



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>G. H. G. KHALSA COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr Pargat Singh Garcha</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>01624275228</b>
• Mobile No:	<b>9815331234</b>
• Registered e-mail ID (Principal)	<b>iqacghgedu@gmail.com</b>
• Alternate Email ID	<b>ghgedu@yahoo.co.in</b>
• Address	<b>Gurusar Sadhar,Distt Ludhiana</b>
• City/Town	<b>Ludhiana</b>
• State/UT	<b>Punjab</b>
• Pin Code	<b>141104</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Rural</b>

• 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.	9815331234																		
• Alternate phone No.(IQAC)	01624275228																		
• Mobile (IQAC)	9417000719																		
• IQAC e-mail address	iqacghgedu@gmail.com																		
• Alternate e-mail address (IQAC)	manumehar@gmail.com																		
<b>3.Website address</b>	<a href="http://ghgkce.org/">http://ghgkce.org/</a>																		
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://ghgkce.org/files/education/aqar/aqar2021-22.pdf">https://ghgkce.org/files/education/aqar/aqar2021-22.pdf</a>																		
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://ghgkce.org/files/education/academic-calendar/academic-calender-2022-23.pdf">https://ghgkce.org/files/education/academic-calendar/academic-calender-2022-23.pdf</a>																		
<b>5.Accreditation Details</b>																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>A</td> <td>3.04</td> <td>2009</td> <td>15/06/2009</td> <td>14/06/2014</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.30</td> <td>2017</td> <td>30/10/2017</td> <td>29/10/2022</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	A	3.04	2009	15/06/2009	14/06/2014	Cycle 2	A	3.30	2017	30/10/2017	29/10/2022
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	A	3.04	2009	15/06/2009	14/06/2014														
Cycle 2	A	3.30	2017	30/10/2017	29/10/2022														
<b>6.Date of Establishment of IQAC</b>	22/07/2009																		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>																			

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
ICSSR	Financial assistance for Seminar	ICSSR	01/05/2023	100000
College Development Council, Panjab University	Financial assistance for Seminar	CDC, PU Chandigarh	04/02/2023	30000
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>3</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>-Linkages and Collaboration-MOU with M.I.E.R. College of Education, Jammu and Govt. College for Girls, Ludhiana- The objective of these Memorandum of Understanding (MOU) is to cooperate in the exchange on best practices, Curriculum development, Faculty and student exchanges, carrying research activities and the other projects of mutual interest. -To address the needs of the young adolescents as they grapple with problems in their personal life, work situation and interpersonal relationships, College has started with the Post</p>				

graduate diploma in Guidance and Counselling from the session 2022-23 -In order to discuss the various challenges and opportunities of National Education Policy 2020, College in collaboration with Council for Teacher Education Foundation organized a seminar on the topic "National Education Policy 2020: Reforms in Higher Education" on November 05, 2022. -College organized a one day National level seminar on the topic NEP 2020: Towards a Multidisciplinary Approach to Education on February 04, 2023. The seminar was sponsored by College Development Council, Panjab University, Chandigarh and was organized in collaboration with Council for Teacher Education Federation, (CTEF). -With the aim to bridge the ancient knowledge with futuristic ideas, College organized ICSSR Sponsored National level seminar on the theme "Exploring the Glorious Past, Promising Present and Future Roadmap to Vishwa Guru India" on April 21-22, 2023. -Internal Quality Assurance and Placement Cell of the College organized a Mega Campus Placement Drive in collaboration with District Bureau of Employment and Enterprise, Ludhiana (Govt. of Punjab) on September 10, 2022. -With the objectives to increase employability skills and overall personality development of M.Ed and B.Ed students of the college, G.H.G. Khalsa College of Education, Gurusar Sadhar, Ludhiana organized the Finishing School Programme from June 07- July 17, 2023

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

Plan of Action	Achievements/Outcomes
<p style="text-align: center;">Linkages and Collaboration</p>	<p>MOU with M.I.E.R. College of Education, Jammu and Govt. College for Girls, Ludhiana- It is a proud moment for the College as it has signed a Memorandum of Understanding with M. I. E. R College of Education, Jammu and another with Govt. College for Girls, Ludhiana. The objective of these Memorandum of Understanding (MOU) is to cooperate in the exchange on best practices, Curriculum development, Faculty and student exchanges, carrying research activities and the other projects of mutual interest</p>

<p>Discuss the various challenges and opportunities of National Education Policy 2020</p>	<p>College in collaboration with Council for Teacher Education Foundation organized a seminar on the topic "National Education Policy 2020: Reforms in Higher Education</p>
<p>To bridge the ancient knowledge with futuristic ideas</p>	<p>College organized ICSSR Sponsored National level seminar on the theme "Exploring the Glorious Past, Promising Present and Future Roadmap to Vishwa Guru India" on April 21-22, 2023. The resource person for the two-day seminar included Dr. R.C Sharma, Associate Prof., Dr. B.R. Ambedkar University, New Delhi, Dr. Khushvinder Kumar, Principal, M.M. Modi College, Patiala, Dr. Gaurav Singh, Prof. SOE, Central University of Haryana, Mahendergarh, Dr. Arbind Kumar Jha, Prof., School of Education, IGNOU, New Delhi and Dr. Jaspal Singh, Assistant Professor, Directorate of Distance Education, University of Jammu.</p>
<p>To increase employability skills and overall personality development of M.Ed and B.Ed students of the college</p>	<p>College organized the Finishing School Programme from Dec 29,2022-Jan 04,2023</p>
<p>Remedial Classes</p>	<p>Structured criterion and planned strategies are formalized and implemented in the regular time table. Resources in the form of notes, question banks and sample answers are provided to the students</p>
<p>Curriculum Planning</p>	<p>keeping in mind the needs of students ,time and post covid constraints the Curriculum needs to be planned. Course outcomes, Unit planning was done and put</p>

