academic leave to faculty.

• Teachers are provided with computer, internet access facility, Library facility.

•Faculty is memberof various University bodies, discharge duties as examiners, paper evaluators andpaper setters.

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

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 has to follow the Panjab University guidelines for evaluation of both continuous internal evaluation system as well as semester end exams.However, the nature of assignments are more field based and experiential learning reports.

Orienting students about CIE-A clear notion of internal assessment is given to the student teachers at the very outset of the course. The Hard and soft copy of the complete syllabus,Internal Evaluation criteria and their uploading on the college website enable the students to understand the CIE system

Orientation to teachers - Teachers are oriented to conduct objective and impartial analysis of student activitiesSpecial strategies are followed in the institution Separate teacher and student evaluation rubric is used for assessing students' performance during lesson transactions on the basis of Class attendance,Participation of the student in class discussion,Written assignments,Snap tests,General behavior,Preparation of practical files. Online evaluation of assignments submitted by students, regular class tests, House examinations, Student Seminar Group discussions, PowerPoint presentations, debate competition, dissertations, short- term field tours and report preparation, assignments etc.

Programmes Of Creative Expressions are evaluated through participation in events and contexts such as Talent hunt,Extension programmes,Club Activities,Morning Assembly,Celebrations of National and International Days,Organization of intercollegiate functions.Seminars,Add-on courses,NSS

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

Five 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	View File

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

- **The institution has a well-defined mechanism to deal with examination related grievances. The system operates in a transparent, time bound and efficient manner.**
- **There are two types of examinations -Internal & University Examinations**
- **In-house examinations are planned and conducted by the institution itself. To ensure objective evaluation, table marking is done in the college. Students are distributed the marked answer copies. In case a student is not satisfied with the evaluation, the grievance redressal is as per following hierarchy-Subject teacher-Head of Department-**

Examination Incharge- Principal. The whole process if carried out from teacher to the Principal level takes less than seven working days.

- As far as University examinations, the evaluation is done by the University in the various marking centres. The students who feel unsatisfied with the result are given a choice to go for revaluation within 15 days of declaration of result by paying prescribed fee to the university. The moderation/revaluation committee of the university contribute to moderation of the result in case they find it unsatisfactory.
- The question paper related grievances in university examinations are conveyed to the University through Principal and teachers.
- The grievances of the students regarding class tests are dealt with by the teachers concerned themselves.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

The institution is an affiliated college and follows the guidelines and academic calendar of University. Referring to the University Calendar, the Principal,the IQAC and coordinators of different committees prepares the academic calendar of the college.

It ensures that the academic calendar allows for CIE effectively. The aim of the institutional academic calendar is to provide information regarding the schedule of activities of the institution such as remedial classes, in house and semester exams and bridge courses.

College informs students about the university notices and circulars related to the examinations from time to time through student notice boards, college website, mentor groups, whatsaapp groups.In the college academic calendar a schedule of co-curricular and extra- curricular activities for its students are prepared. Internal assessment dates are also provided by the

college in the proposed academic calendar prepared at the beginning of each academic session, which is uploaded on the college website Academic calendar is prepared well in advance to show the roadmap of the tasks to be accomplished during each semester.

The schedule is planned in such a way as to facilitate effective and efficient delivery of curricula and to assess and evaluate, regularly and continuously the learning outcomes of the students.

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 PLOs and the CLOs aredrawn from the Vision& Mission of the college and thje regulating bodies with an aim of developing Knowledge, Wisdom, Skills and Positive Attitudeby engaging students in self directed learning,contributing to the community,empowerment and employment.

The institution &IQAChas stated course and program outcomes and deems it its duty for students'to observe transparently through varied activities.

- Encourageto become reflective learners with an insight for human welfare&harmonious development of personality
- Simulatedlessons and microteaching are followed by group discussion and brainstorming thus making teaching programme reflective..
- Internship is evaluated in a meticulous manner by mentors ,school heads and faculty. All these stake holders enable themtosharpen the teaching skills and communications styles.
- Are members of Central Student Council and various clubs to draw leadership qualities,integrity and collaboration and align in development of skills,abilities and attitude
- Seminars, panel discussions etc. are conducted every year to ensure lively discussions and sharing of ideas thereby showing their concern towards emerging issues.
- Awareness and sensitization programs to sensitize students about social current issues developing various aspectsthrough NSS & co-curricular activities.
- Talent hunt and the initial induction program help toidentify talents that give them an edge in learning experiences.

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

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	View File

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

The college has devised specific mechanism to measure the attainment and level of COs, POs and PSOs and conveyed to the students in the beginning of the session.

