



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

G. H. G. KHALSA COLLEGE OF EDUCATION

VPO GURUSAR SADHAR, DISTRICT LUDHIANA

141104

www.ghgkce.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Amidst the serenity and simplicity of rural Punjab, on a land blessed by the Sixth Guru, Guru Har Gobind Sahib Ji, 100 years ago (1921), a seat of learning in the form of a small Gurmukhi Pathshala was established by a pious and a glorified Saint, Baba Nihang Shamsher Singh Ji, The Pathshala became a high school in 1928, was converted into a B.T. College in the year 1955 and finally transformed into a premier post graduate institution of teacher education in Punjab in 1982, Guru Har Gobind Khalsa College of Education, (GHG Khalsa College of Education). Gurusar Sadhar, District Ludhiana. The college is located in village Sadhar, 27 Kmts. from Ludhiana on Ludhiana-Bathinda state highway and spreads over an area of 15.22 hectares with two campuses. It is permanently recognised by NCTE with a sanctioned strength of 100 seats in B.Ed, 50 seats in M.Ed and 40 seats in PGDGC. It is affiliated to Panjab University, Chandigarh and is recognized by University Grants Commission (UGC) under act 2(f) and 12(B). The college has a proud status of NAAC accreditation with an “A” grade in two cycles consecutively (2009;3.04 and 2017;3.26) and Mentor College under the UGC Paramarsh scheme.

With the efforts of a dedicated Governing Council, a highly qualified and experienced Faculty and unconditional support by the illustrious Alumni, the college has achieved many milestones by grabbing top most university positions, nearly 100% results in University exams, nearly 50% students standing in University merit list, winning numerous accolades in Panjab University- skill in teaching and teaching aid competitions, Zonal and Inter-zonal youth and heritage festivals, Sports championships (Evening & Education colleges).

The college publishes a Peer Reviewed, Bi-Annual Research Journal, “G.H.G. Journal of Sixth Thought”, a College magazine “Miri-Piri”, a Morning Assembly Booklet, Mentor diaries and an updated Internship file. The institution has its in-house ERP, Learning Management System-MOODLE, own YouTube channel accessible worldwide, MOU’s with prestigious institutions, a highly updated and well maintained techno-friendly student supportive campus connected to adjoining cities and 72 villages through concessional bus transportation facility.

Vision

“The college envisages to produce quality teachers and to serve as a podium for establishing a society based on ethics and excellence by providing a variety of activities to shape the personality of each trainee who will positively contribute to the "World of learning" with their selfless service & devotion to the profession. Qualitative teacher education to meet the ever impinging demands of 'knowledge society', to contribute towards 'knowledge economy', preparing teachers who are 'reflective' and 'effective' practitioners equipped with IT tools, fit to economically survive in the globalized & competitive- 'educational world' at the local, regional, national and international levels.”

Thus, the college envisions a global society, the college curriculum is imbued with a unique perspective so as to execute the policies and programmes in the true spirit. Striving to promote education with excellence, the institution aims to position itself as a role model for teacher education, thus carving pupil teachers into nation builders and highly effective professionals, open to accept and adapt to positive changes at the educational front.

Moving from one milestone to another, the institution undertakes continuous upgradation of teaching learning process through multiple modalities in light of national policies, feedback received from stakeholders and changing trends and demands of the world of work. With the advent of NEP 2020 the college guided by its Vision has geared itself for bringing innovation and preparedness in its functioning and has framed perspective plans to revisit, rethink and reimagine the program outcomes, process, methodology and outcomes in the future. It is providing a wholesome learning environment to ensure high standards of accomplishment of pupil teachers, well equipped with ICT tools and an adaptive attitude to be able to teach at local as well as global levels. The institution is continuously striving to provide ample opportunities for students to become educated individuals where educatedness is defined in terms of the capacity to strive towards their own well-being and the well-being of others.

Mission

“G.H.G. Khalsa College of Education, Gurusar Sadhar (GHGKCE) being a 'not-for-profit' organization, marches with a mission statement of 'Mann Neeva, Mat Uchhi' (Humility of mind, Mellowness of thoughts), working for rural upliftment, up-keeping national and global standards, providing dynamic and competent secondary school teachers as well as teacher educators abreast with Indian ethos, modern educational technologies, imbued with 'die-hard' spirit of selfless service to the cause of education, to establish a learned society equipped to meet all exigencies of human development.”

The Mission of the college reflects the philosophy of the founders of the college especially Nihang Shamsar Singh Ji. His philosophy is the guiding force behind all institutional planning and activities. The college strives hard to ensure excellence in every sphere, the achievements of the institution in various fields is a testimony that even after seven decades of its inception the college Governing Council, Principal, Faculty and students continue to progress on the path laid by its founders, taking guidance from their philosophy. The institution has been rigorously marching on its mission of serving the cause of Teacher Education and has catered to the Educational, Cultural, Social, Moral and Spiritual needs of the rural youth. Over time, the mission of the institution has evolved to address the changing needs of rural schools and communities committed to provide high-quality teacher education. With its developing, caring and learning environments, the institution has empowered teachers to be able to teach in schools from local to global levels, rural to urban locales, national to international levels. Every change, every exigency (NEP-2020/Covid-19) is responded to with ethics of concern for student welfare and critical reflection for social welfare. Thus, even after numerous years of establishment and facing several challenges, the institution has adhered to its mission of preparing teachers as leaders of society and advocates of students of tomorrow.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Philanthropic and dedicated Management **committed to the cause of delivering affordable quality education** to each section of society
- Engagement with **illustrious, high-profile alumni and their involvements** in all activities of the College
- **Renowned TEI** with a 2(f) & 12(B) recognition by UGC and NAAC accreditation in consecutive 2 cycles with CGPA, 3.04 (2009)& 3.30(2017).
- **Mentor Status by UGC** to provide mentorship to 5 mentee colleges for NAAC Accreditation with

sanctioned grant of 29.33 lakh from UGC.

- **Transparent and Merit based admission process** adhering to reservation policies thus ensuring **equity and inclusiveness**.
- **Affordable Education** for students belonging to low socioeconomic background is ensured by a **large number of government funded and NGO/faculty sponsored scholarships**.
- **Excellent university results** with numerous students being placed in university merit list and **grabbing university positions**.
- **Winner of overall trophy of PU Zonal Youth festivals**.
- **Extensive student support and progression programmes** with an array of Certificate Courses emphasizing on competence enhancement.
- Free coaching provided for PTET/CTET/UGC-NET.
- **Well qualified, dedicated, experienced teaching faculty and skilled support staff**.
- **Emphasis on ICT and its up-gradation** in every domain of institutional functioning.
- Emphasis on **quality research at PG level**.
- The institution designs and offers **mooc's, short-term value-added courses**.
- **Pollution-free, peaceful and sustainable environment** for the students.
- **Accidental insurance coverage** for all the students and staff members.
- **Integration of cross-cutting issues** such as Gender, Environmental Education, Human Rights and Professional Ethics into the teaching-learning programme
- **A multitude of extension activities**, instilling values of community service in students through NSS and college clubs.
- **State-of-art infrastructure with techno-friendly student supportive campus** connected to adjoining cities and 72 villages through **concessional bus transportation facility**.
- **Functional MOU's** for qualitative improvement.
- Efficient **internal and external auditing systems** for financial, academic, administrative, energy, and green auditing.
- **Paid Consultancy, and training services** to education sector, Governmental and Non-Governmental Organizations.
- **Embedding best practices** of conducting mentor group wise Morning Assemblies regularly and Finishing school programmes at exit point to enhance skills and employability of pupil teachers.
- **Institutional distinctiveness** in establishing mentor-mentee relationship of care and support by teaching faculty adopting the non teaching staff.

Institutional Weakness

- **Lack of autonomy in decisions related to admission & examination schedules** of Panjab University.
- **Restrictive government policies**, constraining the introduction of additional and frontier programmes in the aided-stream.
- **Delay in sanctioning permanent teaching and non teaching positions** by the government, adding a financial burden to the institution
- Training through 'responsible citizen building services' like **NCC, Scouts & Guide not permitted for TEI's** by University.
- Excessive brain drain from rural belt of Punjab posing an intensive admission crisis for the institution.
- **Limited funded research projects and no research patents**.
- **Inability to allocate funds for purchase of SPSS, plagiarism software** and other softwares for research purposes due to unaffordable prices.
- **Less number of publications in Scopus & Web of Sciences journals**.

Institutional Opportunity

- **Rich Legacy of the Institution** and strong relationship with schools can help the Institution in achieving objectives expected from higher education institution
- **Potential to emerge as a multidisciplinary degree-awarding institution** with multiple entry and exit options as opined by the New Education Policy (NEP)
- **GHGKCE envisions to start a 4 year ITEP course** as per the regulations of NEP 2020 it will give more expansion to the institution as well make it more financially viable.
- **Possibility of converting the existing certificate courses/Value added courses into academic credit programmes** (academic bank of credits)
- **Potentials to evolve as E-Resources Centre and launch of MOOC Courses:** The institute has developed e-content materials for various courses and can leverage on this experience to create more open course materials facilitating teachers to develop MOOC courses.
- The institute has sufficient resources to **start Distance Education** which would attract more students from other regions and countries.
- **Potential to emerge as a Research Center.**
- **Collaboration with schools in terms of Skill Training Programmes** and knowledge sharing will pave the way towards holistic development of the students and strengthening of the placement opportunities for coming batches.
- **Setting up of MHRD supported incubation Center and entrepreneurship start up center.**
- Leveraging upon the location of the institution to undertake research on rural education.
- **Initiate skill based courses with credit system** relevant for rural students.
- **To attract more International organizations and institutions for tie ups** in the field of teaching, learning and research.
- The institution hopes to witness an upsurge in admissions with the **opening of the International Airport in its vicinity**

Institutional Challenge

- **Mushroom growth of private colleges** in the surrounding area.
- **Uncertainties and delay in state grants** for grant in aid posts, managing self financed posts for long duration, the institute has greater responsibility to become self-reliant.
- **Reduction in state government share from 95% deficit to 75 %** for new recruitment salary grant (Structural Changes in Grant in Aid pattern).
- **Delayed release of grants** by funding agencies for major/minor projects.
- The institution perceives the provisions of NEP-2020 as an opportunity for growth and expansion but **Scaling up from the existing single faculty college to Multidisciplinary or becoming a composite college with other sister institutions remains a challenge.**
- Lengthy procedure of curriculum modification and revision adopted by the **affiliating University.**
- **Enhancing Campus Placements and building Entrepreneurship.**
- **Bridging the gap** in transient societal demands and curricular contents/deliverables of conventional programmes with contemporary ideas and theories.
- To constantly **enhance student enrollment.**
- **GHGKCE caters to a large number of students who hail from the marginalized sections of society.** Meeting their day to day educational and personal needs is an institutional challenge.
- **Development of MOOCS** in the field of education and allied subjects.

- Increase in the duration of teacher education programmes has further reduced the number of takers.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

GHGKCE has an institutionalized system for curriculum planning and implementation, incorporating the vision, and mission, through POs and COs. A brief summary is as under:

Curriculum Planning

- Representing the valuable inputs received from the faculty for syllabus revision in University BOS meetings.
- Organising Syllabus revision workshops, seminars, conferences, faculty development programmes for revising and enriching the curriculum.
- Review of the PLO's and CLO's, and making necessary amendments on the basis of needs assessment and elaborative feedback from stakeholders.
- Preparing detailed academic calendar for teaching, learning and evaluation, integrating the co-curricular and extracurricular engagements.
- Designing and developing unit plans.

Academic Flexibility

- Honoring diversity by offering 13 pedagogy courses, 7 Options/ Electives and 4 crafts to B.Ed class and 4 pedagogy courses and 3 Options/ Electives to M.Ed class during each session.
- Enhancing employability skills by offering 16 value added and 36 self study courses have been offered in this assessment period on relevant themes like emotional intelligence, communication, negotiation, critical thinking.

Curriculum Enrichment

- Integrated teaching learning experience and supporting the theory with practicum with activities like Micro and macro skills training sessions, Pre-internship, Internship, Lab experiences, Field based experiences and the like.
- Skill Enhancement Programmes such as Finishing school Programme, Communication and employability skills, Basics of Computers and Research, Skill development in Fine arts, Resume Writing and Article Writing and Additional programmes jointly organised with institutions under MOU.
- Connecting both locally and globally, through comparative education to understand the impact of trans-national forces in shaping education systems and also how diversity of Indian education reflects through its varied school systems.
- Increasing social sensitivity and responsiveness by organizing NSS camps, field surveys, visits to special schools, visits to places of historical and educational importance, conducting workshops and seminars on the prevailing problems in the society.