	<p>on the website.Planning the schedule and mode of Orientation sessions for new comers were done.Analysis of Feedback from various stakeholders was put forth the core committee and relevant modifications in curriculum are made and henceforth implemented in the current session.</p>				
<p>Mega Campus Placement Drive</p>	<p>Internal Quality Assurance and Placement Cell of the College organized a Mega Campus Placement Drive in collaboration with District Bureau of Employment and Enterprise, Ludhiana (Govt. of Punjab) on September 10, 2022. Prominent recruiters Jatindera Greenfield School, Ghuman, Satya Bharti Foundation, GHG Academy, Khandoor, Guru Hargobind Public School, Raqba, Dashmesh Khalsa Sen. Sec. School, Heran and Camp Khalsa Sen. Sec. School, Mohie from Ludhiana District participated in the placement drive. More than 35 students appeared for written test, interview and demonstration of the selection criteria for different subjects</p>				
<p><b>13.Whether the AQAR was placed before statutory body?</b></p>	<p>Yes</p>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>IQAC meeting</td> <td>15/04/2024</td> </tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	IQAC meeting	15/04/2024	
Name of the statutory body	Date of meeting(s)				
IQAC meeting	15/04/2024				
<p><b>14.Whether institutional data submitted to AISHE</b></p>					

Year	Date of Submission
2022-23	29/02/2024

### 15. Multidisciplinary / interdisciplinary

Perspective plan of the college is prepared in light of NEP2020. The vision of the NEP-2020 is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It recommends the multidisciplinary undergraduate programme with multiple exit and entry options. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice. Integrated Teacher Education Programme (ITEP) is in experimental stage started in selected institutions by GOI. The college has already prepared itself for the adaptation of NEP to the attainment of holistic and multidisciplinary education and starting ITEP as and when the authorities allow it from 2025. The college staff is member of Bos and academic council of affiliating university and prepared to provide inputs in context of ITEP. The college has organised webinar/seminar on NEP 2020 and Teacher Education and sent recommendation to authorities. GHGKCE is geared up to run teacher education programmes, in collaboration with Degree college our sister institution which is running in the other Campus (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

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

In 2017, the Government of India established the National Academic Depository (NAD) to validate the authenticity and safe storage of academic awards. Our university has registered in a NAD portal for depositing students' academic records as per the government directions, through this mechanism students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such awards. according to UGC notification D.O.No.F.1-46/2020 (NAD/Digilocker), the college must register in Digilocker in order

to deposit all academic awards. The university is in the process of updating affiliated colleges records. For this purpose, a centralised database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. There is, however, little scope to go beyond university norms for an affiliated College. The college however, is planning 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. Faculties are encouraged to offer Value added programmes where the course framework and curriculum are designed at the institutional level.

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

GHGKCE emphasises skill-based curriculum to prepare students to face the challenges of everyday life. An Entry-level Assessment is made to generate baseline data of the students. New entrants are made aware of Programme and Course Learning Outcomes. 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 to chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also valueadded 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. To further enhance the competencies in the students, the college intends to conduct programmes in collaboration with varied skill development agencies. It also assists students in identifying & developing their academic & career interest, and to set their short term and long term goals through individual counselling and group counselling. Apart from this, a number of Memorandum of Understanding (MoUs) have been

signed to enhance the employability and teaching skills of future teachers. In addition, Career guidance and Placement cell conduct various capacity building programmes, which are mandatory to all students

#### **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. GHGKCE always promote Indian Language system in teaching learning process. Maximum Opportunities are provided to the students to participate in all the activities like essay writing, elocution, poem writing, creative writing in different Indian languages. Our affiliating university is always optimistic for integrating the Indian Knowledge system with the contents of teacher education programmes for Indian arts culture and language with a view to preserve the Iconic legacies of Indian heritage & transform them to future generations. Our university has established a Centre for the Heritage Culture Youth Welfare Department. Our institute has organized programs and celebrated different days, Yoga Day, Morning Assembly, Talks on Moral values and Indian and culture-oriented activities to integrate Indian knowledge and values among students. 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):**

GHGKCE prepares a detailed academic calendar. 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. The POs, PSOs and COs are

prepared following the Bloom's Taxonomy. The direct and indirect methods are used to estimate the level of attainment. Direct method includes the performance of students in continuous internal assessment and semester end examination. Indirect method includes students' feedback. Institution follows a clear policy for measuring fluency/proficiency and is adaptive to student needs. 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.

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

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 YouTube 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 teachers 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 teleprompter, portable camera and other basic equipment's for developing online resources are in place. The college is looking for a good NAAC grade to start online/distance education courses as per the guidelines of NEP2020. The college has motivated students to take online skill enhancement and certificate courses of their interest from the portals having credit based recognition like SWAYAM, NPTEL, MOOC'S etc. Faculty are encouraged to enrol for online MOOC and Faculty Development

Programmes conducted by the MHRD teaching learning centres. To achieve NEP 2002 targets of achieving 50 % GER in higher education needs preparedness of all good institutions to contribute in distance education. GHGKCE is already preparing for this beautiful journey.

### Extended Profile

#### 1.Student

2.1 194

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 190

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 90

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 103

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 103

File Description	Documents
Data Template	<a href="#">View File</a>

2.6	97
Number of students enrolled during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

## 2. Institution

4.1	81.91936
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	51
Total number of computers on campus for academic purposes	

## 3. Teacher

5.1	18
Number of full-time teachers during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2	24
Number of sanctioned posts for the year:	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

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

Institution Plans for the curriculum before the commencement of the session, starting with the need assessment on the basis of feedback collected from various stake holders as well as experience gained by the faculty through participation in various curriculum development workshops/ seminars/ conferences/ BOS/ Faculty of Education and