The attainment of course outcomes is measured through

- Personal and Classroom interaction,
- Weekly tests
- Assignments
- House exams
- University exams.
- Viva Voce.
- Project works
- Student training and Internship.
- Finishing School Program

Where Course Outcomes can be judged at the end of semester, Programme outcomes and specific outcomes can be judged best only by the end of the programme. Curriculum planning and evaluation blue prints are provided to the students at the beginning of the session. They contain the details of course outcomes and also the way their attainment will be assessed. The level of attainment of

these outcomes is also determined by the institution.

Record of the house exams & university examinations is secured &analyzed to find out the pass percentage of the students and comparison with the university pass percentage.

These outcomes are discussed in the Staff meetings. The policies and strategies are framed in these meetings to encourage better performance in the future.

The placement record and university positions of students for the past years stands testimony to the program outcomes.

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	View File

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

191

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	View File

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.

The initial learnng needs of the students are identified(entry behaviour testing) at the begining of the course.The total course

structure is envisaged to cater to bridge this wide gap. The summative assessment at the end of each semester(Terminal Behaviour).will help to assess the extent to which the initial learning needs are being accommodated The above identified initial tasks include curricular,co- curricular, capacity building, emotional, intelluctual,spiritual &psychologicalneeds, which are catered through a variety of actvities and opportunities. Theory Papers, Viva Voce,Group Activities,Practical Works, Projects, brain storming Micro teaching classes, discussion lessons, school internship programme in 2 phases, remedial teaching to students Online examination and assignment, blog preparation, ICT oriented lessons, e-content preparation. Seminars, presentations, Group discussion, reading and reflection on text, yoga, health and physical education works, art and aesthetic education work, SUPW and preparation of teaching aids .NSS,Tours &trips,Club activities,Participation in intercollegiate competitions,Talent hunt programme,morning assembly,sports day, celebrations of national and international days and all the activities that they do in schoolinduction programme, organization of competitions for school students,.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

191

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

01

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0.5

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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	All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

13

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

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

10

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	View File

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

22

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	View File

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

2047

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	View File

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

1338

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

1338

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	View File

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.

Our College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The NSS college units take part in various initiatives like organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Stubble burning, Swachhta Pakhwada etc. The College also has actively participated in Buddy programme, an initiative programme of Govt. of Punjab as anti-Drug compain.

Events like Rashtriya Ekta Diwas, Fit India Movement, and International Yoga Day see large participation of the students who take up activities in collaboration with other agencies/NGOs to spread awareness. Rashtriya Ekta Diwas (National Unity day) to commemorate the birth anniversary of Sardar Vallabhbhai Patel. Blood donation camps in the College area regular feature. students and staff donate blood for the cause. A Free Medical Check-up Camp and a Blood Donation Camp were organized with a team of doctors from reupted hospitals on the same day. The patients were given medicines free of cost.

Red Ribbon Club of the college with an objective to create sentience about the drug abuse and its harmful effects

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	View File

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

03

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

06

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

06

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

06

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	View File

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	All of the above

Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 institution has adequate facilities for Teaching-Learning.institution to provide the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers and as per needs of new era of technological advancement.

- **The college has 10 Classrooms, Multi-purpose hall, Seminar hall, Library Cum Reading Room and cyber library, Science Resource Centre, Psychology cum Guidance Resource Centre, Maths Resource Centre, Educational Technology Resource Centre, Method Lab, Art and Craft cum Music Resource Centre,,Learning Gallery, Health and Physical Education Resource Centre, Principal Office, Staff Room, Administrative Office, IQAC & Career Guidance &Placement Cell,Student Centre,Girls Common Room,SeparateGirls & Boys Hostel, Staff Quarters,Separate toilets for boys &girls,Playgrounds &Stores.**
- **Multi-purpose hall has Permanent stage fitted with sound system, a projector with motorized screen, LED. Seating capacity for more than 300 persons.**

- Both the campus and its hostels are Wi-Fi with "Radio Link Dedicated Lease Line."
- Maps and charts and audio-visual aids like LCD and overhead projectors, Slide Projector, e-learning modules, Interactive board, 1 Visualizer, Microscope and Improvised apparatus prepared by the students, specimens chemicals remain available to students for better understanding of topics.

The college hasinstalled digital security monitoring cameras spread over the college campus for administrative supervision

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.ghgcollegesadhar.org/infrastructure/2/
Any other relevant information	View File

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

338773

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	View File

4.2 - Library as a Learning Resource

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

Yes, the college hasa fully automated library. Library data is automated using ILMS as well as maintained manually.This software has been developed by Inhouse ERP team of the college.It is fullyautomated.This software keeps record of all the books available in the library and an account ofissue as well asreturn of books. Online annual stock checking can be easily carried out through this software.