Feedback System

- Obtaining structured feedback (online/offline) from all the stake holders-Students, teachers, school heads, employers, alumni through well designed feedback performas which helps in curriculum reviewing, revision and implementation keeping in mind the local needs of the community.
- Using feedback analysis as the key catalyst in bringing change for improvement in the overall teaching learning process.

Teaching-learning and Evaluation

GHGKCE fosters a positive, inclusive, and safe teaching learning environment committed towards equalising opportunity and eliminating discrimination.

- The college enrollment is well in concert with State Government norms and reservation policies.
- Orientation Programme and an **Entry-level Assessment** to generate baseline data for students.
- **Continuous mentoring**, healthy mentor-mentee ratio of 1:12, Comprehensive evaluation, flexibility in teaching-learning using blended mode of teaching and multilingual approach.
- **Remedial and Enrichment programmes.**
- **Collaborative tasks**, Peer group learning, professional association engagements, Community Engagement, active learning, student clubs activities and value added courses to bolster students' learning.
- **LMS Moodle** for regular curriculum transactions and ERP for administrative supervision.
- **Experiential learning engagements** are adopted like three-phased internship programmes, Add-on Courses, Case Studies, Skill in teaching and teaching aid preparation competitions, Projects, Excursions, surveys, tours, fieldwork.
- **Participatory Learning, Problem-solving, Focused group discussion**-methods are encouraged by organizing related tasks.
- **Need based instructions** and campus modifications to facilitate differently abled.
- **Progressive increase in ICT integration** by teachers and students through LMS, Youtube Channels, mobile based learning and other e-Learning Resources.
- Teaching Competencies are developed through **varied teacher training techniques.**
- **LMS has modules for assessing the performance** of the students in the form of tests, quiz, question papers etc.
- **Facilitating Inclusive Education.**
- **Adherence to University and college Academic Calendar.**
- **Orientation about offline and online tools** for evaluation.
- The attainment of PO's and CO's is measured through Continious Internal Evaluation, Examination, Personal and Classroom interaction, tests, Assignments, Project works, Student training Internship and Finishing School Program.
- In the session 2021-22, 108 internees carried out **internship** in 64 schools
- **Feedback from various stakeholders** regarding performance of internees
- 13 out of the recruited 18 **teachers are PhD degree holders** bearing vast experience in teaching and research.
- **Faculty are encouraged to attend seminars/workshops/undertake research projects** and to keep themselves abreast with latest technology and research tools.
- **Transparent and robust mechanism** of internal evaluation through CIE
- Examination **grievance redressal mechanism** displayed on website.
- **100% pass percentage** of outgoing students.

Infrastructure and Learning Resources

The college spreads over an area of 15.22 hectares and has two campuses with cutting-edge infrastructure as per NCTE requirements.

Physical Facilities

- Seven Classrooms
- Multi-purpose and Seminar hall
- Library
- Research Cell
- Science, Psychology cum Guidance, Maths, Educational Technology, Art and Craft cum Music, Health and Physical Education Resource Centres
- Method Lab
- Learning Gallery/Media Lab
- Computer lab cum Language lab
- Principal and Administrative Office
- Staff Room
- IQAC and Career Guidance & Placement Cell
- Play Grounds
- Student Centre
- Girls Common Room
- Staff Quarters, Separate Toilets for Boys & Girls, Stores
- Separate Boys & Girls Hostels
- Central Library
- Nihang Shamsheer Singh Hall
- Dhillon Open Air Theatre
- Offices of Management Director and Registrar
- Guest House

State-of-the art Sports Facilities:

- Nihang Shamsheer Singh Stadium
- Stadium Conditioning Centre
- Multipurpose Gymnasium
- Indoor Shooting Range
- Six-A-Side Astro Turf
- Basketball Court
- Grassy Tracks

Library as a Learning Resource

- Fully automated library with ILMS \functional through in-house ERP.
- Library committee takes care of the library operations.
- OPAC services for the users.
- A total of 27,087 Books, with Titles-13139 (including text- books), 21 Educational Journals (National 13, International 02 NCERT 06), 20 Prescribed Magazines, 29 Encyclopaedia, 540 Dissertations, 45 Ph.D. Thesis, 118 NAAC related docs., 1280 Back Volumes,

- 12 daily Newspapers
- Membership of INFLIBNET and British Library.
- Book Bank facility.
- Cyber Library, Photostat machine, Two reading rooms, one research section, one Reference section, administrative & technical section and a Rare Books Section.

ICT Infrastructure

- LMS-MOODLE, ERP, LCD Projectors, Visualiser
- Student-Computer ratio during the last completed academic year = 4:1
- A dedicated Internet lease line.
- Recording Studio/Media Lab with all adequate equipment for e-content development.
- Wifi enabled campus (including all classrooms & laboratories) with an internet bandwidth of about 400 mbps and CCTV cameras.
- Zoom subscription to facilitate the online teaching – learning

Maintenance of Campus and Infrastructure

- The infrastructure and learning resources are optimally utilised, regularly updated and maintained by personnels designated for the job.
- Building committee regularly reviews the campus and addresses the complaints regarding repair or replacement.
- Annual certification of fire safety and building structure and has also insured its building against accidental damages.

Student Support and Progression

GHGKCE is devoted to support its students for their continuous progression:

Student Support

- 43 skill and capacity building activities were organised to develop academic and professional skills in this assessment period.
- The Grievance Redressal Cell proactively resolves the grievances of all stakeholders.
- Grievance/suggestion drop-boxes and an online portal facilitate feedback and grievance redressal.
- Committee against sexual harassment works for the prevention and redressal of sexual harassment cases and gender based violence in the Institution.
- Financial aid committee disburses financial assistance to needy students.
- Scholarship committee assists the students in applying for scholarships on different portals.
- Nearly 40 students benefit from government scholarships each year.
- Nishkam Sikh Welfare Council, a NGO, disbursed a scholarship of Rs.11,89,000 to 40 needy students.

Student Progression

- Free coaching for TET/CTET/UGC (NET) is provided in the campus.
- Around 25% (107) students cleared their TET/CTET/UGC (NET) in last 5 years.
- All students were covered under Group Health insurance in the last 5 years.

- More than 40% students were placed in Govt. / Semi Govt. /Private sector as teacher/ Teacher Educator.
- 157 students got a fee concession in this assessment period.

Student Participation in Activities

- College students bagged 32 prizes in University sports championships.
- All the students get an opportunity to participate in cultural activities, 60% students Participated in Zonal and Inter-Zonal Youth and heritage festival organized by Panjab University, Chandigarh in last 5 years
- College hosted P.U. Zonal youth and heritage festival (2021-22) in which 62 students participated and won 57 prizes and an Overall Trophy for the college.
- Central student council is a part of all college committees and participates in the decision making processes.
- 154 sports and cultural events were organized in this assessment period.
- Placement Cell Organizes orientation, pre-placement, mock GDs, interviews, interaction with alumni to facilitate campus recruitment drives.

Alumni Engagement

- Alumni Association, functional since 2003 includes men of eminence. It became a registered body on February 24, 2021.
- An annual alumni meet is organised on the second Saturday of November, every year.
- The association has mobilized Rs. 2,38,694 towards the Alumni fund in last 5 years.

Governance, Leadership and Management

The institution is a Non Profit organization established with a missionary purpose of rural education and has a democratic and participatory management.

Institutional Vision and Leadership

- Institutional vision is guided by the philosophy of its founder Nihang Shamsheer Singh.
- Bottom-up communication approach.
- Autonomy of decision making in college Academic and administrative spheres entrusted to the Principal, IQAC, faculty (through college committees), students through (Central Student Council, Clubs and societies) & Alumni.
- Annual budget meetings of the management to discuss financial matters and perspective plans.
- Abides by the terms and conditions of its governing bodies- Panjab University, Chandigarh, NCTE, UGC, NAAC and DPI colleges.
- Registered on the AISHE portal of Ministry of HRD, GOI.
- Follows Centralised Admission Process run by the Punjab Govt.

Strategy Development and Deployment

- Academic & Perspective plans are carefully designed and implemented in consultation with all the stakeholders.
- Adopted Learning Management System Moodle to support good pedagogical practices.

- ERP ensures good governance.

Faculty Empowerment Strategies

- Conducive environment for efficient team work.
- Financial and non-financial benefits as per Punjab Govt. and UGC norms.
- Opportunities for skill up-gradation and knowledge by organising seminars/conferences for teaching/non teaching staff.
- Performance appraisal for teaching and non teaching staff through a prescribed proforma.

Financial Management and Resource Mobilization

- Inbuilt system of the internal audit.
- Appointing a Bursar and Chartered Accountant through a transparent mechanism.
- External audit by the government as per government directions.
- Major source of funding is the deficit salary grant against grant in aid posts from the state government. Other funding agencies like DCDC,(P.U. Chd), NSS, ICSSR, P.U. Chandigarh Alumni, Red Ribbon Club (RRC), UGC etc.
- Grants/Donations in the form of kind from Industries under the CSR schemes.
- Donations/fee scholarships from Alumni, Government schemes and student aid fund.

Internal Quality Assurance System (IQAS)

- IQAC (functional since July 22, 2009) and has representation of all stakeholders; Principal, members of the management, faculty, Coordinator, Alumni, employers, school heads, community members and students. It organises quarterly meetings and sets up quality benchmarks.
- Feedback of stakeholders is collected systematically and analysed for preparing academic and future plans.
- Peer review of academic process in the form of academic and administrative audit (AAA).

Institutional Values and Best Practices

The institution has marched on the path of excellence conforming to institutional values and discharging the social role assigned to education:

Institutional Values and Social Responsibilities

- High priority to energy conservation through a well stated energy policy - Non-conventional energy sources like solar lights and solar water heaters, CFL/LED bulbs are used in the campus.
- The college strives to have a minimal impact on the environment and is dedicated to reduce and manage the waste generated by the college campus.
- Adopted waste management policy for controlled waste generation and segregation of waste by using coloured bins, judicious e- waste management and vermicomposting.
- Practices to conserve water like waste water management and rainwater harvesting to minimise water wastage through water management and conservation policy.
- The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, food hygiene and environmental sanitation.

- Conducting Green audit for pollution free green campus and maintenance of green cover by undertaking tree-planting drives, rallies on environmental awareness and maintenance of cleanliness and sanitation.
- Many green campus initiatives like use of bicycles/battery powered vehicles, discouraging use of plastic, landscaping with diverse flora, creating pedestrian friendly pathways by restricting the entry of vehicles have been adopted in the college.
- Inhouse-ERP has largely reduced the office paper consumption.
- Symbiotic existence with the community and drawing maximum benefits from community environmental and material resources.
- Sensitizing the faculty and students about issues of sustainability and promoting sustainable practices.
- Established code of conduct for management, principal, teachers and students.

Best practices include publication of the Morning Assembly booklet and Finishing School Programme (FSP) which has brought about perceptible positive change seen in the confidence level, organizational skills and communication skills of the pupil teachers. The honing of employability skills giving them an edge in job placements.

Institutional Distinctiveness includes Unique practice of adoption of Non Teaching Employees of the College by the faculty to promote culture of care and remove the divide between teaching and non teaching employees.

Research and Outreach Activities

Research, Innovation and Extension are the three functional pillars of our engagement paradigm. The college has a dedicated research cell and a keen research committee which actively engages in research and innovation:

- A number of workshops/seminars on research methodology, Intellectual Property Rights (IPR) and Innovative Practices during the last five years.
- Recognised/certified/appreciated by Govt. of India (MGNCRE), GOI, Ministry of Commerce and Industry, Department of Promotion of Industry and Internal Trade, Office of the Controller General of Patents, Designs and TradeMarks, RGNIIPM, Nagpur and many other State and District level government and non government agencies for outreach activities.
- Facilitating professional growth of teachers by giving study leave for research work and giving duty leave for research related activities.
- Recognising research efforts by presenting appreciation awards on the completion of a doctorate degree.
- Provision for sanctioning seed money for conducting research and related activities to the faculty.
- Publishing a peer-reviewed, indexed, biannual research journal titled “GHG Journal of Sixth Thought since 2014”
- Engaged in publishing research papers and articles in reputed journals. In this assessment period the faculty has published 110 journal articles, including 75 articles in Journals listed on the UGC website, published 35 books/book chapters with state and national level publishers and authored 11 Books.
- Access to INFLIBNET- the online digital library, an updated stock of psychological tests to encourage faculty and students to perform various research activities.
- Organizing numerous outreach activities for community development programmes of national priority initiated by the government in collaboration with college clubs (NSS, RRC, Youth welfare) - Swachh Bharat movement, AIDS awareness,
- Entering into Memorandum of Understanding (MOU) with 13 different education colleges, schools and NGO's in this assessment period and organizing and participating in various activities related to faculty,

students and research exchange programs.