Academic Councils Meetings. • In-house meetings for detailed discussions between Head, IQAC coordinators and other staff members. Discussing and finalizing Programme learning outcome (PLOs) and Course Learning Outcome (CLOs). Preparation of Academic calendar. Time Table Preparation and division of workload • Unit planning. • Discussion about the teaching learning Resources. • Result Analysis of the previous year. • Preparation of Question banks. • Preparation of the Teaching Aptitude Tests. • Orientation programme for the staff and students. Reviewing includes Analyzing Feedback received from various stake holders. • Analyzing Placement Records, Identifying the demands of global market as well needs of the local community. Conducting SWOC Analysis. • Revision in the light of suggestions received through various stake holders. • Conducting Faculty Development Programme at the Institutional level. • Conducting and Participating in Syllabus revision workshops in and outside the campus. Implementing the decisions made in the BOS and Academic Councils Meetings. • Incorporating the latest trends (Technology driven, blended learning, inclusive practices ). • Adding new courses (Certificate, diploma, value added, self study etc.). Modifying the evaluative strategies. Adaptation to the local context involves identifying the needs of the rural student population and incorporating skill based course and entrepreneurship programmes.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.ghgkce.org/outcomes-bed">https://www.ghgkce.org/outcomes-bed</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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**

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://www.ghgkce.org/e-content/bed">https://www.ghgkce.org/e-content/bed</a>

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

165

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

165

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>	
<b>11</b>	
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>	
<b>11</b>	

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

### 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.

#### Fundamental and Coherent Understanding:

•Aptitude Testing, •General orientation covering PLOs and CLOs, Detailed syllabus and activities (curricular, co-curricular).

Creating Procedural knowledge •Pre Internship training, Demonstration of Micro and Macro teaching skills,

internship •Skill enhancement programme (inviting academia, employers, alumni) •Micro skills training

sessions. •Model lessons. Simulated Teaching

Capability to extrapolate : •Pre-internship for one week. •Internship for the period of 4 months. Discussion

lessons •Model making and Skill in teaching competitions (zonal and inter-zonal level). •Extension lectures, seminars, workshops, field trips, educational tours, visit to special education centers, employment exchange, career talks. craft options to develop the basic employability skills among the students. •Provision of value added courses related to the ICT, Drawing and Painting, communication, research etc. •Self study courses.

•developing basic life skill/ competencies: For the development of Emotional Intelligence,session relatedto development of EQ. SWOC analysis are conducted.An exposure to special schools, visit to adopted village, conducting case studies under the internship programme to develop the empathy and community feeling.

Critical thinking, negotiation and communication •community work(cleanliness drives, blood donation camps, awareness drives. •Celebration of festivals •Participation in various competitions (literary, aesthetic, theatrical, etc.)•Submitting article for Colleg Magzine. •Conducting weekly morning assemblies to develop confidence, communication skills .•Organization of NSS camps for developing team spirit, unity in diversity, cooperation, understanding others. Conducting extension lectures, sem seminars, conferences, workshops related to basic life skills.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Introducing diversity through the compulsory course papers and optional papers like School Management, Education in contemporary,India, Knowledge, Curriculum and Understanding Disciplineat B.Ed and Comparative Education and Educational Management and policyplanning at the M.Ed level.,students are exposed to the environment of different boards of school (CBSE, PSEB, ICSE) under their pre internship programme and have to prepare a report on school plant, time table, school,records and register, critical analysis of the curriculum, cocurricular activities etc.different modes of Assessment like(Formative assessment,

summative assessment, continuous and comprehensive evaluation classroom tests, assignments, quizzes. training regarding various tools of assessment like questionnaire, rating scales, intelligence tests, personality inventories, checklists, case study, cumulative record card, anecdotal record. Knowledge about Norms and standards for different boards of education like Grading system including CGPA, SGPA, percentage, continuous and comprehensive evaluation, midterm exams, summative evaluation.

State wise variation and Diversity in terms of international and comparative perspective through different core papers like

Comparative Education, Educational Management, Perspectives in Education etc. and through conducting state, national and

international workshops, conferences and seminars on emerging trends in education

Comparison of the 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 international repute.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

In the beginning of academic session the institution prepare an academic calendar comprising of curricular and cocurricular activities for wholesome personality development of the students. Central student's council is formed with the motive of developing leadership traits and accountability among students as qualities of a good teacher. Formation of various clubs and houses to engage in studentsarious activities to develop an insight about taking this profession beyond classroom teaching and learning. Engaging studentsin various community programmes through NSScamps, moral and value based learning (blood donation, Gurbanigyan, literary and cultural participations, NaitikShiksha Exams etc.) Organizing tours, trips, field visits and excursions to develop various interpersonal skills like sharing, cooperating, organizing, problem solving and getting the first hand experiences. Using art and craft as a medium for aesthetic development and making them self reliant. Skill enhancement programme for developing the needed competencies based on the socio, economic and personal demands of the environment. the institution organizes pre Internship, Internship and Field attachment programme for students to develop all the necessary skills for being a successful teacher. Organizing Finishing school Programme, Career counseling and Placement drives. Visit to vocational and rehabilitation centers, special schools are also arranged to give the real time exposure to the students. Sports and athletic activities, training in life skills for the effective functioning in the society.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

97

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

97

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

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

53

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

53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

44

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

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2 - Honoring Student Diversity**

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

The students' learning levels, potential, academic background and their linguistic skills are assessed by using marks secured by the candidates in entrance test as well as entry behaviour testing and orientation session as well as initial classes of every subject. After appropriate assessment of the test, specific teaching-learning methodologies to cater the different needs of students are then implemented. Mentoring System is in place to assess the level and needs of the freshers and help to resolve them. Value added courses and Enrichment classes are organized for students. To deal with diverse groups, classroom teaching is made flexible in all the three mediums. The books in the library are in all three languages. Personal, Academic & Career Counselling is given from time to time. Assignments and group projects are given and evaluated on a regular basis. Peer Learning is encouraged through group discussions and presentations. Talent Hunt is organised in the beginning of the session to recognise talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary. Students are motivated to join various clubs of the College which help to inculcate the value of service. The institution has the facility of a well equipped ICT Resource Centre, Computer Lab and updated library and laboratories and Inlibnet facility. Scholarships for meritorious and disadvantaged sections provided by the institution through various schemes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

11:1

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

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

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

The College focuses on Student Centric Approach in teaching learning process. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions and construction of knowledge in the classroom. Experiential Learning: Add-on Courses Case Studies, Model Making, Visual Aids usage Skill in teaching and teaching aid preparation competitions Projects, Excursions, surveys and field visits.