OPAC (Online Public Access Catalogue) The library provides OPAC facility and it is available through ERP.. It provides access to WEB OPAC for its readers who can access these facilities on their personal computers/mobile with user ID s and Passwords given to themfrom anywhere .

This integrated management system efficiently meets the requirements of the library andcomprises modules required for day-to-day transactions and house- keeping functions of the library viz-acquisition, circulation, management(comprising cataloguing), and reports and utilities. These are author, title, subject,publisher,barcode, and accession number.

Library has a membership of INFLIBNET. It helps teachers to access e-journals ande-books on N-LIST by INFLIBNET. The username and password is issued to every teacher.They can access this facility from anywhere by using the internet..

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://erp.ghgcollegesadhar.org/opac/, www.inflibnet.ac.in
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institution has a very rich and resourceful library with a rare collection of books, journals and magazines. The college library is automated and all the books are barcoded thus enabling easy functioning of library, acquiring, organizing, preserving, retrieving and disseminating information to the users, especially the circulation system. The library catalogue is OPAC and is used for systematizing library resources, facilitating the process of issue -return and exhibiting their availability. This online database of library resources can be used with free remote access by the students and teachers to locate resources available in the library and their circulation status. The college ERP is used to support the OPAC of the library. IFLIBNET gives authorized access to N-LIST through user ids and passwords given to faculty and students. N-LIST offers e-resources-e-books and e-journals to students, researchers and faculty and can access e-resources and download articles required by them directly from the publisher's website.

The institution can monitor and track the usage and downloading of these e-resources by faculty and students. The system itself is designed to offer the assistance by use of various prompts, suggestions, FAQs, and even error messages when needed. Search results are easy to read and understand.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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	All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

81484

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	View File

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

82

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	http://www.ghgcollegesadhar.org/college-library/2/
Any other relevant information	View File

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

Three 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

The institution has a fully Wi Fi campus. It has Radio Link Dedicated Lease Line for uninterrupted internet services which are regularly updated. The bandwidth of the leaseline has been upgraded andis now more that 10mbps. In addition to the lease line the institution has also purchased a Net + connection (5G). Further more 3 Wi - Fi routers (tenda) have also been purchased to

further facilitate the networking in the three blocks of the campus building.

The college has also purchased zoom subscription to facilitate the online teaching – learning and organising other academic activities like webinars, FDP's etc

A recording studio to provide a supportive environment with all essential ICT equipments and necessary infrastructure has been set up for recording of e-lessons. In addition to smart boards, LCD projectors and laptops already available in the college other essential equipment like mikes, tripod stand have been purchased. A portable camera, Bluetooth enabled speaker have also been purchased.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3:1

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	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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	Five or more of the above

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UC7q4gil1J ZtNZv0QhM-YLyw
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/channel/UC7q4gil1J ZtNZv0QhM-YLyw
Any other relevant information	[View File](#)

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)

2068017

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	[View File](#)

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

Proper issue and return registers are maintained. Any repairs and new requirements in the laboratories are reported to the concerned technicians or outsource agencies and maintenance workers through the office.

The library is fully automated.The library purchase committee caters to the demands. The books and journals are sent for binding and necessary repair regularly. The CCTV provision helps in better

supervision of the library resources. Annual stock taking is done to ensure the safe return and upkeep of library books.

The institution has a dedicated team of senior technical assistants and computer network assistants for providing support services regarding hardware and software maintenance.

There is a workshop to handle the dilapidated work.

The institute has a contract mechanism under which electric work, wood work, sanitary work etc. are accomplished.

The college building is fully insured against any kind accidental damages. Repairs and maintenance of the furniture as well as electrical appliances is done as and when the need arises

The institution has a proper wastage management and energy conservation policy which reflect its green campus initiatives.

Suggestion boxes are placed at all strategic places in the college campus and students or faculty is free to express their opinions/suggestions/grievances through it.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.ghgcollegesadhar.org/iqac/2/
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	View File

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

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

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

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

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
37	82

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).

13

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)

24

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	View File

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 institutionhasa Central Students Council to ensure democratic functioning in the college.Class representatives are unanimously elected to form a central student council .Theyhelpin active involvement in decision making in all major activities and functions.