- Linkages with other colleges and schools of repute for academic and outreach activities
- Dedicated Website, Youtube channel and Facebook account to promote educational awareness.
- Efforts for tapping funds for various minor projects sponsored by ICSSR/UGC/MGNCRE and completed one research project by Dean Alumni Relations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	G. H. G. KHALSA COLLEGE OF EDUCATION
Address	VPO Gurusar Sadhar, District Ludhiana
City	Sadhar Ludhiana
State	Punjab
Pin	141104
Website	www.ghgkce.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pargat Singh Garcha	01624-275228		-	
IQAC / CIQA coordinator	Manu Chadha	01624-275228	9915560719	-	iqacghgedu@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-09-2015	View Document
12B of UGC	14-09-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-05-2015	96	Permanent Recognition

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VPO Gurusar Sadhar, District Ludhiana	Rural	15.22	7641.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, General	24	Graduation	English, Hindi, Punjabi	100	80
PG	MEd, Education, General	24	Graduation with B.Ed	English, Hindi, Punjabi	50	5
PG Diploma recognised by statutory authority including university	PG Diploma, Education, Guidance and Counselling	12	Graduation	English, Hindi, Punjabi	40	14

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				11			
Recruited	1	0	0	1	0	1	0	1	2	3	0	5
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	4	0	0	4
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	2	8	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	1	0	1	
	0	1	0	1	

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	4	0	0	17
	Female	63	0	0	0	63
	Others	0	0	0	0	0
PG	Male	2	2	0	0	4
	Female	1	0	0	0	1
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	3	0	0	0	3
	Female	10	1	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	4	7	16
	Female	42	25	23	37
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	3	1	2
	Female	11	10	13	7
	Others	0	0	0	0
General	Male	12	13	14	11
	Female	34	54	35	40
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		109	109	93	113

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Prospective 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</p>
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	<p>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.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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</p>

	<p>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.</p>
<p>3. Skill development:</p>	<p>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 value-added courses also equip the prospective teacher with skills as per the needs of the schools. Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels. 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</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>programmes, which are mandatory to all students.</p> <p>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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>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</p>

	<p>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.</p>
<p>6. Distance education/online education:</p>	<p>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</p>

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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, the college has an Electoral Literacy Club. The college had received a letter from the office of Chief Electoral Officer Punjab regarding the establishment of electoral literacy clubs in educational institutions on March 12, 2020. The election commission of India had initiated a National program in 2010 titled systematic voters education and electoral participation (SVEEP) with an aim to focus on voter awareness and information and motivation of voters for enhancing electoral participation. Carrying forward (SVEEP) the initiative in the year 2018, the ECI started the "Continuous Electoral Literacy and Democracy Education Program" with the aim of main streaming of electoral literacy among the young and future voters through and extra curricular interventions at the school college and university level. The social vision club of the college was already discharging similar social responsibilities of creating awareness among the pupil teachers regarding duties of responsible citizens. Keeping in view the directions from the electoral office the college made necessary amendments and Electoral Literacy Club was constituted as a special wing of social vision club on April 2, 2020.

<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes Composition: The Electoral Literacy Club of the college is a representative body of the college, its members include faculty, students, non-teaching staff, and is consciously diverse and inclusive. Dr. Pargat Singh Garcha is the Patron of the club, Dr. Jasleen Kaur, Dr. Jasvir Kaur, Dr. Jasbir Kaur and Dr. Manpreet Kaur are faculty coordinators. The class representatives of B.Ed and M.Ed are the student coordinators and the membership is open to all.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The College has been involved in numerous initiatives regarding Electoral process and relevant themes. Before the establishment of ELC they were being discharged by Social Vision Club. After the establishment of ELC the initiatives are under taken by it: 1. The Wall of Democracy To create and share electoral literacy information in an interesting, creative and engaging manner and encourage participation from all students a 'Wall of Democracy'. 2. 75th Independence Day (August 15, 2021) A series of activities like Online Quiz, Essay Writing, Slogan Writing, and Poster Making competitions were organized relevant to democracy and citizenship. 3. Debate on Democracy and Right to Vote : a debate on the assigned topic-Democracy and right to vote was organized in the college campus on October 6, 2021 as per the orders received from Sweep Nodal Officer-069, Raikot-cum-Bal Vikas Project, Block Sudhar. 4. Familiarization with EVM's (15th , October, 2021) The Non Teaching staff of the college was familiarized and trained about the EVM and how to use it on October 15, 2021. All the Non teaching staff explained the correct operation of EVM. 5. Constitution Day Celebrated at G.H.G Khalsa College of Education, Gurusar Sadhar on November 26th, 2021 Special items on Fundamental rights and duties with special emphasis on Right to vote were organised. 6. Door to Door awareness about EVM (29th, November 2021) The students of GHGKCE, Gurusar Sadhar, organised door to door awareness program about EVM in Village Sadhar and other villages near to their residence. 7. Group discussion on Election Process in India- Fair or Foul, December 5, 2021 Students were oriented about the topic a day before the discussion, they were told about the key themes to be discussed upon. The discussion was a fruitful session. 8. Voter Card</p>

	<p>Facilitation Drive (5th January, 2022) All the registered voters were entered in the google form and a record was sent to the election officials. 9. National Voters' Day and Republic Day (25th January, 2022) 10. Oath Taking Ceremony (25th January, 2022) 11. Staff Election Duties (February 1, 2022) teaching and non teaching staff was commissioned on election duty during General Elections of India 2022. The staff was trained in using EVM, code of conduct to be followed in electoral booth, compiling of documents before and after the Election duty.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes. Before the inception of the ELC, Social Vision Club of the college discharged electoral related awareness programmes. After the establishment of the club many socially relevant/initiatives have been taken by the College in electoral related issues like awareness drives, sharing content to advancing democratic values and participation in electoral processes, etc. 1. Awareness drive about EVM's (15th , October, 2021) The Non Teaching staff of the college was familiarized and trained about the EVM and how to use it on October 15, 2021. All the Non teaching staff explained the correct operation of EVM, Dr. Jasleen Kaur and Dr. Jasbir Kaur facilitated the training session.They were also motivated to exercise their voting rights with an unbiased approach. 2. Door to Door awareness about EVM (29th, November 2021) The students of GHG Khalsa College of Education, Gurusar Sadhar, organised door to door awareness program about EVM in Village Sadhar and other villages near to their residence. They explained the secret ballot and operation of EVM to the villagers. They also motivated them to exercise their voting right fairly. 3. Voter Card Facilitation Drive (5th January, 2022) To Facilitate voter registration for its eligible members who are not yet registered; A Voter ID card drive was conducted. All the registered voters were entered in the google form and a record was sent to the election officials. Students without the voter id card were motivated to complete the process of registration soon to become eligible for upcoming general elections. 4. Staff Election Duties (February 1, 2022) teaching and non teaching staff was commissioned on election duty during General Elections of India 2022. Nearly all the staff was engaged in the process. The staff attended the training sessions organized by</p>

	<p>Election Commission of India in various rural and urban parts of Ludhiana District. The staff was trained in using EVM, code of conduct to be followed in electoral booth, compiling of documents before and after the Election duty.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Yes all the students are enrolled in the electoral roll. The college maintains the record of all the students whether they have a voter card or not through the mentor groups. Those students not having voter cards are motivated to get them registered in electoral roll and procure a voter card. e.g. to Facilitate voter registration for its eligible members who are not yet registered; A Voter ID card drive was conducted on 5th January, 2022 All the registered voters were entered in the google form and a record was sent to the election officials. Students without the voter id card were motivated to complete the process of registration soon to become eligible for upcoming general elections.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
218	194	199	206	206

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
71	75	75	75	75

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	93	113	100
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	17	18	20

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
51.59	38.80	48.07	46.83	48.73

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 51

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The college is affiliated to Panjab University Chandigarh and is a grant-in-aid institution, it implements the prescribed curriculum of PU Chandigarh. However, it has in house mechanism to shape the curriculum according to institution's vision, mission and the philosophy of its founder Nihang Shamsher Singh who devoted his entire life to uplift rural education.

Planning of the Curriculum

- The planning of curriculum starts with the **Planning of the academic calendar**. It is undertaken after an in-depth review and analysis of the previous year results, feedback and suggestions received from the stakeholders. **The college functioning and highlighting of landmark activity with dates is mapped in the academic calendar** (displayed in college prospectus and website).
- **Review of the PLO's and CLO's** is undertaken in the light of suggestions and discussions in in-house meetings.
- **Entry Level testing** is planned and reviewed to gauge the inclination and aptitude of students. **Orientation sessions** are planned to identify the needs of new entrants.
- **Conducting Faculty Development Programme (FDP)** annually is a demarcating feature of this institution. A proper **subject unitization** of the curriculum is undertaken in this week-long FDP.
- **Teacher wise/class wise time table** is prepared and the workload is distributed in accordance with DPI/ UGC norms and subject expertise. Autonomy is given to the faculty to add on value added/skill based /self- study courses keeping in view the local needs and trends of the global market.

Reviewing of the Curriculum

- **Result analysis of the previous year** is conducted. **Placement of students, their success rate in PTET/CTET examination, gaps if any are identified**. Number of students who registered themselves for self- study courses/ value added and skill enhancement courses and the completion rate is also reviewed.

Revision of the Curriculum

- **Revision at the University Level:** The head of the institution and senior faculty members of strategic bodies of PU Chd. viz- **Board of Studies, Academic Council** represent the voice of faculty and stakeholders during the university meetings and give their contributions in the revision of the curriculum.

- **Institutional Level:** At the institutional level the institution organizes **syllabus revision workshops** in the campus and also the faculty of the institution participates in such workshops outside the campus. Faculty members also attend **orientation/refresher/ Short term** courses in the field of teacher education programme and the insight developed through these courses are put into practice while revising the curriculum.
- Curriculum is revised as per the needs of diverse students population by adding new courses and new methodology of curriculum transaction every year.

Adapting to Local Context

- **Need Identification:** Based on the need identification at the local level during the planning stage, various activities are conducted including extension lectures, Seminars, Door to Door surveys and Rallies, NSS camps related to (Environmental, social, health, personality development and life skills).
- **Celebration of festivals of the local community** to cater the needs of a diverse population. Organizing as well as participating in zonal and inter zonal youth festivals with the reflection of the culture and local environment.
- **Field trips and visits** for firsthand experience to nearby villages and places of historical and cultural importance. Conducting finishing school, skill enhancement, career counselling, coaching for PTET and CTET etc.

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

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 last completed academic year

1. Faculty of the institution

2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 57.95

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	21	22	17

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 3.2**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	3	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 65**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
109	149	186	95	126

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 10.46**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
42	65	0	0	0

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

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

Response:**A fundamental or coherent understanding**

- Imparting fundamental knowledge **through theory papers** pertaining to the field of philosophy, psychology, sociology, technology, research, assessment and evaluation etc.
- **A General orientation** in the beginning of the sessions covering PLOs and CLOs, detailed syllabus and activities (curricular, co-curricular).
- Conducting a **Pre- Internship training, Demonstration of Micro and Macro teaching skills, Internship and Field Attachment** programme.
- **Workshops, seminars and extension lectures** related to the various components of field of teacher education including skill enhancement programmes, finishing school programme, art and craft, model making etc. are organized to bridge a gap between theory and practice.

Developing Procedural Knowledge

- **Micro and macro skills** training sessions, model lessons and simulated teaching sessions.

- **Pre-internship**, Internship followed by discussion lessons.
- **Training** for Model making and Skill in teaching competitions (zonal and inter-zonal level).
- Ample **Lab experiences** in the field of ICT, guidance and counseling, children with diverse needs, pedagogical subjects and fine arts etc.
- **Field based experiences** and dissertation work for (M.Ed).
- **Conducting** extension lectures, seminars, skill enhancement, finishing school programme, workshops, field trips, educational tours, visit to special education centers, employment exchange, career talks.
- **Training in the use of evaluative** strategies like preparation of achievement tests, use of standardized tools of testing, diagnosing, remedial and enrichment techniques.

Capability to extrapolate

- **Internship** at B.Ed and field based engagement at M.Ed level.
- **Participating in various competitions** (literary, aesthetic, cultural, theatrical, etc.).
- **Organizing morning assemblies** to share concerns. Developing critical thinking, boosting self-confidence, working on communication skills etc.
- **Participating in activities** like NSS camps, athletic meet, field visits, classroom seminars, group discussions, club and house meet etc.
- **Conducting action research**, case studies, critical analysis of the curriculum, achievement tests, review of a book, implementation of psychological tests etc.
- **Utilizing ICT** (LMS, online methods of teaching and learning, evaluative strategies, use of blogs, power-point presentations, seminar and assignment work, research activities including synopsis and dissertation etc.)