Participatory Learning: Cooperative/collaborative learning Seminars, offline and online assignments reflect students' understanding of the concept and aid in planning teaching strategies. Group Discussion, Debate, Role Play, Quiz, art competitions to 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 Brainstorming sessions Sessional Work Peer Group Teaching Quiz Sessions

Brainstorming: Mind mapping techniques Word games

Focused group discussion: Discussions in Ability groups, Joint collaborative academic and cultural activities (MOU COLLEGES)

Online mode: LMS, ERP, INFLIBNET, Lecture capturing system, Youtube videos, Allocation of separate library period for self-study, Group learning/peer discussions, Webinars/ seminars, PPTs 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://ed.ghglms.org/">https://ed.ghglms.org/</a>
Any other relevant information	<a href="#">View File</a>

### 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

190

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice

Four of the above

**teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/@GHGKCE">https://www.youtube.com/@GHGKCE</a> , <a href="https://www.facebook.com/ghgkce">https://www.facebook.com/ghgkce</a>
Any other relevant information	<a href="#">View File</a>

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

Continual mentoring is an important aspect of student development in institutions, teachers play a vital role in helping students build the skills, knowledge, and attributes needed for success in their careers. Mentoring system is followed in the college. Mentoring efforts include one-on-one sessions, group workshops, and other interactive activities designed to help students develop their professional competencies and grow as individuals. Working in teams - Morning assembly is organized by each mentor group in which all the students of the group participate. It instils confidence for public speaking and facilitates team building exercises and helps students understand the importance of effective communication and collaboration. Dealing with student diversity - They work to provide guidance on how to resolve conflicts, create an inclusive and culturally competent learning environment. They conduct discussions during mentor periods and focus on issues related to diversity, equity, and inclusion, and provide guidance on how to navigate these complex and sensitive topics. Conduct with Colleagues and authorities - Code of professional ethics is observed in the institution, building a conducive environment in the college. They provide guidance on how to maintain a professional demeanour, navigate workplace dynamics, and communicate effectively with others. Balancing home and work stress -

Flexibility is provided to the student teachers in adopting the instructional approaches, mode of interaction. Student and teachers are encouraged to attend seminars, workshops and orientation programs, refresher courses. Keeping up with recent developments- Mentors encourage students to engage in ongoing learning & professional development opportunities by motivating them to participate in multi-skilled curricular & co-curricular activities. The institution has adequate infrastructure to keep up with the changing demands of their careers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Social, cultural, and educational clubs play a significant role in enhancing various skills in students that are crucial for their personal and professional growth. These activities are an integral part of the college experience and leave a lasting impact on students' future. Creativity: Fine Arts, Theatre, Music society focus on

arts, music, theatre, and other creative pursuits foster students' creativity. Literary & Cultural clubs provide a safe space for students to express themselves and experiment with new ideas. By participating in these clubs, students develop their creative skills and grow their confidence. This leads to new perspectives and innovative approaches to problems, which turns out to be useful in both personal and professional life.

**Innovativeness:** Madame Marie, Social Vision, Ramanujan Club focus on entrepreneurship, technology, and innovation help students foster innovative thinking & access to resources and mentorship to bring their ideas to life. This experience helps students develop the skills and knowledge necessary to create innovative solutions in their future careers.

**Intellectual and thinking skills:** Youth, Cultural, Literary Societies focus on academic and intellectual pursuits can help students develop their critical thinking, problem-solving, and reasoning skills & help them to analyze, evaluate, and synthesize information.

**Empathy:** NSS, Guru Gobind Singh Study Circle, Sports Club help students develop empathy to consider others' perspectives and work towards creating a better society & engage with the community and work on projects that aim to address social and cultural challenges.

**Life skills:** Organization and smooth working of Clubs and societies focus on life skills, such as leadership, communication, time management.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

<p><b>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)</b></p>	<p>All of the above</p>
--	-------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Ten/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p><b>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</b></p>	<p><b>All of the above</b></p>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<p><b>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</b></p>	<p><b>All of the above</b></p>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

**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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 by observing classes engaged by the experienced school teachers Prior to Internship, Model lessons of experts followed by Simulated teaching for 10 days, orientation regarding Planning and Facilitating Teaching Learning, Assessment of Students' Performance, Participation & Organizing School Activities & PTA meeting Streamlining Assessment Mode- Achievement test, Peer observation rubrics, Reflective journal preparation, Self evaluation. Teachers accompany the student teachers to schools. 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. The Teacher Supervisor evaluates the copies of the student teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Nine/All of the above**

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

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 internship lasts for 20 weeks (School internship 15 weeks and field engagement with school and community 4 weeks). Two composite discussion lessons and 60 lessons in each subject are prepared by interns. During the entire internship, teacher educators monitor all the activities at regular intervals and provide at least sixty percent suggestive feedback on their respective subject files. They verify whether the students rectify the correction given in the previous observation. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees. During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students.. The internship is duly certified by the head of the practising school after ensuring that each student has completed all the activities. The student teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. Peer groups observe at least 20 lessons (10 per subject) delivered by each student teacher and provide feedback making them aware of their strengths and weaknesses. Observation of College Teacher Incharges: The observations are given at the beginning, middle and at the end of the practice teaching

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **2.5 - Teacher Profile and Quality**