- The Council share students' issues and grievances andsolvethe problems of teacher trainees with the help of Principal and faculty.
- Central student council is a part of the IQAC and participates in strategic decision making.
- Central Students Council help in bringing to forefront the various problems encountered in conduct of programmes and implementation of policies.Suggestions are also sought from Student Council regarding the B.Ed & M.Ed programme, organizational set-up and institutional practices.Suggestions and feedback helps inimprovement of policy decisions and measures to improve academic performance of the students.
- Assists the staff in smooth conduct of curricular and co-curricular/extra-curricular activities.
- Help in maintenance and beautification of campus and to ensure discipline in the college.
- To organize Educational and Recreational Activities for students through various Clubs.
- To initiate Capacity Building Activities for the benefits of student-teachers and the community.
- To engage Value Added Programmes in the college.
- To confirm the participation of Student-Teachers in University Youth Festival and other intercollegiate competitions.

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	View File

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

19

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	View File

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

The college has completed 67 years of its establishment, and during this period it has churned out student teachersof caliber and character.The Alumni of this college have garnered eminence in almost all walks of life and include renowned academicians- Principals, administrators, soldiers, artists, social reformers, and politicians. The institution networks and collaborates with the Alumni and former faculty of the institution through annual meetings and interacts with them on all key functions of the college. Both, the institution and the Alumni, deem it an honour to be present on such occasions, adding to the valuable memories

of the ex-students. There are a substantial number of alumni members living overseas, and always accommodate virtual meets/webinars with their juniors, sharing experiences from their lives.

It is a matter of delight to see our students reach the zenith of their careers andare National / state awardee

Alumni are invited for expert lectures, placement drives,motivational talks andshare their success stories in the Finishing School & Skill enhancement Programme

Another major contribution is the financial aid provided to EW students by some of our alumni.

Alumni Association is registered with Registration no. LDH./OL/00461 of 2020-2021 dated 24 Feb., 2021

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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	All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	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	View File

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

Alumni members motivate the students to take admission & provide scholarships to needy students. Students are adopted by Alumni Batches.

They participate as delegates, resource persons in seminars and workshops, curriculum transaction and value added courses offered by the college

The alumni association of the college organizes annual meetings and alumni of the collegeemployed as teachers/heads/administrators in India and overseasliving suggest improvements in the functioning of the college (curricular & extracurricular) throughformal or informal platforms.

Alumni of the collegeshare work experiences and acquaint with the demands of job market,provide valuable feedbackregarding working of the college and requirements of teaching profession &conveyed in the BOS syllabus revision workshops.

Alumni of the institution take keen interest in the developmental affairs of the institution,Placement of our pupil teachers in various schools andtraining for competitions in cultural, skill in teaching etc.

Alumni actively participates in delivering model lessons and share their expertise during finishing school and skill enhancement programme. Theycontribute books to the book-bank of the college &facilitate linkages with the community andother academic institutions where they are working. Scholarship from alumni association fund is given every year to financially needy students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution is a Non Profit organization which works selflessly for rural education and upliftment. It has a democratic, participatory and transparent system of policy and decision making.

The management holdsmeetings of the Governing Council,coordination committee and other bodies periodically and monitors the developmental activities, transaction of teaching and learning activities, class results, financial transactions, human resource management and ensures the availability of all that is required for the smooth functioning of the institutes.

Academic, administrative, co-curricular activities are conceived,

planned and executed by conducting frequent interactions with all the stake holders and henceforth prepare strategic plans keeping them in tune with national policies and plans on Education with an aim to :

- Provide qualitative professional education,
- Varied learning experiences and specified knowledge,
- Sensitize prospective teachers for the sustenance of value-oriented education, social and environmental issues and community development.
- Training in Multi- Skill development including Communication, Leadership training and Life skills for better employment opportunities.
- Develop aesthetic sensibilities, adopt innovative practices and equip future teachers with latest (ICT) technology and its effective use in teaching-learning and evaluation
- Synchronize institutional goals and ventures with regional, national and global needs and aspirations
- Provide opportunity to the faculty for continuing professional development.

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	View File

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

All the activities relating to academic, administrative and other allied areas are planned and approved by the governing body based upon the government policies, current needs, feedbacks and representations from the different stakeholders. The bottom up approach is mostly followed while framing the policies and

evolving strategies.

Decisions are taken in a decentralized and participatory manner by the statutory and non-statutory bodies constituted.

• Governing body assigns administrative powers to the principal.

• Principal forms various staff committees for supervision and conduct of various college activities.

• Principal holds regular meetings to identify and assign responsibilities keeping in view the abilities, competencies and work load of the staff.

• In the beginning of every session, a meeting of staff and principal is organized to review the activities of the previous session.