Skills/Competencies Development

Emotional Intelligence

- Theory paper like “Life Skill Education” with the basics of interpersonal and intrapersonal skills. Papers like Understanding the Learner, Psychology for Individual and social Development with focus on Emotional Intelligence.
- Workshops and seminars on EQ, self- management skills. Visit to adopted village, special schools, conducting case studies to develop the empathy and community feeling.

Critical Thinking

- Training students for various competitions like debate and declamation, essay and story writing, review of articles, giving articles for college magazine etc.
- Conducting morning assemblies, Project work to enhance critical thinking and problem solving skills, constructivism and inductive thinking based lesson plans. Conducting brain storming sessions.
- In pre-internship and internship programme getting an opportunity to critically evaluate the various educational policies and practices adopted by different boards of education.

Negotiation, Communication and Collaboration Skills

- NSS camps for team spirit, sharing, and unity in diversity, cooperation, understanding others.
- Training in soft skills, resume writing, portfolio making, mock interviews, Language lab, conducting morning assemblies etc.
- Celebration of festivals, conducting lectures on days of historical and national importance.
- Practice of team teaching, classroom seminars, project work, educational tours and trips, surveys and rallies.
- Athletic Meet, Inter-house competitions, youth festival.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of school system

The understanding about the development of various school systems is introduced through **compulsory course papers** like School Management, Education in contemporary India, Knowledge, Curriculum and Understanding Discipline at B.Ed and **Comparative Education and Educational Management and Policy Planning** at the M.Ed level.

Functioning of various boards of school education and functional differences among them

To acquaint the pupil teachers about the functioning of various boards of school education and to understand the functional differences among them, along with the theory papers, the 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, co-curricular activities etc.

A comparative analysis of various boards of education and types of school (Govt., aided, private, public,) was also conducted by students based on various parameters including difference in organization and management, policy and planning, infrastructure and resources, grants and funds, assessment and evaluation, methods and techniques, co-curricular activities etc.

Assessment For Learning

Through the core paper Assessment for Learning at the B.Ed level pupil teachers came to know about the different modes of Assessment like (**Formative assessment, summative assessment, continuous and comprehensive evaluation classroom tests, assignments, quizzes,**) so that need of diverse population can be fulfilled. At the M.Ed level also under the core paper '**Measurement and Evaluation**' pupil teacher develop their understanding about various types of assessment and evaluation.

Pupil teachers are given training regarding **various tools of assessment like questionnaire, rating scales, intelligence tests, personality inventories, checklists, case study, cumulative record card, anecdotal record** under their practical work in different subjects.

Norms and standards

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** is given theoretically. Moreover under their internship practice each pupil teacher has to prepare the class tests and to evaluate the performance of his students on the above discussed norms and standards.

State wise variation and international and comparative perspective

State wise variation and Diversity in terms of international and comparative perspective are introduced to the pupil teachers 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.

Curriculum of **different pedagogical subjects** also helps the students to make a comparative analysis of theory and pedagogical practices adopted by different boards of education at national and international level.

Topics like 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.

Visits to special schools are arranged to understand the concept of diversity , inclusion and segregation etc.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

In the beginning of the academic session the **institution prepares a detailed academic calendar** comprising of curricular and co-curricular 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 students in various activities to develop an insight about taking this profession beyond classroom teaching and learning. Helping them to be self-dependent and able to organize and conduct various activities, learn the art of working in teams, assuming group responsibility, cooperate and collaborate.
- **Engaging them in various community programmes** through NSS camps, moral and value based learning (Blood Donation, Gurbanigyan, Literary and cultural participations, Naitik Shiksha Exams etc.) which can be considered as an integral part of teacher education programme.
- **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.
- **SWOC Analysis** to identify their strengths and weaknesses and to enable them the work upon the opportunities available as per their needs, interests and level of competencies developed. To be able to identify the challenges before them as a would be teacher and working on a plan to overcome them
- The institution **organizes Pre Internship Programme** comprising the basics of teaching, organization of demonstration lessons (Micro and Macro), discussion lessons for better conceptual clarity and simulated teaching to put into practice the understanding developed so far.
- Institution gives the extended **exposure of Internship** to develop all the necessary skills for being a successful teacher. Field attachment programme was also carried out by the institution for M.Ed students to provide them an exposure to the activities and functioning of school.

- Students are given **adequate training in making and use of teaching aids** for an effective use in their future placements and to enrich their teaching experiences.
- **Organizing Finishing School Programme** is a regular feature of the institution with the focus to develop self confidence among students, equipping them with the art and skill of teaching and ready to move in the world of work.
- Institution through different practices familiarizes the students about the **various tools and techniques for evaluation (class tests, assignments, project work, group discussions, cooperative learning, classroom seminars etc.)**
- **Career counseling and Placement drives** to find a suitable job as per the need or to decide the future course of action. **Books exhibition and donation drive** to develop reading habits.
- **Visit to vocational and rehabilitation centers, special schools** to give the real time exposure, to understand the working of these institutions and to comprehend the meaning of inclusion and diversity in a better way.
- **Sports and athletic activities** are conducted and students are trained for various sports competitions with the motive of all round development of their personality.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 69.87

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

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 45.64

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
38	33	32	34	32

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 22.9**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	25	15	28	21

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

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..

Response:

- The students' learning levels, potential, academic background and their linguistic skills are assessed by teachers using **marks secured by the candidates in entrance test as well as entry behaviour testing, group discussion and personal interviews in the 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. The faculty follows an integrated approach. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable.
- A **Mentoring System is in place** to assess the level and needs of the freshers and help to resolve them. Every student is allotted a mentor for guidance. The students are updated with latest information from time to time through verbal announcements in the classrooms or assemblies, Mentors, House in-charges and through notice boards.
- **Value added courses and Enrichment classes** are organized for students to provide special coaching in areas where they need support. Additional reading material, books and Web- links are suggested and are made available to increase their understanding of the subject and gain an in-depth knowledge of the subject. To deal with these diverse groups, the classroom teaching is made flexible in all the three types of mediums. The books in the library are in all three languages in sufficient numbers. Students are free to take up any of the three languages as their medium of answering their papers.
- **Personal, Academic and Career-related 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. This aids in building a culture of teamwork and helps to develop leadership as well as interpersonal skills.
- **'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 items. Various academic and co-curricular activities are organized to optimize the potential of learners and students are encouraged to participate
- Students are motivated to join **various clubs of the College** which help to inculcate the value of service in them. They are made aware about their roles and responsibilities towards the society in general and nation in specific.
- The faculty helps the students (M.Ed.) to select relevant research areas and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations.
- The institution has the **facility of a well equipped ICT Resource Centre, Computer Lab and updated library and laboratories.**
- The College **library has the Inflibnet facility** and other e-resources to help the advanced and weaker learners to broaden their horizons.
- **Scholarships for meritorious and disadvantaged sections** provided by the institution through various schemes. They are also motivated to secure rank and distinction in university examination.

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

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Only when students seek support

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.11

2.2.4.1 Number of mentors in the Institution

Response: 18

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

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. Various academic courses are available in our college namely, M.Ed., B.Ed, PGDGC. These courses incorporate numerous learning methodologies and strategies in order to get palpable learning outcomes.

The institution strongly believes that student-centric learning methods enhance the lifelong learning skills of students making them more self reliant and motivated. Faculty members make efforts into making the learning activity more interactive by adopting the below-mentioned student-centric methods.

Experiential Learning:

Disciplines like Social Sciences, Physical Sciences, Life Sciences, Geography, Mathematics, Psychology and Computer are employing this approach to sensitise the students regarding new experiential learning techniques, to enhance creativity and cognitive level of the students thereby making teaching learning more effective and through practical sessions.

- Internship to expand the knowledge on teaching learning process
- Add-on Courses
- Case Studies, Model Making, Visual Aids usage
- Skill in teaching and teaching aid preparation competitions
- Projects, Excursions, surveys and field visits.

Participatory Learning: This is one of the best learner-centered approaches being used in the college.

- 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: The College utilizes problem-solving method in order to inculcate creativity, critical thinking, reasoning abilities, logical thinking, decision-making power, analytical reasoning and scientific outlook among students.

- 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: The main objective of this approach is to inculcate creativity, critical thinking and logical thinking among students.

- Mind mapping techniques
- Word games

Focused group discussion: Disciplines like Social Sciences, Sciences, Geography, History, and Psychology are employing this approach to make teaching learning more effective

- Discussions in Ability groups
- Joint collaborative academic and cultural activities(MOU COLLEGES)

Online mode:

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

The institution is implementing innovative methods to make the learning experience more effective and interesting. Students are highly motivated to take part in inter-collegiate, state level and national contests, value-added courses, Add-on programs, and extension activities for their holistic development. The institution takes significant efforts to explore ICT tools and e-resources, such as, e-books, PPTs, etc which helps to easily transform conventional teaching processes to student-centric processes.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 81.11

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	14	14	14

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 94.95

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

Response: 207

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Continual mentoring is an important aspect of student development in institutions, where 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.** Mentor groups are formed in which 10 to 15 students are assigned to a mentor. 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 is a critical skill for success in many careers, and **mentors play an important role in helping students** develop this skill. **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. Mentors motivate students to develop a positive attitude and participate in curricular and co-curricular activities. Mentors may also encourage students to take an active role in their teams, such as leading discussions or taking on leadership positions.

Dealing with student diversity is another key aspect of mentoring efforts. They work to provide guidance on how to resolve conflicts, create an inclusive and culturally competent learning environment. Apart from that mentor provides encouragement and assists the mentee in identifying professional development activities. 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 is an essential component of professional success, and mentors play an important role in helping students develop this skill. A code of professional ethics is observed in the institution, which helps in 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. Mentees can expand their knowledge and skills, gain valuable advice from a more experienced person, and build their professional networks.

Balancing home and work stress is another area where mentors provides valuable support. 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 which helps in maintaining a balance between work and home life. By providing guidance on how to manage stress and maintain a healthy lifestyle, mentors help students avoid burnout and stay motivated and focused on their goals.

Keeping up with recent developments in education and life is essential for success in any career. **Mentors provide guidance on how to stay informed about the latest trends and best practices in education** and related fields, and encourage students to engage in ongoing learning and professional development opportunities by motivating them to participate in multi-skilled curricular & co-curricular activities. The institution has a central library, cyber library and enriched resources in college for effective teaching and mentoring to keep up with the changing demands of their careers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The teaching-learning process is a powerful tool for nurturing a wide range of skills and qualities in students. **The college plays a vital role in inculcating Creativity, innovativeness, intellectual and thinking skills, empathy, life skills through Multiple modalities in Teaching Learning Process.**

Creativity and innovativeness are encouraged through a variety of methods, such as hands-on learning experiences, project-based assignments, and open-ended activities that challenge students to think outside the box and come up with unique solutions to problems. By exposing students to new ideas, techniques, and materials, teachers help them to develop their own creative styles and build the skills they need to generate and implement innovative solutions. These are visible through their performance in Skill in teaching/Teaching Aid Preparation competitions, Literary activities in Youth Festivals and Inter college competitions. Art and Aesthetic Education, Crafts, Articles in College Magazine, Participation and presentation in Morning Assembly. Innovativeness in teaching learning are accomplished through Lesson plan preparation Based on Models of Teaching ICT based Lesson plans, Activity Oriented Classes, Problem based practicums and E-Content Preparation.

Intellectual and thinking skills are also developed through the teaching-learning process. Teachers help students become more analytical, critical, and strategic by exposing them to complex concepts and challenging them to think deeply about the material. These are accomplished through activities such as debate, discussion, and problem-solving exercises that require students to engage in higher-order thinking. The impact of these modalities can be seen through academic positions as well as extra curricular activities obtained at the University, State as well as National level, Minor Projects M.Ed. Dissertation, Preparation of Blog Practicums, Practical works, Seminars, Assignments, Brainstorming sessions, Development of Educational Research tools, Reading and reflection on text, Concept map on any one topic in higher secondary level. During internship and skill in teaching competitions the students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Many students of the college have enrolled themselves in various certificate courses. The College provides value-added courses to gear the students' interest in

diverse directions.

Empathy is another quality that is nurtured through the teaching-learning process. By creating a safe, inclusive, and supportive learning environment, teachers help students to develop the skills they need to understand and appreciate the perspectives and experiences of others. This includes activities that promote collaboration and communication, as well as lessons and projects that focus on issues related to diversity and cultural awareness. Empathy is developed amongst students through peer tutoring, simulations, school mentoring, Grievance cell, Guidance and counselling cell.