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

**18**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

203

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

203

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Institutional Climate and facilities:**the institution provides conducive,democratic climate for personal and interpersonal growth,instructional,infrastructural facilities andresources for professional updation of the staff. The faculty members share cordial relations amongthemselves and formal and informal discussions among teachers are a routine feature of the college.Faculty orientation-cum-development programme:beginning of each session for 10 days with the motive to acquaint themwith the latest happenings in the field of education and to encourage in-house cross disciplinary sharingof ideas.Career Enhancement Programmes: Teachers engage in inhouse sharing and discussion of ideas,andalso update themselves with national developments by regularly attending UGC-HRDC sponsored orientation and refreshercourses or by other govt. and non govt. organisations.Seminars, Workshops, Conferences and FDP's: Teachers organise seminars at national andinternational levels in the

college. Teachers also actively participate as resource persons and delegates in these educational discussion forums outside the campus and avail duty leaves as per rules. Research & Publications: 4 faculty members are approved Ph. D. guides. College research committee is religiously engaged in editing and publishing research work through bi-annual research journals since 2014 and Seminar/Conference Proceedings and contributions in book form. Academic Qualification enhancement Staff is encouraged to enhance their professional and educational qualifications. Membership of professional bodies: Faculty members hold memberships in University bodies, other professional and research bodies (AIAER, CTEF, GERA). They constructively participate in the deliberations of these bodies. Activities undertaken with institutions under MOU's and collaborations/linkages: Teacher exchange programmes, inviting experts in educational discussion forums.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 follows the affiliating University guidelines for distribution of weightages to internal and external evaluation. The College has also developed Internal evaluation Criteria keeping in mind the above structure. It is formative and continuous in nature. Orienting students about CIE-. The prescribed syllabus, the criteria and weightages for evaluation in each semester are made explicit and transparent. A clear notion of internal assessment is given to the student teachers at the very outset of the course during the orientation sessions as well as uploaded on the college website. Orientation to teachers - In the beginning of each session the Principal and faculty members discuss the reflections on the previous academic year. During the Faculty development programme the teachers are oriented to conduct objective and impartial analysis of student activities. Special strategies are followed in the institution. Separate teacher and student evaluation parameters are used for assessing students' performance. 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, tours and report preparation, assignments. Fairness and unbiasedness are two principles which guide the CIE process. Due credits are given for talent and diligence in every college activity. Internal assessment marks are displayed on the notice board before the term end examination. Timely feedback on individual/group performance is provided to the students allowing provision of improvement. To render achievement opportunities students are provided remedial support.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Principal takes up the issue with the university to find out a solution to the problem.At the time of declaration of results all the cases of RL,spelling mistakes in the DMC and Degrees are all communicated through the college office to theuniversity.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Panjab University, Chandigarh. A detailed Academic calendar is prepared well in advance by the Principal and the heads of college committees to show the roadmap of the tasks to be accomplished during each semester. It is ensured that the academic calendar allows for CIE effectively. Regular assessment of student performance is done on various parameters. The aim of the institutional academic calendar is to provide information regarding the schedule of curricular and co-curricular activities. Following actions help to ensure adherence to the academic calendar in full

spirit:Unitisation of the syllabus,Individualised Teaching Plans,Regular staff meetings are organised to discuss the upcoming curricular and co-curricular events and allocate duties and responsibilities.Time table is planned according to the proposed plan,special classes/remedialclasses are scheduled accordingly. Feedback sessions from students and staff,Classroom discussions on student submissions and class tests further help to strengthen theprocess and mechanism of internal evaluation as per academic calendar.IQAC meetings are a significant podium to assess the adherence to academic calendar, thesuccess achieved in various programmes and any backlogs left.Student cummulative record profile is updated regularly,Remedial classes, sharing of best answer papers/projects/assignments are scheduled tofacilitate fair and timely internal evaluation,Question paper formats/informal rubrics are prepared by subject experts and shared with thestudents.The criterion for giving credits is discussed with the students' council.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 institution has well framed PLO's andCLO's which are drawn out of the vision & mission of the college, guidelines of the regulating bodies(UGC, NCTE & PU).The PLO's and CLO's are uploaded on the college website andthe college prospectus for all the stakeholders involved.The PO s of B.Ed,M.Ed &PGDGC.areintended towards making the education process amore holistic experience for the pupil teachers,Beginning with the preparation of the detailed Academics Calendar, due consideration isgiven to the PLO's and CLO's.The students are oriented about the PLO's and CLO's during the orientation sessions,Curricular transaction-theory and practicum are also well planned and guided by the PLO'sand CLO's.Students are encouraged to indulge in discussions, brainstorming, problem solving and constructivist and creative activities to ensure that they become reflective learners.Pre-Internship, Internship and Post internship programmes are the thrust areas as theyprovide field training and prepare the pupil teachers for employment.ICT is an

integral part of the teacher training, students are taught ICT skills and encouraged to use it in different spheres. Communication skills are also given due attention. Talent hunt programs, Morning Assemblies, Publication of College magazine, Educational tours, trips, excursions Seminars, panel discussions, Finishing School Programmes also help to achieve PLO's and CLO's as they are a major source of direct and experiential learning.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 initial learning needs of the students are identified in the first few weeks of the commencement of the course through informal interactions with the parents and students at the time of admission as well as during the orientation/student induction programme gives a fair assessment of the socio-economic background, cultural & linguistic background, family support available to the students, their previous knowledge & skills. Socio - economic needs are assessed through Mentor -mentee interaction, anecdotes, applications and interviews to SAF Committee. Communication skills, punctuality, Theoretical understanding, time management, conceptual clarity, retention of the students are assessed through Class tests/house tests/university examinations by analyzing the Scores obtained and standing amongst the peer group. Creativity & innovativeness, problem solving, language proficiency, psychomotor skills are addressed through Sessional work, Submission of projects