• A Central Student Council comprising two class representatives from each house assists the Principal and the Faculty in the college functioning.

• Suggestions of faculty and students are sought while taking administrative decisions.

• Minutes of the meeting are recorded.

Thus, all the stakeholders serve in an environment of academic freedom, mutual support and cooperation, accomplishing the vision and mission of the institution through decentralized and participatory governance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

Planning of all resources is done as per needs and requirements. The gaps in the resources are identified and made available on priority.

The demands and requisites are forwarded to the Principal through college office and arediscussed and decided by the committees formed as per the quotations, demands and requisites.Full transparency is taken care of in all the procedures undertaken. The minutes of the meetings are maintained regularly.

The Bursar of the college assists the Principal in managing the resources of the college. A well-established system is in place for recording and making everypayment as per the rules and regulations framed by the University and Government .

The college finances are maintained regularly and efficiently. Annual Budget meetings are held .

Separate accounts are in operation -UGC Account, 95% / 75% Grant-in-Aid Account, Student Account, Management Account, NSS Account, Alumni Account and Scholarship Account

The appointment of the staff is strictly as per the norms of NCTE, DPI, PU and UGC.

The Managing Committee has a clear cut policy to appoint human resourceson merit andrequirement.

Admission of students is purely merit based as per Centralized counselling processand is in accordance with the government regulations.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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 onset of Pandemic-COVID 19 posed a challenge for the institution to continue the academic calendar in its true spirit so as to ensure that our greatest stake holders-our students do notface any discontinuity in curriculumtransaction & ensure quality education,the prime concern and goal of this Non Profit Organisation.

It was decided in a faculty meeting with the Principal that in the wake of this global exigency,anurgent need to shift over from a physical traditional classroom to a virtual e-learning classroom.

A Strategic Plan was therby prepared and deployed

- The ICT department was assigned the duty to develop the institution's learning management system (MOODLE).
- LMS committee was formed which included ICT experts &Faculty members from ICT department of the institutionand from the sister institutionstoensure smooth functioning of teaching learning activities through LMS.
- Faculty Development Programme was organized to train the staff about the functioning and features of the LMS.
- Purchased Zoom subscription to ensure a reliable cloud platform for taking online classes.
- Afunctionale-lesson recording studio with minimum essential tools like laptop, webcameras, cameras, tripod stand,and smart board facility was made and thesewere posted on college You Tube channel.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.ghgcollegesadhar.org/files/education/policies/strategic-plan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The administrative structure is very transparent, participatory, and efficient. All the policies are framed keeping in view the norms laid down by UGC/ DPI, Panjab Govt, and Panjab University, Chandigarh.

For recruiting a regular teacher, a selection committee appointed by the affiliating university and DPI State Govt. interviews and selects the meritorious candidate taking into consideration the Reservation and other state government policies. There is no gender, ethnic bias in the selection process. The selection process is fair and transparent. The retirement age of all college employees is 60 .

The faculty is given a UGC pay scale with all benefits as per Govt norms. The leave rules are as per civil service rules of the state government. The minimum stay of teaching faculty in the college is 40 hours per week (six days week) and are allotted 18-24 teaching periods per week.

Besides this they perform supervisory,evaluation,mentoring,organize curricular and co-curricular duties also.

The library is open from 9.00 a.m. to 5.00 p.m (Monday -Saturday)

Purchasing of equipment, civil work, and other infrastructure development is done through well-defined transparent procedureswhich take minimum time and cost for execution.

The college adopts a secular and democratic approach in its functioning.

File Description	Documents
Link to organogram on the institutional website	http://www.ghgcollegesadhar.org/organogram/2/
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	All 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	View File

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.

Democratic decentralization is imperativein effective planning and decision making at various levels in the institution. The college functions through various cells, committeeswhich meet regularly and plan strategically for smooth functioning ofactivities. The session 2020-21 meanta sudden revolutionary shift from offline mode to online teaching and learning.Evaluation system alsohad to be shifted to online mode which meant trainingthe faculty and students in using online evaluation tools-Google Quiz, Testmoz, Kahoot etc. The college LMS and ERP offered features which could ease the online evaluation process of the students andtrained the staff and students through FDPs and demonstration classes to facilitate objective and subjective testing on these platforms.The faculty and students were given personal ids and passwords to post and access question papers on ERP. The submission of award lists and generation of results was also managed through google sheets and MS excel operations, which were shared with students through whatsapp groups. Assignments and project workwere assigned online through the LMS.Entire evaluation process culminated with online feedback and remedial classes taken on zoom platform. The success of the planned process was reflected during the Semester Endexaminations whichcould be conductedhasslefreeandprecisely.