Life skills are another key aspect of student development that can be nurtured through the teaching-learning process. Life skills are discussed through finishing school programmes, seminars are held, paper on Life skills education is taken in semester III of B. Ed course. The College also organizes workshops, seminars, conferences, extension lectures in order to develop life skills and soft skills. Believing that teaching-learning is the most significant process of the institution, the college tries to bring innovation, creativity, intellectual and thinking skills, empathy, life skills etc. among students in the process.

The activities organized by various clubs and societies of the college also play a vital role in inculcating Creativity, innovativeness, intellectual and thinking skills, empathy, and life skills.

Social, cultural, and educational clubs in colleges play a significant role in enhancing various skills in students that are crucial for their personal and professional growth. Through the activities and special days celebrated by clubs students get a platform to explore and exhibit their interests, collaborate with peers, and engage with the community. These activities are an integral part of the college experience and leave a lasting impact on students' futures.

Creativity: Clubs like Fine Arts Club, Theatre club, Music society focus on arts, music, theatre, and other creative pursuits foster students' creativity. Literary clubs and 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: Clubs that focus on entrepreneurship, technology, and innovation help students foster innovative thinking. Madame Marie Curie Club, Social Vision Club, Ramanujan Maths Club provide students with the opportunity to work on projects and develop new ideas. They also provide students with access to resources and mentorship that can help them 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: Clubs that focus on academic and intellectual pursuits can help students develop their critical thinking, problem-solving, and reasoning skills. Youth Club, Cultural Club, Literary Societies provide students with opportunities to engage in discussions, debates, and other intellectual activities that require them to analyze, evaluate, and synthesize information. This type of intellectual stimulation help students develop a deeper understanding of complex topics and strengthen their reasoning and analytical skills.

Empathy: Clubs that focus on social and cultural issues ie National Service Scheme. Guru Gobind Singh Study Circle, Sports Club help students develop empathy by teaching them to consider others' perspectives and work towards creating a better society. These clubs provide students with opportunities to engage with the community and work on projects that aim to address social and cultural challenges.

This type of hands-on experience and outreach activities help students develop a deeper understanding of the world and the people in it, which can foster empathy and compassion.

Life skills: Organization and smooth working of Clubs and societies focus on life skills, such as leadership, communication, and time management, help students develop important life skills that will serve them well in their personal and professional lives. These clubs provide students with opportunities to take on leadership roles, work in teams, and develop their communication and interpersonal skills.

In conclusion, social, cultural, and educational clubs in colleges play a crucial role in promoting creativity, innovativeness, intellectual and thinking skills, empathy, life skills and are a valuable part of the college experience.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: C. Any 3 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned, involving the school staff and teacher educators.

Two weeks Pre-internship is carried out during the first two semesters in nearby schools followed by 16 weeks Internship in third semester

The practising schools are selected on the basis of the proximity of the student teachers residence to the school, availability and accessibility of basic infrastructural facilities and type of school (Government, Aided, Private, Public). The students are given the option of choosing schools and they are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

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

During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. A few such activities are suggested below:

- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers as well as peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.
- Mobilisation and development of teaching-learning resources.
- Preparation of diagnostic tests and organisation of remedial teaching.
- Undertaking action research project on at least one problem area of schooling.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.

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

Lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.

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. The remarks are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of the internship programme it is duly certified by the head of the practising school.

Student teachers perform various internship activities in government, private, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum. Attendance Register is given to school heads to take the daily attendance.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 2.12

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 51

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**

4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The internship lasts for 20 weeks i.e. Pre internship of 4 weeks and School internship 16 weeks for B.Ed. and field engagement with school and community of 4 weeks for M.Ed. Prior to the Internship programme a comprehensive orientation session is organized to acquaint the trainees with various components to be acquired and mastered. During the entire internship, teacher educators monitor all the activities at regular intervals and provide suggestive feedback to the trainees. The teacher educator during interaction with mentees and the trainees on the following:

- Formulation of School Time table
- Maintenance of Attendance Register, Admission Register, Result Records, Stock Registers etc.
- Construction, administration and analysis of achievement test on different objectives (eg. Bloom's taxonomy)
- Use of qualitative Teaching aids & Innovations Techniques in Lesson Planning and Teaching
- Organization of a Co-Curricular activity and submission of its report
- Checking of Answer Scripts & home-work notebooks
- Reflective Journal writing
- Action research on a child with deviant behavior : a case study
- Overall Conduct

Role of School Principal: During this internship program, the students are directly under the charge of the School Principal 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.

Role of School Teachers: 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. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc. The observation of practice teaching is a shared responsibility of the college and the concerned school. All the classes taken by each student teacher are observed and evaluated in different modes.

Role of Teacher Educators: For monitoring purposes, each school is designated to a teacher who coordinates with the school principal, school mentors and the internee students. The teacher educator is in constant touch with the interns as well as school, and visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. The observations are given at the beginning, middle and at the end of the practice teaching. They write the feedback during simulated teaching, discussion lessons and final lessons.

Role of Peers: 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. Each student teacher must be accompanied by a peer for observing the class. During internship programme peer groups collectively perform various duties of co-curricular events for its successful completion.

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

Reflective journal: Each student teacher reflects on their activities in the school and class and reports it on a reflective journal.

Thus, internship mentoring is quite active and robust, various opportunities are provided to experience the environment and functioning of a school.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers

4.Principal / School* Principal
5.B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1.Effectiveness in class room teaching**
- 2.Competency acquired in evaluation process in schools**
- 3.Involvement in various activities of schools**
- 4.Regularity, initiative and commitment**
- 5.Extent of job readiness**

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 77.78

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 14

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 12

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

Response: 216

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Institutional Climate and facilities: In addition to conducive and a democratic climate for personal and interpersonal growth, the institution provides different instructional, infrastructural facilities and resources for professional updation of the staff. The faculty members share cordial relations among themselves and formal and informal discussions among teachers are a routine feature of the college.

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

Career Enhancement Programmes: Teachers engage in inhouse sharing and discussion of ideas, and also update themselves with national developments by regularly attending Pandit Madan Mohan Malviya National Mission on Teachers (PMMMNTT), UGC-HRDC sponsored orientation and refresher courses or by other govt. and non govt. organisations.

Seminars, Workshops, Conferences and FDP's: Teachers organise seminars at national and international levels in the college where resource persons of local, national and international repute and faculty from other institutions are invited for discussions and deliberations. Nearly 35 seminars, workshops and conferences have been organised in the current assessment period. Teachers also actively participate as resource persons and delegates in these educational discussion forums outside the campus and avail duty leaves as per rules. The faculty members are actively engaged in updating themselves through seminars, workshops and conferences.

Research & Publications: 3 faculty members are approved Ph. D. guides, 4 under process for approval. The college research committee is religiously engaged in editing and publishing research work of inhouse faculty and across the nation through College research journal which is a regular bi annual feature since 2014 and Seminar/Conference Proceedings and contributions in book form. The Advisory and editorial board includes in house and outside experts which share inputs for the publication of the journal. In addition to this the faculty publishes research papers in UGC approved journals of national and international repute. They continuously strive hard to get minor and major projects sanctioned by competent authorities.

Academic Qualification enhancement: Staff is encouraged to enhance their professional and educational qualifications. Four faculty members have completed additional post graduate courses and certificate courses during the current assessment period.

Research Qualification enhancement: Teachers undertake and successfully complete their Ph.D. programmes by availing study leaves. During the current assessment period, 5 teachers have completed

the doctoral thesis and have been awarded degrees.

Membership of professional bodies: Faculty members hold memberships in University bodies (BOS, Academic Council) and 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, acting as resource persons, inviting experts in educational discussion forums are other initiatives taken by staff for sharing and upgrading knowledge and expertise.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

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** and focuses on those abilities and activities which cannot be tested in external examinations- leadership qualities, values, attitude, punctuality, initiation, innovation, creativity, research aptitude and commitment towards work and society.

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. During the preliminary teaching classes, teachers share the hard and soft copies of prescribed syllabi and explain the components of internal assessment and their weightages.

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.

Components of Internal Assessment for B.Ed. as well as M.Ed. include

Curricular

- Attendance
- Performance in House tests
- Class Assignments
- Participation in Discussions/Seminars

Co-curricular activities

- Morning assembly
- Participation in seminars/special days
- Skill in Teaching
- Community activities/NSS
- Youth Festival and Intercollege Competitions

Pre-internship/Internship/Field Attachment/Internship

- Field related activities
- Participation in school activities
- Attendance in schools
- Innovative teaching strategies
- Creativity in lesson plan files

Research Work

- Selection of Research Problem
- Review of Related Literature
- Data Collection, Analysis & Interpretation
- Report writing
- Regularity & Timely Submission

Programmes of Creative Expressions are evaluated through participation in events like: Talent hunt, Organisation and participation in Club Activities, Morning Assembly, Celebrations of National and International Days, Organization of intercollege functions, Participation in Seminars, Organisation and constructive participation in tours and excursions, NSS Activities & Extension activities

Process of compiling CIE

The college has an **internal assessment committee** composed of four senior faculty members guided by the Principal, which works in coordination with all the teachers. Teachers submit the internal assessment awards to the committee, who then fill the awards on the University portals. Before the final submission, the Principal and all the teachers go through the final awards, which are then signed and sealed by the Principal and the Internal assessment committee. **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**.

Fairness and unbiasedness are two principles which guide the CIE process. Due credits are given for talent and diligence in every college activity. The behavioural aspects which are beyond the description of formal parameters of internal assessment are also observed throughout the session and aptly awarded.

Thus the CIE process is a true representation of the all round personality of the trainees.

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well-defined mechanism to deal with examination related grievances. The system operates in a transparent, time bound and efficient manner.

Internal Examination Process

- **House examinations** are conducted preferably after the completion of three quarters of the academic syllabi in a semester. The tentative schedule is shared in the beginning of the session through the academic calendar. The dates of examination and pattern of setting question papers is discussed in staff meetings with the Principal and shared with the students a week before the exams.
- The examinations are conducted in a fair manner, a proper duty list of invigilation and seating plan is prepared and it is ensured that students don't use any unfair means during the exams.
- The answer sheets are handed over to the concerned evaluators immediately after the examinations. A period of three days is given for **table marking the answer papers** as per the well defined marking scheme. The answer papers are shown to the students before submitting the final award lists to the house examination branch. .
- **Mechanism for grievance redressal**
- If students who are appearing for some competitive exams e.g. CET/UGC/UPSC etc. report any clash in dates, the **grievance is addressed and the datesheet is amended.**
- In case of discomfort in examination hall :- lighting, ventilation, special seating for handicaps, accident cases like fractures etc. expecting mothers their grievance is addressed too.
- The students are asked to consult their teachers for improving their scores and they have the **freedom to ask the evaluator to reassess their paper.**
- The **results of house exams are shared with the students and their parents** during PTM. The parents' feedback and suggestions regarding improving the examination process or other related suggestions/grievances are addressed by mentor incharges.

External Examination Process and Grievance Redressal

- As far as University examinations are concerned the evaluation is done by the University in the various marking centres established in different colleges in its jurisdiction.
- The students who feel unsatisfied with the result are given a **choice to go for rechecking and/ or revaluation** within 15 days of declaration of result and this can be done by paying a prescribed fee to the university.
- The University has a system of its own to re- evaluate the papers. As far as results are concerned, the teachers who are the members of the moderation committee of the university do contribute to moderation of the result of various classes in case they find it unsatisfactory.
- The **question papers related grievances of the students in university examinations are conveyed** to the Principal through their teachers or examination committee. 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(result late), CS (Candidate suspended), spelling mistakes in the DMC and Degrees are all communicated through the college office to the university. **Proper correspondence through telephones, emails, letters, visits to the university examination department, are done by the college office staff.**

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

- 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** to show the roadmap of the tasks to be accomplished during each semester.
- In the beginning of each session, the **Principal and the heads of college committees prepare the academic calendar** of the college as per the guidelines of the university calendar and in house discussion.
- It is ensured that the **academic calendar allows for CIE effectively**. The schedule is planned in such a way as to facilitate effective and efficient delivery of curricula and to assess and evaluate, regularly and continuously the learning outcomes of the students.
- **Regular assessment of student performance** is done on various parameters such as attendance & regularity in work, in house and final exams, teaching skills of students, content awareness, participation in cocurricular activities, assignments, projects and involvement in bridge courses .
- The aim of the institutional academic calendar is to **provide information regarding the schedule of activities** of the institution. The College informs students about the university notices and circulars related to the examinations from time to time through student notice boards, college website, mentor groups, whatsapp groups.
- In the college academic calendar a **schedule of curricular and co- curricular activities** for its students are prepared. Internal assessment dates are also provided by the college in the proposed academic calendar, which is uploaded on the college website.