/assignments/practical work. Interpersonal and social skills, cooperative attitude, teamwork, Leadership training, organising & convincing abilities, time & resource management are addressed by organising and conducting Seminars, panel discussions, housewise competitions, morning assemblies, peer learning, participation, club activities, trips and excursions. Pre-internship, internship & skill enhancement Professional abilities & attitude, teacher mannerisms, pedagogical skills, organising abilities, understanding learner and learning needs is implemented through Visit to schools, observation of school plants, records & register, Organising morning assemblies and other co-curricular activities. Techno-pedagogical skills are addressed by active involvement of students in ICT lab work, sessional submissions, integration of ICT in teaching/ co-curricular activities.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

103

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 learning needs of the students are identified in the first few weeks of the commencement of the course through the following measures: The informal interactions with the parents, students at the time of admission gives assessment of the socio-economic, cultural & linguistic. The formal interactions with the students during the orientation programme in which the students understand the PLO's and CLO's and also share their previous knowledge & skills. Further the introductory classroom help the subject teachers to appraise the entry behaviour levels of the students. Talent search programme to ascertain the level of development of the new entrants. Mentor-Mentee interaction also helps to generate a student-wise profile and estimate individual needs of the students. Ways and measures to address learning needs: Class tests/house tests/university examinations by analyzing the Scores obtained Sessional work, Submission of projects /assignments/practical work, Visit to schools, observation of school plants, school records & register, working of different types of schools and observing duties of Teaching & non teaching, Morning assemblies and other co-curricular activities. Active involvement of students in ICT lab work, sessional submissions, integration of ICT in teaching/ co-curricular activities, Laboratory work, handling equipment, experimentation, reporting, Organising and conducting Seminars, panel discussions, housewise competitions, morning assemblies, peer learning, participation, club activities, trips and excursions. Extension activities, participation in camps, social work, spiritual / religious activities, contribution to environment and community organized by NSS, RRC, Clubs and Societies as well as Classroom observations. Mentor -mentee interaction, anecdotes, applications and interviews.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

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

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies

**during the year**

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**0.85**

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 3.2 - Research Publications

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

07

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

### 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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

156

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

178

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

178

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution organizes a range of outreach activities for welfare of the community and multifaceted development of students. Our College organizes and participates in various outreach activities with a dual objective of not only sensitizing students about various social issues but also contributing to community and strengthening community participation. College organizes blood donation camps, free medical checkup camps, health campaigns in collaboration with Red Ribbon Society. In addition, this institute organizes various activities like gender sensitizations, awareness programs, celebration of important days for students in the college campus as well as internship schools. The institute participates in the government's initiatives such as Swachh Bharat movement, health awareness and in collaboration with local community as well as internship schools. Important national and international days and weeks are also celebrated and special morning assemblies are conducted in order to sensitize students towards various social issues. These outreach activities benefited communities as well as students of the institution. They develop civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students for their overall personality development. These kinds of programs sensitize the students toward community benefits.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

08

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4 - Collaboration and Linkages

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

09

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

09

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

Five/Six of the above

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	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Our college have-

1. Seven Classrooms
2. Multi-purpose hall-Nihang Shamsher Singh Hall
3. Seminar hall - S. Bakhtawar Singh Gill Hall
4. Library Cum Reading Room and cyber library
5. Research cell
6. Science Resource Centre
7. Psychology cum Guidance Resource Centre
8. Maths Resource Centre
9. Educational Technology Resource Centre
10. Method Lab
11. Art and Craft cum Music Resource Centre
12. Learning Gallery/Media Lab
13. Health and Physical Education Resource Centre
14. Computer lab cum language lab
15. Principal Office
16. Staff Room
17. Administrative Office
18. IQAC & Career Guidance & Placement Cell
19. Play grounds

20. Student Centre
21. Girls Common Room
22. Staff Quarters, Separate toilets for boys & girls, Playgrounds & Stores.

#### Campus II (New Building)

The new campus is just one kilometer from the old campus and is situated on the main highway. It houses the:

1. Staff Residences
2. Hostels
3. Playgrounds
4. Indoor Shooting Range
5. Central Library
6. Nihang Shamsher Singh Hall
7. Dhillon Open air theatre
8. 400 mtrs track
9. Stadium Conditioning Centre
10. Gymnasium
11. Hockey Astroturf
12. Residence for staff
13. Management Office
14. Director's Office
15. Registrar's Office
16. Guest House

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

9

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.ghgkce.org/infrastructure">https://www.ghgkce.org/infrastructure</a>
Any other relevant information	<a href="#">View File</a>

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

6.35

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

#### 4.2 - Library as a Learning Resource

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

The College library was partially digitalized since 2011, all the books of the library were properly barcoded and this automation was facilitated by Koha software, followed by Libman software. With the adoption of inhouse ERP in 2020 the college library got fully automated with using ILMS, an enterprise resource planning system for a library, used to track items owned, orders made, and patrons who have borrowed. Thus the software keeps record of all the books available in the library and an account of issue as well as return 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 IDs and Passwords given to them from anywhere.

Library has a membership of INFLIBNET. It helps teachers to access e-journals and e-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	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://www.ghgkce.org/college-library/2/">http://www.ghgkce.org/college-library/2/</a>
Any other relevant information	<a href="#">View File</a>

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 with ILMS and all the books are barcoded. This technology plays a vital role in automating the functions of library, acquiring, organizing, preserving, retrieving and disseminating information to the users especially the circulation system. The library catalogue is online public access catalogue OPAC 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. INFLIBNET is used as a major link to promote scholarly communication between researchers, students and teachers by giving authorized access to "National Library and Information Services Infrastructure for Scholarly Content (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. They can access e-resources and download articles required by them directly from the publisher's website.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2.16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

2651

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://ghgkce.org/files/education/miscellaneous/misc2.jpg">https://ghgkce.org/files/education/miscellaneous/misc2.jpg</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>All of the above</b>
---	-------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 and its is 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

4:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://www.ghgkce.org/e-content/2/general/">http://www.ghgkce.org/e-content/2/general/</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://youtube.com/@GHGKCE">https://youtube.com/@GHGKCE</a>
Any other relevant information	<a href="#">View File</a>