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	View File

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

Significant initiatives taken for the faculty in various dimensions:Academic,Professional ,Social ,Economic ,Health and well being

- Provide the needed support to undergo higher degrees and qualifications, by granting leave both for the teaching and administrative staff.

- Encourage faculty to take up Minor/ Major research projects

- Provide opportunities for skill up-gradation and knowledge suited for the changing nature of professional requirements-conduct and participate in seminars, workshops, conferences, training programmes,publish research work(institution publishes its own bi annual journal since 2014)

- Encourage the staff to undertake research guidance & act as resource persons.

The management is vigilant to maintain the much needed professional environment in the campus-well equipped individual rooms with computers, Intercom and wifi connectivity ,Equipped staffroom with attached restroom

Other measures for the enhancement of well being includes: -

- Organization of Health Awareness programmes

- Residential accommodation with all the modern amenities on the campus.

- Free uniforms every alternative year for Class IV employees

- Group Insurance & Personal Accident Insurance Scheme is provided to employees

- Admission to eligible wards of the staff of the college in the sister institutions on concessional basis.

- **Free transport service from the bus stop/hostel to the campus.**

- **Mentoring programme for welfare of Non teaching staff member**

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	View File

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

0

File Description	Documents
Data as per Data Template	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	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

10

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	View File

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

16

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.

A good performance appraisal system as suggested by P.U and UGC works towards the improvement of the overall organisational functions of college and individuals-classified on the basis of Teaching, Learning and Evaluation;Co-Curricular, Extension and Professional Development;Research Publications and Academic Contributions

At the end of each academic year, the self appraisal performa pertaining to above categories are collected from each faculty member and evaluated by the Principal.The record of the performance appraisal is regularly maintained by the college.These scores are used for the award of career advancements to faculty members.The performance of the college as a whole and of each staff member is also assessed by the students. The Students fill out the exit performa, their feed- back about the institute, its facilities, curricular and co-curricular programme.

The review committee analyses the Feed-back for assessment and improvement in teaching, research and service of the faculty, communicates to faculty and addresses by organizing Faculty Development Programme, workshops, seminars etc.

There is a validperformance appraisal system followed for non teaching staff in the institute with formal and comprehensive validation by the Principal.

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	View File

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

Yes, the accounts of the institutions are audited regularly. There is an internal and external audit system of the account. The college has an inbuilt system of the internal audit of the accounts. The college has a bursar who verifieseach and every bill of the expenditure. All the bills are duly checked and attested by the concerned persons.The college accounts are regularly verified by the chartered accountant of the institute.In case of any discrepancy found at any level,it is rectified immediately. All the records of the accounts are properly maintained and updated frequently by the college.The university and government rules are strictly followed.

There are various external agencies thatverifiesthe college accounts, especially the grants received from state government and UGC.The following are auditors who audit the accounts.

· Deputy Controller (Finance and Accounts) Ludhiana

· Internal Audit Association, Amritsar

- **Accounts General (Audit),Chandigarh (Pb.)**

- **DPI Colleges (Pb.),SCO 66-67,Sec17-D,Chandigarh.**

The above-mentioned authorities check the official records at least once a year.The audit reports are prepared which mention the objections raised by the auditors.

There is no pending objection regarding college 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	View File

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

6.99

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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 is a grant-in-aid institute.Other sourceis the fee and funds collected from the students as per Universityand

StateGovernment.The share of the State Government is decreasing year after year,which is constraining the resource mobilization at the college level.However the management is providing every possible financial support to meet the unavoidable expenditure- staff salaries, retiral benefits, development activities and other obligations.Another source of funding is UGC

Donations from philanthropists of the area,received by the managing committee as well as College Alumni Association offers scholarship to needy students.

Therequirementsforwarded to the Principal throughofficeare discussed and decided by the committees formed as per the quotations, demands and requisites. Full transparency is taken care of in all the procedures. The minutes of the meetings are maintained regularly.

The Bursar of the college assists the Principal in managing the resources of the college.Stock registers are maintained to record receipt of various assets as well as consumables without which no payment is made.

All payments are made through cheque -salary, repair and maintenance of infrastructure, electricity bills, telephone bills, routine expenditures ,duly entered into the cashbook by the Accountant countersigned by the Bursar and the Principal.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 IQAC of the college since its inception in 2009 has played a key role in institutionalizing the quality assurance.The various strategies adopted are in tune with those envisioned in the vision

and mission of the college.