During the execution of the academic calendar, all the best efforts are put in to stick to the proposed dates and schedule. However if need be, minor alterations are made wherever required.

Following actions help to ensure adherence to the academic calendar in full spirit:

- **Unitisation of the syllabus:** At the beginning of each session, a faculty development programme is organised during which departmental incharges unitise the syllabus semester wise with discussion of subject teachers. The content to be covered in a stipulated time, assignments, projects to be given and the parameters to assess them and content and procedure for theoretical evaluation are also finalised.
- **Individualised Teaching Plans:** are prepared by teachers prior to teaching sessions.

- **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** for the session, special classes/remedial classes are scheduled accordingly.
- **Feedback sessions** from students and staff are also initiated to review the quality of work being done.
- **Classroom discussions** on student submissions and class tests further help to strengthen the process and mechanism of internal evaluation as per academic calendar.
- **IQAC meetings** are a significant podium to assess the adherence to academic calendar, the success achieved in various programmes and any backlogs left.
- **Student cumulative record** profile is updated regularly which gives an insight while according grades for internal evaluation.
- **Remedial classes, sharing of best answer papers/projects/assignments** are scheduled to facilitate fair and timely internal evaluation.
- **Question paper formats/informal rubrics are prepared** by subject experts and shared with the students
- The **criterion for giving credits is discussed with the students'** council and the awards are also signed by the student council. The awards are then put up on the notice board to ensure transparency.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The college functions with an aim to promote education of rural youth and provide well trained and globally competent teachers and teacher educators. The institution has **well framed PLO's and CLO's** which are drawn out of the vision & mission of the college, guidelines of the regulating bodies (UGC, NCTE & PU, Chandigarh). **The PLO's and CLO's are uploaded on the college website and the college prospectus** for all the stakeholders involved.

The **Program outcomes of B.Ed. and M.Ed. are intended towards making the education process a more holistic experience** for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training. This type of

work experience can be gained through real life experiences. Besides this, students will attain various contemporary life skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc.

- Beginning with the **preparation of the detailed Academics Calendar**, due consideration is given to the PLO's and CLO's.
- The **students are oriented about the PLO's and CLO's during the orientation sessions**, to ensure that they strive together with the faculty to achieve them.
- **Curricular transaction-theory and practicum** are also well planned and guided by the PLO's and CLO's.
- Students are encouraged to indulge in **discussions, brainstorming, problem solving and constructivist and creative activities** to ensure that they become reflective learners.
- **Pedagogical knowledge** helps to train them in teaching competencies.
- **Pre-service teacher training techniques** like simulated teaching, micro teaching, Flander's Interaction analysis help the pupil teachers to attain mastery on essential teaching skills and integrate them during internship phase.
- **Pre-Internship, Internship and Post internship programmes** are the thrust areas as they provide 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 like understanding theory course, internship, out of classroom activities and field work. They attain skills to stand abreast with the developments around the globe.
- **Communication skills** are also given due attention, B.Ed and M.Ed curriculum have a compulsory subject related to communication, along with it they learn to use language laboratories. This enhances their level of confidence.
- **Talent hunt programs** help to identify talents and provide opportunities to hone them. The students are given training to improve their abilities and ensure harmonious development of their personalities.
- **Morning Assemblies, Publication of College magazine (Miri - Piri), activities of various clubs, NSS, RRC, Guru Gobind Singh study circle** inculcate social, cultural, literary, moral and spiritual values, leadership qualities & integrity in them.
- **Educational tours, trips and excursions** also help to achieve PLO's and CLO's as they are a major source of direct and experiential learning and lead to building healthy social ties.
- **Seminars, panel discussions** etc. are conducted every year to ensure lively discussions and sharing of ideas, thus enhancing their cognitive skills.
- **Finishing School Programmes** to overhaul the student personality is carried out at the termination of the course.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years**Response:** 100**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college has **devised a specific mechanism to measure the attainment and level of PLO's and CLO's and it is well recorded, analysed and used for improvement.** The students are given timely feedback on their performance in the following activities and submissions.

The attainment of course outcomes is measured through:

1. Personal and Classroom interaction,
2. Attendance
3. Class tests
4. Assignments
5. House exams
6. University exams.
7. Viva Voce.
8. Project works
9. Practical work

10. Research work (M.Ed Synopsis & Dissertation)
11. Pre-internship & internship programme
12. Students cumulative record profile
13. Teacher's observation
14. Feedback from practicing schools
15. Skill in teaching and teaching aid preparations(B.Ed)
16. Field Attachment programme(M.Ed)
17. Finishing School Program
18. Participation in co-curricular activities:-

- Talent hunt
- Club activities
- Youth festivals
- NSS
- Celebration of Days and festivals
- Red Ribbon Club
- Guru Gobind Singh study circle
- Morning Assembly
- Contribution for College Magazine

Thus, both the **testing (Objective & subjective) and the non testing-techniques** (observation, interviews, cumulative records, peer observation, formal & informal feedback) are used to assess and record students' cognitive and professional achievement. Each type of assessment is analysed in light of PLO's and CLO's and results are used for the remediation and improvement of the individual students and the overall course/programme as well.

Techniques used for recording students performance on learning tasks into transcript:

- The house exam results are aggregated and on the basis of their scores, ability grouping is done into three groups: Above average, average and below average.
- Remedial classes are organised to cater to the needs of each specific group. Teachers are assigned duties to handle the needs of each group and a special timetable is scheduled for these classes.
- University examination results are compiled & analysed following a systems approach at the end of each semester. These results form a basis of assessing previous knowledge and achievement levels to start the next semester.
- The results also serve as feedback to review the entire educational system of the institution and identify the functioning of the subsystems viz. teaching learning, administration, technical support, infrastructure and learning resources.
- Results of CTET & PTET exams, the placement record and university positions (academics, skill in teaching and teaching aid preparation, sports, youth festivals) are useful tools to gauge the cognitive and professional attributes being imbibed and trained by the institution.
- The role of each input is effectively analysed and the outcomes are discussed in the Staff meetings. The policies and strategies are framed in these meetings to encourage better performance in the future.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 108

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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 and students at the time of admission gives a fair assessment of the socio-economic background, cultural & linguistic background and family support available to the students.
- The formal interactions with the students during the orientation/student induction programme in which the students understand the PLO's and CLO's and also share their previous knowledge & skills. This is the time when a genuine assessment of the heterogeneity of the group is made by

the teacher - educators.

- Further the introductory classroom interfaces help the subject teachers to appraise the entry behaviour levels of the students.
- Talent search programmes organised in the first month is a wonderful tool 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.

The general observation about learning needs of new inmates include:

- Poor socio-economic background of majority of entrants.
- Depressed levels of communication abilities and level of confidence.
- Low techno-pedagogical skills.
- Lack of soft/life skills-problem solving, leadership, interpersonal, communication, creative thinking, adaptive, decision making, management, work ethics, professional attitude and language skills.
- Lack of precision in handling tasks requiring Physical dexterity
- Poor Time management ability
- Imbalanced personality development

Ways and measures to address learning needs through students performance on specific tasks:

- 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.
- Pre-internship, internship & skill enhancement Professional abilities & attitude, teacher mannerisms, pedagogical skills, organising abilities, understanding learner and learning needs is initiated and implemented through Visit to schools, observation of school plants, school records & register, working of different types of schools and observing duties of Teaching & non teaching, 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
- Physical dexterity, scientific attitude, problem solving are addressed through Laboratory work, handling equipment, experimentation, reporting.
- 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.
- Self-confidence, communication skills, leadership, team work, time management, organising abilities, development of social, moral, religious aspects, socialisation, social sensitivity are assessed through extension activities, participation in camps, social work, spiritual / religious activities, contribution to environment and community organized by NSS, RRC, Guru Gobind Singh study circle, Clubs and Societies as well as Classroom observations.
- Socio - economic needs are assessed through Mentor -mentee interaction, anecdotes, applications and interviews.

Thus, throughout the year the faculty records the performance of each student on each programme outcome and provides remedy accordingly.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.88

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.4

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	00	01	00

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 3.13

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
00	.5	00	14.665	00

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 4.22

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	13	10	19	26

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 2.94

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	02	09	00	26

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 21.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
28	36	15	13	16

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 82.21**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
189	150	167	178	157

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 77.32

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
139	150	167	178	157

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The institution organizes **a range of outreach activities for welfare of the community and multifaceted development of students.** These activities are performed **in collaboration with government organizations, NGOs, practicing schools and local communities** with the active participation of faculty and students. These outreach activities are organized with a dual objective not only **sensitizing students about various social issues but also contributing to community and strengthening community participation.**

NSS units of the college regularly organise cleanliness drives during Swachhata Abhiyan, Poshan Pakhwara as well as seven days NSS camps and also involve the residents of the village. They also conduct **door to door surveys, take out rallies to spread awareness,** to have first hand information about various issues such as education, health, drug addiction etc. The college organizes **sports and cultural events** to equip the students with varied abilities- Interpersonal and social skills, cooperative attitude, teamwork, Leadership training, organising & convincing abilities, time & resource management.

The various outreach activities, participation in camps, social work, spiritual/religious activities organized by the college as ‘**Nukkad Nataks**’, **interactive talks**, **Blood Donation Camps**, **Free Medical Checkup Camps** contribute to the needs of the community and cater to the development of social, moral, religious aspects, socialisation and social sensitivity among the students.

Planting saplings, programmes on eco sustainability, eco-friendly activities like Health and sanitation, waste segregation, in adopted villages and practicing schools to create awareness about saving various environmental resources, composting and harmful effects of plastic etc. Seminars and extension lectures on social and gender issues for school students are organized in college campus and internship schools inculcate organizing abilities, development of social, moral, religious aspects, socialisation and social sensitivity.

The institute also participated in the government's initiative of Swachh Bharat movement, health awareness (during global pandemic as well as after this pandemic situation). Celebration of special days and events, morning assemblies viz-women’s day, AIDS day, world environment day, human rights day, mother tongue day, republic day, independence day sensitize students towards various social issues.

During COVID-19, the college took the initiative of spreading awareness, making posters and slogans to salute the COVID-19 warriors and organized a Covid testing and Vaccination drive in collaboration with Premjit Memorial Hospital. Distribution of daily food requirements, medicines, Donated masks, sanitizers and other precautionary items to economically poor. Helped 250 migrants to return to their villages. Monetary help was also rendered at the institutional level.

These outreach activities proved beneficial to the community 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 harmonious development. These kinds of programs sensitize the students toward community benefits.

Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and take responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 8**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 11**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	39	5	4	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 11

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 11

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

GHG Khalsa College of Education (**GHGKCE**) **spreads over an area of 15.22 hectares and has two campuses, Campus I and Campus II** (WiFi enabled). It has a sanctioned strength of 100 seats in B.Ed., 50 seats in M.Ed. by NCTE and having affiliation to Panjab University, Chandigarh for Post Graduate Diploma in Guidance and Counselling. Established as a small Patshala in the year 1921, the college has achieved many milestones and it stands apart with its **cutting-edge infrastructure. Enjoyfull learning is placed at the heart of the institution** and the campus is designed to suit the learning needs of modern-day diverse learners. Be it academics, sports, ICT, co-curricular fields, the institution offers state-of-art facilities to the students. **The infrastructure and the equipment available in the college are regularly maintained and updated.**

Campus I is the main building, existing since 1948, the new academic block was developed at a cost of Rs 44 lacs (with UGC's Golden Jubilee Grant of Rs. 25 lacs). The three-storey building comprising of student centre on the ground floor, library on the first floor and computer lab and seminar hall on the second floor has been constructed with the management funds. 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 Astro turf
12. Residence for staff
13. Management Office
14. Director's Office
15. Registrar's Office
16. Guest House

Thus, the institution has robust infrastructure and state – of – art facilities for Teaching-Learning process which create the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers well in tune with global needs, technological advancements and is completely adequate as per **the requirements of NCTE given below:**

1. One classroom for every 50 students
2. Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
3. Library-cum-Reading Room
4. ICT Resource Centre
5. Curriculum Laboratory
6. Art and Craft Resource Centre
7. Health and Physical Education Resource Centre (including yoga education)
8. Principal's Office
9. Staff Room
10. Administrative Office
11. Separate Common Room for male and female students
12. Seminar Room
13. Canteen
14. Separate Toilet facility for male and female students, for staff, with provision for PWD
15. Parking Space
16. Store Rooms
17. Multipurpose Playfield
18. Open space for Additional Accommodation

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 75

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

Response: 9

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 12

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 10.67

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4.39	3.73	2.58	2.67	11.61

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Library is the knowledge repository of the college for print and e-resources. It is the temple of knowledge and a paradise for all the GHGians since 1955. The library is equipped with 27087 books with 13139 titles, 7065 e-books in pdf. form, 1280 back volume, 540 dissertation, 45 Ph.D., 29 Encyclopedia, CD/DVDs, 21 Journals and 20 Magazine/Periodicals and 12 Newspapers. **Book bank facility for needy students** is also available.