#### **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)**

**51.30**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

- The maintenance committee regularly inspects the building and equipment to check need for repair and replacement.
- The structural stability and building safety is ensured by getting certifications annually.
- The college has liaison with expert technicians, electricians, plumbers, masons and IT experts who provide regular service and maintenance of physical, academic and support facilities. There is a workshop to handle the dilapidated work.
- An anti-termite chemical treatment of masonry, wood and electric fixtures is done regularly.
- The institution has fire safety equipment like extinguishers, sand buckets placed at fire sensitive points in the campus and also procures a fire safety certificate annually.
- The college building is fully insured against any kind accidental damages.
- Classrooms/Assembly Hall are wide and spacious, well-lit and ventilated with portable/fixed ICT facilities. In addition to classroom teaching, they are used for club meetings, mentor periods, PTM etc.
- The institution has class apart sports facilities which are available in the campus II and are looked after by the Director of Physical education and a team of supporting staff.
- The institution has staff for cleanliness, policies for proper waste management and energy conservation policies which reflects in its green campus.
- Suggestion boxes are also placed at all strategic places

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.ghgkce.org/igac/2/">http://www.ghgkce.org/igac/2/</a>
Any other relevant information	<a href="#">View File</a>

## 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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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)</b>	<b>Five or more of the above</b>

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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
<b>34</b>	<b>103</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

**20**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

30

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 institution has a Students Council and it has been aptly named as "Central Students' Council". The students' council gives the students - a platform to be heard and it ensure democratic functioning in the college. Objective of inculcating the qualities of leadership and responsibility in the students, an active Students' Council is in place along with a strong representation of students in the academic and administrative committees. Class representatives are unanimously elected to form a central students' council. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. Meetings of Central Students' Council are conducted randomly during each semester. Students organize domain specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. Moreover, some members

of students' council are the representative members of IQAC Cell and all the committees and Clubs of the college. They take part in all the discussions of the meetings and have a say in all the decisions. Students' council involves in multifarious duties that the college demands of them.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

31

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 produced student teachers of calibre and character. Alumni Association has been functional since 2003 and was registered with Registration no. LDH./OL/00461 of 2020-2021 on 24 Feb., 2021 under the name "Alumni Association, GHG Khalsa College of Education, Gurusar Sadhar." The Alumni of this college have garnered

eminence in almost all walks of life and include renowned academicians- being National / state awardees, Principals, administrators, soldiers, artists, social reformers, and politicians.

Alumni members provides financial help to needy students, active participants of IQAC and participate in its meetings, Instrumental in delivering expert lectures, placement drives, motivational talks and share their success stories in the Finishing School & Skill enhancement Programme. provides training to the students for job placements, Organise and arrange for support from all members of the association for facilitating Alumni meets regularly which is a platform for institutional review and planning, provides facilities for career counseling, resume writing, written test, group discussion and interviews Remains proactive all through the year towards generating placement and training opportunities for the students.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p>All of the above</p>
---	-------------------------

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 in B.Ed., M.Ed. and PGDiploma(G&C). Participation in Activities : alumni members participate as subject experts, examiners, delegates, resource persons, curriculum transaction and value added courses offered by the college. Alumni meet: Second Saturday of November is fixed for the annual alumni meet every year. Training and Motivation to present students. Alumni of the college are also members of IQAC and other bodies of our college. Feedback: Alumni members also give feedback after the events organized by college. Development Affairs: Alumni of the institution take keen interest in the developmental affairs of the institution, Placement of our pupil teachers in various schools and training for competitions in cultural skill in teaching etc. Extension Activities: Alumni actively participate in delivering model lessons and share their expertise during finishing

school and skill enhancement programmes. They contribute books to the book-bank of the college library Financial Help/ Scholarship: Scholarship from alumni association fund is given every year to financially needy students. Skill-enhancement of students doing B.Ed and M.Ed is a regular feature of alumni members. Organizing Workshops.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 holds meetings 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	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 are discussed 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 every payment 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 resources on merit and requirement.
- Admission of students is purely merit based as per Centralized counselling process and is in accordance with the government regulations.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 extensive goals of perspective plans associated with this college is to providing quality Higher Education and Research, Skill Oriented Human Resources and the plan is accordingly focussed on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the perspective plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

### Activity Successfully Implemented Based on Strategic Plan

College team participated in the video competition on small business management and rural tourism organized by Mahatma Gandhi National Council of Rural Education, Dept. of Higher Education, Ministry of Education, Govt. of India. College sent its entries on the topic "Sustainable Rural Tourism". Students from B.Ed and M.Ed participated in this by seeking awareness from entrepreneurs in

organic farming. The college was awarded a Certificate of Appreciation from the Ministry (01.03.2023) on Video Making Competition on the topic Karigari and Karobari

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://ghgkce.org/files/education/policies/strategic-plan.pdf">https://ghgkce.org/files/education/policies/strategic-plan.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 procedures which 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	<a href="https://www.ghgkce.org/organogram">https://www.ghgkce.org/organogram</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college functions through various cells, committees etc. which meet regularly and plan strategically for smooth functioning of college activities. In the meetings of the Social Vision Club with the Principal and faculty members it was decided that various activities will be organized to develop proper social outlook, to appreciate India's rich culture and heritage, to promote all round development of personality of students, to develop social, moral, economic and cultural values among students.

Following activities were organized:

- Iconic Week Celebrated to Mark 75th Independence Day to celebrate India's rich cultural diversity, showcasing art,

music, and traditions from various regions and foster unity and pride in India's cultural heritage.