Plan of actions are chalked out by the IQAC in the beginning of the academic year towards quality enhancement and outcome achieved by the end of the academic year.

Activities are listed under various heads.

Augmenting Research Activities

90% of the teaching faculty are Ph.D holders and some of them are approved research guides.

Publication of bi annual Research Journal by the Research Cell.

Establishing link through community through extension programmes.

Strengthening of Academic Programme by different activities in the college.

Dissemination of Knowledge-Conducting seminar, workshops and panel discussionson national issues.

Promoting co-curricular activities college, university and state level.

Empowering faculty and students through skill development programme, faculty development programme,finishing school programme.

Integrating personality development through Value education programme conducted inside and outside the campus.

Continuous professional development of teachers and participation in conferences,seminars and faculty exchange programme

Infrastructural development and mobilization of funds.

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	View File

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.

IQAC is actively involved to reviewteaching learning through a continuous mechanism: Action plan is prepared at the beginning of the academic year to incorporateall scholastic and non scholastic requirements Evaluation, recording/ documentation of all these programs are reflected in the quarterly IQAC meetings.

The college has an exclusive feedback mechanism through well-structured questionnaires from all the stakeholders viz. students, teachers, parents, alumni, and employees.The opinion of the students and alumni is an important input for the IQAC planningfor the next session.

Another major stakeholder in the teaching learning process is parents of the students. Regular Parent Teacher meets are organized .through ehich parentscome up with new suggestions therbypreventing drop-out of students.If a student shows poor attendance, then parents are informed about the same by faculty members. In almost all cases, parents provide essential support and care to ensure proper attendance of their ward. Joint effort of parents and faculty members ensurestheir representation in various curricular and co-curricular fields.

Remedial classes are employed for the underachievers and high Achievers.

Teaching Learning Process is properly monitored and teachers are encouraged to updateknowledge and be aware of the latest changes in teaching learning methodology.

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	View File

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

45

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	View File

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	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.ghgcollegesadhar.org/files/education/iqac/iqac-meeting-2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.ghgcollegesadhar.org/aqar/2/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

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

The college continuously strives for an overall improvement in its functioning, the inbuilt systems approach helps to follow a cyclic mechanism and Identified e-learning and e-resource generation as academic domain.The faculty isengaged in preparing and uploading e-lessons on the college you tube channel &their personalchannels and blogs.The college you tube channel is a multidisciplinary learning and training platform and has variety of Content,Skillenhancement lessons,Seminars and conferences on various issues.The e-content is also shared on the college LMS (MOODLE) thus ensuring its optimum utilization.In order to ensure quality of e-lessons a recording studiowithessential amenities like smart board, camera ,mikes laptopshas been established in the college.

The institution already had ERP system for administrative ease and efficiency during its previous accreditation but in the past five years the ERPhas been completely over hauled anddeveloped its in-

house ERP The software is hosted on a local server and made available online through internet connectivity. Various modules-admissions, Fee Management, Student Profile, Staff Profile, Examinations, Hostel, Library, Transport, Activities, Time-Table, Human Resource Management etc. have been developedand has significantly increased the quality of supervision, efficiency,responsibility and accountability thus making administrative workpaperless green campus initiatives.

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

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.

College believes in the policy of reduce, reuse and recycle in terms of energy conservation. Therefore, in order to minimize energy consumption, energy efficient equipments i.e.,installation of LED and CFL lights in the college campus provide the testimony for the same.

Solar panels are installed in the college campus as an alternative source of energy. It is used to run solar lights and solar geysers.

Star labeled equipments such as refrigerator, air conditioners etc. are used to promote energy conservation.

Eco-friendly,pollution free and well-ventilated infrastructure of the institution helps to conserve energy naturally.

To minimize the use of paper, students and faculty members makeuse of Learning management system and various social media platforms to share notes,submission of sessional activities and

theirevaluation and grading

Students areexposed to variouscurricularand co-curricular components ofenvironment conservation (M.Ed Education for Sustainable Development and Global Peace, B.Ed Environment Education)

· Various co-curricular activities focussing on Environment Conservation are organized in the college on a regular basis which includes Tree Plantation and Environment Awareness Drives, extension lectures and competitions like poster making, Painting and collage making etc.Many of the staff members use car-pooling and/or two-wheelers and cycles to conserve environment.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Utmost care is taken to manage waste produced as a result of various activities performed in the college in an effective manner. The college encourages the process of eco-friendly waste disposal methods. In order to reduce waste, the focus of the institution has always been on recycling and reusing processes; one such initiative includes preparation of improvised apparatusfor making teaching aids and preparing crafts. A pit has been dug in the college campus to dispose of the garden waste like dried leaves, waste papers etc. Additionally, students, faculty and the staff are properly educated to follow proper waste management practices. The NSS unit of the college conducts various awareness campaigns from time to time to maintain and clean the environment in and around the college campus. Paperless practices are followed for the office work as most of the important communication is done by making use of Information and communication technology. ERP software has been set up in the college for the purpose of maintaining records of the students along with the admission and examination process. The fees from the students and salary of the faculty members are also managed with the ERP software.