The library has **internet connectivity with Wi-Fi facility for students and staff**. 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 ID s and Passwords given to them from anywhere. This provision enables a user to view the location where a particular book is available. The software also enables its users to check the current status. This software provides following major features;

- Client: server based architecture, user-friendly interface that does not require extensive training
- Cataloguing of Documents
- Circulation details
- Issue>Returns report
- Membership details
- Accession Report Department/Subject wise

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

Library has a membership of INFLIBNET. It helps teachers to access e-journals 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.

All the students, stakeholders and research scholars from different universities and colleges from different states can have access to college library. **M.Ed. Dissertations (since 1975-76) available in the college library and summary of the same are also displayed on college website.** The library is open 7 hours per day (9.00 a.m. to 4.00 p.m.) on all working days but through ERP it is accessible 24x7.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

The institution has a **very rich and resourceful library with a good number of titles, rare collection of books, encyclopedia, print and online 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.

The teachers and students can have access to e-journals subscribed by the college library; e-books

purchased by the college library and can have access to e-resources (e-journals and e-books) and download articles required by them directly from the publisher's website through NLIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library.

The institution can also **monitor and track the usage and downloading of these e-resources** by faculty and students. If help is needed in a search, the system itself is designed to offer that assistance by use of various prompts, suggestions, help topics, FAQs, and even error messages when needed. Search results are displayed in a format that is easy to read and understand.

All the students, stakeholders and research scholars from different universities and colleges from different states can have **remote access to library. M.Ed. Dissertations (since 1975-76) available in the college library and summary of the same are also displayed on college website.** The library is open 7 hours per day (9.00 a.m. to 4.00 p.m.) on all working days but through ERP it is accessible 24x7. All the students, presently who are doing B.Ed. or M.Ed. can come anytime according to their own convenience. Students can access library facilities during summer and winter vacations on all working days.

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

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 2.64

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
3.26	1.94	4.17	1.21	2.64

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 59.06

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 3156

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 2622

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 2228

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 2431

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 3501

File Description**Document**

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 last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

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 lease line has been upgraded and its is now more than 10Mbps. In addition to the lease line the institution has also purchased a **Net+ Broadband 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.

Sr. No.	ICT facility	Year	Nature of Updation
1	LMS (Moodle)	2020	Due to the Covid-19 situation, college has upgraded its infrastructure to support e-learning. As a part of online learning initiatives, college has developed its own Learning Management System -LMS (Moodle) in order to accommodate study in current situation.
2	Zoom	2020	The college has also taken Zoom subscription, a reliable cloud platform to facilitate teachers to take online classes.

3	Wifi	02-12-2020	Date of implementation of Wifi was 20-11-2008 and then it was updated on 25-03-2011, then in 20-08-2014, in 29-12-2016 and then 24-01-2017. A new Wi-Fi connection was purchased on 02-12-2020 with speed of 250 mbps to 500 mbps
4	Smart Classroom/LCD Projectors	2021	Before 2021, portable projectors were according to the requirement. In 2021 all the classrooms were updated with fixed LCD projectors where all the teachers and teacher-educators use audio/video/animations/images etc.
5	Computer lab and Language Lab	2022	The language as well as computer labs were on the second floor (above library) but for the convenience of divyang students, both the labs were shifted from second floor to ground floor.
6	ERP software	2017	The college has developed its own ERP software in 2017. It was updated in 2021 for making library module
7	N-List programme	2014	IFLIBNET gives authorized access to N-LIST through user ids and passwords given to faculty and students. N-LIST offers e-resources-e-books and e-journals to students, researchers and faculty and can access e-resources and download articles required by them directly from the publisher's website.
8	Media lab/Video recording room	2021	Learning gallery was updated into Media lab/Recording room in

2021. All the lectures are recorded in this video recording room.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 4.27

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 400**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 400

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: A. All of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 89.22

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
47.2	35.0	45.4	44.1	37.1

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college ensures that its physical, academic and support facilities are properly utilized and maintained to provide a welcoming, hazard free and conducive environment for learning. All efforts are made to put resources for multiple uses to optimize the benefits and utility from them.

- **Preventive maintenance** like regular service, updation of softwares, white wash practices are adopted to upkeep the infrastructure, equipment and support facilities from sudden collapse or failure.
- **The maintenance committee** regularly inspects the building and equipment to check the need for repair and replacement.
- **The structural stability and building safety** is ensured by getting certifications annually.
- **The college has a 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.
- **The institution regularly spends a portion of its budget** for the proper upkeep and maintenance of its infrastructure.
- **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 of 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.
- **Laboratories/Recording room and ICT facilities** are looked after by the Lab. incharges who are responsible for the upkeep of their respective laboratories and equipment. Proper issue and return registers are maintained. Labs are used for practical/teaching/recordings thus optimizing their use. Any repairs and new requirements in the laboratories are reported to the concerned technicians or outsource agencies and maintenance workers through the office.
- **The library** has a rich and rare collection of books, journals and magazines. The college library is automated with ILMS and all the books are barcoded. OPAC is accessible to users through

inhouse ERP. INFLIBNET provides access to N-LIST which offers e-resources-e-books and e-journals. The library committee looks after all minor major details regarding library maintenance and utilization. Demands for new purchases are approved and procured by the purchase committee. All the record is maintained online (ILMS) as well as offline (Ledgers) and is audited by the library committee. All fresh arrivals of Books, journals, periodicals etc. are duly entered in the records. Binding and repair work is done regularly to preserve the rare collection of books.

- **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 sports facilities are used by community members as well. Regular maintenance of the grounds, lawns and plantation is done by the gardeners and daily wagers.
- **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 in the college campus.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 40.04

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
43	40	46	27	41

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 18.52**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 20

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 23.78**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
33	26	27	21	10

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

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’ Council meetings play a major role to assess the functioning of institute, teaching, learning, and support services provided to the students. Students organize domain specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. 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.

Major Activities of the Student Council include:

The Council share students’ issues and grievances and solve the problems of teacher trainees with the help of Principal and faculty.

- **Central student council is a part of the IQAC and participates in strategic decision making.**
- **Central Students' Council help in bringing to forefront the various problems encountered in conduct of programmes and implementation of policies. Suggestions are also sought from Student Council regarding the B.Ed. & M.Ed. programme, organizational set-up and institutional practices. Suggestions and feedback helps in improvement of policy decisions and measures to improve academic performance of the students.**
- **Assists the staff in smooth conduct of curricular and co-curricular/extra-curricular activities.**
- **Help in maintenance and beautification of campus and to ensure discipline in the college.**
- **To organize Educational and Recreational Activities for students through various Clubs.**
- **To initiate Capacity Building Activities for the benefits of student-teachers and the community.**
- **To engage Value Added Programmes in the college.**
- **To confirm the participation of Student-Teachers in University Youth Festival and other intercollegiate competitions.**
- **Assisting, maintaining Discipline, Conducting Assemblies and functions, acting as link between faculty and students, conducting functions, reporting issues demanding attention, representing students where needed, acting as aides to the Principal, dedicated service towards the college etc.**
- **To bring to the notice of concerned authorities, the problems, and difficulties faced by the students.**
- **To express views regarding the overall working of the college and its improvement.**

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 24.2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	22	17	17

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

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, Guruser 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. The college Alumni settled in India as well as abroad stay engaged with their almatmater through annual meets and virtual meets/webinars to provide necessary support and advice in institutional functioning.

Two thrust areas in which Alumni gives its unconditional support are:

1. Providing Financial aid to deserving and needy students: The college enterprising alumni donate generously to alumni association funds to help the needy and deserving candidates to help them complete their programme and reduce the chances of drop out and wastage. They also locate talented and outstanding candidates needing financial support and help them realize their career goals. It is worth mentioning that the association has mobilized Rs. 2,38,694 towards the Alumni fund in the last 5 years.

2. Providing Mentorship: The college alumni provides its expertise and guidance from their acumen of experiences gathered in field of practice to help pupil teachers to successfully navigate their academic and career paths. They share their insights of the world of work-global as well as local, networking opportunities and render assistance in choosing, entering and stabilising in suitable jobs in the field. In addition they also help the institution in delivering its cause effectively.

- Alumni members are active participants of IQAC and participate in its meetings to review institutional functioning and giving inputs for improved academic planning
- Are instrumental in delivering expert lectures, placement drives, motivational talks and share their success stories in the Finishing School & Skill enhancement Programme.
- The executive of Alumni association functions to establish links with old as well as fresh alumnus.
- The Alumni Association provides training to the students for job placements by organising and being a part of conferences, workshops in the college campus and arranging for campus placements.
- Act as role models, counselling and guiding the students for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession.
- 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.
- The Alumni association also provides all 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.
- Actively participate in grooming the students according to the needs of various schools during 15-day pre-internship held twice and 16 week long internship carried out in various Govt./Grant-in-Aid/ Central School/ Private schools.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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.

Response:

Registered Alumni Association of the college acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in students in the following ways:

Admission : Alumni members motivate the students to take admission in B.Ed., M.Ed. and Post Graduate Diploma in Guidance & Counseling in our GHG Khalsa College of Education of utmost priority..

Participation in Activities : Most of the alumni members participate as subject experts, examiners, delegates, resource persons in seminars and workshops, 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. The alumni association of the college organizes annual meetings and alumni of the college employed as teachers/heads/administrators in India and overseas living suggest improvements in the functioning of the college (curricular & extracurricular) through formal or informal platforms.

Training and Motivation to present students: Alumni members working as principals and teachers are always ready to provide training to pupil teachers of our college.

Members of Bodies: Alumni of the college are also members of IQAC and other bodies of our college. Alumni of the college share work experiences and acquaint with the demands of job market.

Feedback: Alumni members also give feedback after the events organized by college, provide valuable feedback regarding working of the college and requirements of teaching profession & conveyed in the BOS syllabus revision workshops.

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.. Alumni members are also invited for expert lectures during skill enhancement programmes, Demonstration of online teaching, changing role of Govt. and private schools in the present era.

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 & facilitate linkages with the community and other academic institutions where they are working.

Financial Help/ Scholarship: Scholarship from alumni association fund is given every year to financially needy students. Alumni members also provide scholarships to needy students who are firstly identified and then on the basis of income scholarship. Students of various batches are adopted by Alumni members alone and from different Batches.

Skill Enhancement: Skill enhancement of students doing B.Ed and M.Ed is a regular feature of alumni members. Alumni members working as DEO, Principals in Schools, Lecturers and members in other professions are also called for their demonstrations online and in offline mode to train our students.

Organizing Workshops: Online and offline workshops are being organised for nurturing the Talent among students by alumni members.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

Nature of Governance

The institution is a **Non Profit organization established with a missionary purpose of rural education, under the name of Sixth Guru, Sri Guru Hargobind Sahib Ji. Guided by the philosophy of Nihang Shamsheer Singh** who laid the foundation stone of this seat of learning, the college marches with a **mission statement of "Mann Neeva, Mat Uchhi" (Humility of mind, Mellowness of thoughts)** and envisions to deliver quality teacher education. The Governing Council of the College has representation from various clans of stakeholders and has an explicit and an organized structuring, wherein **power is defined and decentralized down the line of hierarchy.** The **Vision and Mission of the college** is a mirror of its internal functioning and the college management functions in a way to uphold the essence of its vision and mission. Since its inception the Management has worked on democratic principles and has maintained transparency in its operations.

The **bottom-up communication approach is followed in the decision making process** revolving around the inclusion of all employees, their ideas, and their perceptions of the institutional functioning in order to make the most informed decisions. The institution works with well conceived **perspective plans**, periodically crafted and efficaciously executed. Currently the institution is executing the perspective plan 2020-2030 based on the provisions of NEP 2020.

The entire team of the institution -the teachers, students and non-teaching staff are given an opportunity to share their ideas and opinions in areas of crucial importance: academic, co-curricular/extra curricular and financial aspects. The autonomy of decision making in college Academic and administrative spheres has been entrusted by the management with the Principal and the IQAC committee who seek the advise from the advisory committee.