- Constitution Day Celebration to emphasize importance of educating students and the younger generation, about the fundamental rights, duties, and values enshrined in the Constitution.
- Celebration of Human Rights Day to make the students aware of the objectives of celebrating the Human Rights day as well as UNICEF Day
- Republic Day Celebration to pay tribute to the freedom fighters, political leaders, and constitutional framers who contributed to India's independence
- National Voters' Day Celebration to make the students aware of the importance of Voting, roles and responsibilities.
- International Women's Day Celebration to highlight the achievements, contributions, and struggles of women across the globe.
- Extension Lecture and Book Exhibition to Commemorate 116th Birth anniversary of S. Bhagat Singh

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

5

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

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

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 valid performance 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	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 verifies each 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 that verify the 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.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

##### 4.26

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

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 source is the fee and funds collected from the students as per University and State Government. 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.

The requirements forwarded to the Principal through office are

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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 discussion on 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 review teaching learning through a continuous mechanism: Action plan is prepared at the beginning of the academic year to incorporate all 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 planning for the next session.

Another major stakeholder in the teaching learning process is parents of the students. Regular Parent Teacher meetings are organized through which parents come up with new suggestions thereby preventing 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 ensures their 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 update knowledge and be aware of the latest changes in teaching learning methodology.

The institution reviews its teaching-learning process periodically through IQAC.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

78

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>Four of the above</b></p>
---	---------------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://ghgkce.org/igac">https://ghgkce.org/igac</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://ghgkce.org/aqar">https://ghgkce.org/aqar</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 is engaged in preparing and uploading e-lessons on the college you tube channel & their personal channels and blogs. The college you tube channel is a multidisciplinary learning and training platform and has variety of Content, Skill enhancement 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 studio with essential amenities like smart board, camera, mikes and laptops has 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 ERP has been completely over hauled and developed 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 developed and has significantly increased the quality of supervision, efficiency, responsibility and accountability thus making administrative work paperless green campus initiatives.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Environment and Energy usage Policy of G.H.G. Khalsa College of Education, Gurusar Sadhar is to manage energy in such a systematic way so as to optimize its usage. The policy implies to explore the renewable energy resources and to find alternate resources as solutions to the energy crisis. College believes in the policy of reduce, reuse and recycle in terms of energy conservation. The installation of LED and CFL lights in the college campus including the classrooms provide the testimony for the same. Solar panels are installed in the college campus as an alternative source of energy. The eco-friendly and pollution free environment of the institution helps to conserve energy naturally. In order to minimize the use of paper, notes prepared by the faculty members are shared with the students by making use of Learning management system and various

social media platforms. The evaluation and grading of the students' work is also done by making use of the Learning Management System. Students are provided exposure to the various components of the environment conservation through curricular and co-curricular aspects also. Various co-curricular and awareness activities focusing on Environment Conservation are organized in the college on a regular basis.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The waste management policy of G.H.G Khalsa College of Education, Gurusar Sadhar is based on using basic waste management strategy of Separating Reducing, Reusing and Recycling the waste. 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 method. The focus of the institution has always been on recycling and reusing process one such initiative includes using waste material for making teaching aids. A pit has been dig in the college campus to dispose off the garden waste. Paperless practices are followed for the office work . 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. Reusable utensils made up of steel, glass etc. are used in the college Canteen. In order to help recycle the e-waste like obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines etc. are sold to vendors collecting e-material.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste**

Three of the above

**management Vermi-compost Bio gas plants  
Sewage Treatment Plant**

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

College is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. Dustbins are placed in every classroom, bathrooms and in the corridors. Door mats are provided in each class. A pit has been dug behind the canteen area for properly managing the waste produced in the college. In order to ensure proper sanitation following points are focused: 1. Personal hygiene 2. Safe drinking water 3. Disposal of waste water 4. Solid waste management 5. Environmental sanitation 6. Installation of Incinerator machine. College premises including classrooms, bathrooms, canteen etc. are cleaned properly. College is situated in a clean and pollution free

environment surrounded by eye catching perennial and flowering plants. Following green/Environment friendly and Pollution Free practices are a regular feature of the institution: • Annual Tree Plantation drives o Cleanliness drives o Environment Awareness rallies o College strictly prohibits the use of thermocol for teaching aid preparation and for any creative activity. o The path inside the college is strictly prohibited for use of two-wheelers and four- wheelers to ensure pollution free environment. o Use of dust proof chalks in classroom. o Incinerator Machine for sanitary napkin disposal.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

1.82

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

College puts forth its bestest efforts to leverage the local environment and resources. The members of the Governing Council and Internal Quality Assurance Cell of the College has many persons as its members from the nearby areas including the village heads, principals and teachers from the renowned institutions who guide the college authorities in taking important educational and administrative decisions. They also sensitize the college authorities about the needs of the local community. The members of the College alumni association also put their best efforts to help the College in its smooth functioning. Parent Teacher Meeting which is a regular feature of the College also helps the faculty and the College authorities to discuss important educational and other administrative matters with the parents of the students thereby facilitating the effective functioning of the College activities. Renowned experts from the nearby areas are invited to deliver extension lectures. They are also invited to perform judgment duties for the various educational and cultural events organized in the College. The college has close links with 22 practicing schools within a radius of 15 kilometers which include High and Senior Secondary Schools, Government, Public and Kendriya Vidyalayas.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**A. All of the above**

**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**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

Introduction -G.H.G. Khalsa College of Education, Gurusar Sadhar 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 for the same.

One such initiative is Mentoring the non-teaching staff members of the college and their family members. For the process of mentoring, a faculty member is assigned as a mentor to each of the supporting staff of the college and they render professional help and guidance to the mentees by building trust and confidence. Mentor Incharge for mentoring their respective supporting staff, performs the following duties:

- Meet periodically to counsel and discuss their issues and problems.
- Regularly monitor their family's progress , health and wellbeing.
- Render guidance & moral support to their respective mentee in their moment of crisis
- .Encourage regular medical checkup and arrange for basic amenities like medicines & financial assistance.
- Helps in guidance and support (fee concession in all sister institutions) to their children in educational and career prospects.
- Acknowledge their selfless and devoted services at various platforms like annual prize distribution functions
- Maintaining a proper record of the guidance rendered to them.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>