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

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

Two of the above

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

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

All 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	View File

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

Proper cleanliness & sanitation is maintained in the college

campus. Dustbins are placed in every classroom, bathrooms and in the corridors. A pit has been dug behind the canteen area for properly managing the waste produced in the college. Incinerator machine has been put in the college campus to ensure sanitation. College premises including classrooms, bathrooms, canteen etc. are cleaned properly on a daily basis.College is situated in a clean and pollution free environment surrounded by perennial and flowering plants. Environment friendly practices are observed in the college campus on a regular basis like

- Annual Tree Plantation drives in the college campus as well the surrounding villages.
- Cleanliness drives as per the instructions of Higher education dept. (center and state)as well as a regular feature of annual NSS Camps. These drives are held in the college premises as well as the surrounding villages.
- Awareness programmes on "Say No to Stubble burning".
- Rallies in the surrounding areas focusing on key environmental issues etc

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	All 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)

481049

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	View File

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

Being a leading college of the rural area,the college envisages to create awareness among the local communities about Environmental awareness programmes like say no to stubble burning, Tree plantation drives, Swachta Pakhwada, Health Awareness(Medical Camps, Adoption of nearby villages)

The college has easy access to Punjab's biggest industrial city Ludhiana & this hasenabled the college to make use of its locational advantage by offering its campus for examination and training purposes. The state of art and well equipped playgrounds of the college are used to conduct University/National level tournamentsand for other leisure activities.The locational

advantage of the college will get a further boost in future due to the ongoing construction of international airport, Halwara (Aprox. 6 KM distance) . Local renowned experts from various fields are called for extension lectures (Doctors in NSS camp, Rationale Society). The members of the Governing Councilrenowned personalities from the Sadhar Village,guide and support in effective administration of the college. Local renowned personalities are invited as guests on the occasion of Annual athletic Meet, Convocation, various societies and club functions .Renowned schools located at short distances from the college paves the way for smooth conduct of internship programmes.

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

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	View File

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

Title - Organization of Weekly Morning Assembly and its publication in the form of booklet

Objectives - This best practice is aimed at harmonious development of the pupil teachers.

The Context- The role of conducting morning assembly is immense in order to help our prospective nation builders in justifying their role as the stakeholders of education.

The Practice - Morning assembly includes a variety of activities like College Shabad, news, discussions on current issues, poems, skit, quiz etc.

Evidence of Success- There was a perceptible positive change seen in attitude of Student teachers.

Problems encountered and Resources required – Stage fear of the students. Technical resources

Title - Finishing School Programme

Objectives - To Inculcate employability and life skills among prospective teachers.

The Context- Finishing school is an employability enhancement initiative for imparting strategic training to pupil teachers in order to make them job ready.

The Practice – The programme is well planned through various sessions for resume writing, communication and ICT skills, Mock interview, etiquettes and manners etc.

Evidence of Success- Students from the previous batches are well placed in reputed private and government institutions.

Problems Encountered and Resources required-

- **The expenditure and miscellaneous charges.**
- **Experts and technical resources**

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 institution has always remained a forerunner in establishing a society based on ethics and excellence. The college motto "Man Neevan, Mat Uchi" (Humility of mind and mellowness of thoughts) is a clear testimony to the same.Efforts are made by the faculty to shape the personality of student teachers to contribute selflessly to the society.

One such initiative is Mentoring the non-teaching staff members of the college and their family members. A faculty member is assigned as a mentor to each class IV employee of the college and they render professional help and guidance to the mentees by building trust and confidence.

- **Regularly monitor their families progress-children's education, family health and well-being etc**
- **Meet periodically to counsel and discuss their issues &**

- **problems.**
- **Render guidance & moral support to their respective mentee in their moment of crisis by personally visiting them.**
- **Encourage regular medical check and provide basic amenities like medicines & Financial assistance.**
- **Guidance and support (fee concession in all sister institutions) to their children in educational and career prospects.**
- **Provide congenial work environment for them by organizing awareness programmes-health and sanitation, bank frauds.**
- **Acknowledge their selfless and devoted services at various platforms.**

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File