Central Student Council, Clubs and societies, formed every year ensures due representation of the students in the decision making process. **PTM's, IQAC meetings, Alumni meetings, meetings with school principals** etc. are some useful platforms where valuable inputs are taken from the stakeholders.

Thus the entire team steers the college through appropriate planning and efficient review mechanism and then prepares academic calendar for each session which is then approved by the management. The management 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 institution.

It participates in the IQAC meetings, management meetings, pays informal visits and becomes a part of college functions and celebrations. It is noteworthy to mention that in order to increase the scope and efficacy of governance the college has installed an **ERP Software for college automation, objectivity and transparent functioning.**

For financial aspects, a **transparent, well audited (internal and external) mechanism** is followed. **Annual budget meetings** are held by the management, whereby income and expenditure statements of the institution are presented for scrutiny in front of all the stakeholders. Collective efforts encompassing opinion of all concerned helps management to produce quality decisions and progressively stride for bringing about an overall improvement of the institution.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The college has a **well organized, explicitly structured management**, with clearly defined powers, roles and responsibilities. A bottom-up communication approach is followed and there is decentralization of powers down the line of hierarchy.

The entire **institutional functioning is distributed into various domains** viz academic, administrative, library, central student council, hostel, local community, employers, school heads and alumni.

College has a **well-constituted IQAC which has due representation of all the stakeholders** and meets at regular intervals and reviews the institutional plans and policies. The **annual feedback and suggestions collected from the different stakeholders**, which is further used for system analysis and improvement by the IQAC. On the basis of the outcome of IQAC meetings during and at the end of academic sessions, the Principal, IQAC coordinators and members, annual plans and procedures are chalked out with the consent of all the participants. Thus the consent and opinions are pooled in from the grass root level and flow upwards through the well structured line of communication and reach upto the higher and then the highest levels of the hierarchy.

The **decentralization and participatory mechanism functions in the following way:**

- The Governing Council appoints a Managing Committee led by the President and assisted by the Secretary.
- The Managing Committee led by the President assigns administrative powers to the Principal.
- The Principal delegates powers to IQAC and also forms various staff committees.
- The Faculty members choose two staff representatives who represent faculty matters in the management.
- The IQAC holds regular meetings with all the stakeholders and formulates the annual and strategic plans of the institution.
- Important duties and responsibilities are assigned committee wise according to the events and activities to be organized during the ongoing session.
- The staff committees like academics, research, examination etc. hold internal meetings and discuss upcoming agendas and events.
- The agendas and events are then put forth in the joint meetings of the staff with the Principal and IQAC.
- A Central Student Council is formed which comprises two class representatives from each house which participates and assists the Principal and the Faculty in the college functioning.
- Student clubs under the supervision of concerned faculty are formulated and office bearers are appointed for the smooth functioning of club activities all round the session.
- The administrative/financial domain also functions in a transparent manner. A Bursar, Office staff and the ERP committee are appointed to oversee all the major administrative and financial matters in consultation with the Principal.
- The parent teacher associations are also functional in giving useful feedback and inputs regarding institutional functioning through regular parent teacher meetings.
- The Alumni association of the institution is a registered body which is the backbone of this institution. The college has a proud Alumni, who have supported in every domain of institutional functioning. The Alumni meets regularly and remains proactive in giving their valuable suggestions for raising the quality of education and widening the circle of outreach activities of the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The Institute adheres to transparent practices in its financial, academic, administrative and auxiliary functions. The institution is affiliated to Panjab University, Chandigarh, recognized by NCTE, UGC and DPI colleges; hence it abides by the terms and conditions of its governing bodies.

Transparency in Academic Functions

Admission process in B.Ed. is centralized by the Punjab Govt. The merit lists are generated on the basis of marks in entrance and other relevant criteria decided by the Universities. The **college academic calendar is displayed in the prospectus and on the college website.** All the important notices are regularly posted on the college website. The college has a fully functional **Learning Management System (LMS-Moodle)** for the efficacy of the Teaching Learning Process. The students are given full freedom in choosing subjects/areas of interest. The examination procedure is also very student supportive and unbiased. **House examination policy is displayed on the website** and its provisions are adhered to in the right spirit. The **internal assessment is prepared on the basis of a wide spectrum of criteria** and monitored by the **internal assessment committee** to ensure all students are awarded fairly. The awards are shared on the notice board before final submission to the University. The academic audit is done by a committee comprising internal and external members who annually review academic conduct of the institution.

Transparency in Administrative Functions

The administrative structure is very **transparent, participatory, and efficient.** The vacant posts are advertised in leading newspapers and the recruitments are done strictly as per the norms and standards set by NCTE, DPI, PU, Chd. and UGC. The CAS promotions are also done as per UGC and PU, Chd. regulations. The institution has its own **in-house ERP** to ensure better control and supervision. All the admissions, Fee Management, Student Profile, Staff Profile, Examinations, Hostel Management, Library Management, Transport Management, Activities, Time-Table, Human Resource Management etc. modules are available on it.

Financial Transparency

Financial transparent practices are the hallmark of our Institute. There is a well constituted **purchase committee and a Bursar** is also appointed to assist the Principal and accounts department in efficient management of financial resources. The faculty has the autonomy to place their requests for new purchases for their respective departments which are scrutinized by the purchase committee, which further invites quotations from different vendors. After discussions and approvals from the Principal and the Bursar the orders are purchased from the lowest bidders. **Internal and external audit and Annual Budget meetings ensure fair transparency and integrity in maintaining finances.** The monthly salary of teaching and non-teaching staff is directly credited in the respective bank account of the employee. All other non-salary expenditures, capital, and recurring expenditure are made through RTGS/ NEFT or by cheque.

The employers/school heads and local community are constantly consulted through the active feedback mechanism, meetings and their representation in the college IQAC.

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

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution has been marching on its mission of providing quality teacher education by preparing teachers to compete with global standards and equipped with technological skills, ready to meet any exigencies of human development. Envisioning a society based on ethics and excellence, the institution indulges in strategic planning on contemporaneous matters and ensures the effective deployment of these plans.

One of the activities strategically planned and implemented:

To shift over from a physical traditional classroom to a virtual e-learning classroom and then to a blended mode. (Session 2020-21)

The world experienced one of the worst Pandemics of the century-COVID -19, which posed a challenge in front of the institution. A strategic plan was chalked out to convert the physical traditional classroom to a virtual e-learning classroom. It was also planned that once normal conditions are resumed, the institution will continue to transact the curriculum in a blended mode. The strategic plan deployed as under:

- The ICT department was assigned the duty to develop the institution's **learning management system (MOODLE)**. A LMS committee was formed which included ICT experts from the ICT department of the institution and from the sister institutions as well.
- A **Faculty Development Programme** was organized to train the staff about the functioning and features of the LMS.
- All the faculty members were given the **LMS ids and passwords to manage all learning activities** like sharing content, giving assignments etc. on the LMS
- A **Zoom subscription** was purchased to ensure a reliable cloud platform for taking online classes.
- **Recording studio with essential tools** like Desktop, Teleprompter, laptop, web cameras, cameras, tripod stand, a functional aptly lighted room with essential background (Green Screen) and smart interactive board facility was made functional **to facilitate recording of e-content**. The e-lessons were posted on the **college YouTube channel** which made the e-resources

publically available to the learners all over the world. The college YouTube channel gained 2.62K subscribers. Nearly all the **classrooms and laboratories have been ICT enabled**. Thus the college was able to successfully deal with the pandemic crisis and provide uncompromised quality education during this period as well.

After the end of the crisis as per the strategic plans the college went into a blended mode whereby the face to face offline classes and all the curricular and extracurricular activities were resumed in the campus. The college also continues to manage teaching learning through the LMS, the e-lessons, e-content are shared through it. The **teachers have permanently integrated ICT in their normal classrooms**. The students are still encouraged to use the virtual classroom through a zoom platform for selected activities/extension lectures. Hence a perfect blend of traditional learning and e-learning in the form of **Flipped and Blended learning is being continued in the campus**.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

GHGKCE has a **democratic participatory management** which provides dynamic leadership, engaging and productive institutional climate and workforce. The decision making process is based on consultation and consensus. The institutional **policies are well defined and well framed** keeping in view the norms laid down by UGC/ DPI, Panjab Govt, and Panjab University, Chandigarh and based on the **feedback of all the stakeholders**, systems evaluation of the college functioning and the demands of the job market.

GHG Governing Council is the highest apex body in the administrative set up and looks after 5 institutions under its purview viz, GHG Khalsa College of Education, GHG Khalsa College and GHG College of Pharmacy. The governing council appoints a managing committee with a representative composition and is headed by the President who in turn is assisted by the Secretary to look after the day to day functioning of the institutions. The **Principal and two staff representatives are also members of the managing committee** along with **reputed community members** from various walks of life. The Principal has been delegated powers of being first decision making body that incorporates suggestions and experiences of administrative (ERP, Bursar, Office staff), academic bodies, IQAC, staff committees, teaching and non teaching members, stake holders and hostel staff. The student is at the heart of every decision making process, so **central students council with its elected representatives have been**

embedded in important institutional bodies which adds to the democratic representation and makes the organizational structure student-welfare centric.

The recruitment of the staff (teaching and non-teaching) is in compliance with the state government rules and policies. For the regular teaching vacancies, advertisements are published in the leading newspapers by giving them 21 days to apply from the date of publication of the advertisement. A selection committee comprising the President of the Management, Principal of the college, one VC nominee, one DPI (Colleges of Punjab) nominee and two subject experts from the University selects appropriate candidate based on the merit prepared according to the API scores as per UGC. Reservation Policy of the state government is followed. The selection process is fair and transparent and tentative merit of the candidates is put up on the college website three days prior to the interview. The appointments made are approved by the Vice Chancellor of Panjab University, Chandigarh and DPI colleges, Punjab.

The faculty (teaching, non teaching) under covered posts is given UGC pay scale with all benefits. The candidates with Ph.D. get two advanced increments and M.Phil with one increment at the time of joining the service. Annual increments, dearness pay and medical allowance are also provided as per DPI norms. The faculty under uncovered/management posts is also paid respectable salaries. The teaching/non teaching staff retire at the age of 60 and receive retiral benefits on time.

The financial, administrative, academic, co-curricular matters are conducted through well-defined and **transparent set of procedures executed within a stipulated time frame and budgeted in a cost-effective manner.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Democratic decentralization practiced in the college functioning helps in effective planning and decision making at various levels in the institution. The college functions through **various cells, committees etc which meet regularly and plan strategically for smooth functioning of college activities**. Thus decision making is done at the lower levels of hierarchy according to need for sensitization in different spheres of operation. Routine and need based agendas are taken up in regular meetings of various committees with the Principal. The college administration is highly sensitive and responsive towards the demands put forth by changes at local and global levels. For impinging needs, discussion is carried out taking into consideration the interest of all stakeholders. Proper strategy is chalked out; minutes of meetings are duly noted and formulated into plans which are implemented in the right spirit.

As has been discussed earlier, a major transformation was brought about in the wake of the global pandemic. The traditional classroom was strategically converted into a sophisticated virtual classroom.

Meeting of examination committee: Shifting the evaluation system online

In the meetings of the examination committee with the Principal and faculty members it was decided that with the **teaching-learning shifting to virtual mode** the evaluation system had also to be shifted to the online mode which required a complete training of the faculty and students in the use of the online tools available for evaluation like Google Quiz, Testmoz, Kahoot etc.

The **LMS and ERP committees** trained the staff and students through FDPs and demonstration classes to facilitate objective and subjective testing on these platforms. Gradually during the session the entire activities of examinations were shifted to online mode. Both the faculty and students were given personal ids and passwords to post and access question papers on ERP. The **students were also trained** to upload answer sheets on ERP. Special email id catering to examination was generated and students were given an alternative mode to send their answer sheets online. Wherever necessary special exams(supplementary) were also conducted for which special question papers were prepared. The

submission of award lists and generation of results was also managed through **google sheets and MS excel operations**, which were shared with students through whatsapp groups. Assignments and project work as a part of CCE were also assigned online through the LMS and students uploaded their sessional work on the LMS. The entire evaluation process culminated with online feedback and remedial classes taken on the zoom platform. The organized and meticulous approach of the examination committee with the aid of all staff and supporting staff helped to achieve this arduous task of conducting online exams with all its modalities.

Similarly the other committees also function with full autonomy, from preparing proposals and plans, presenting and discussing them in meetings with the Principal and other faculty members, allocating duties for successful execution, taking feedback on completion and preparing reports on the conduct.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution works with a spirit and intention of staff well being, hence there are **numerous welfare measures being undertaken** for all the teaching and non teaching staff to increase employee engagement and ensure job satisfaction among them. The positive work environment generated due to the adopted welfare measures helps to attract and retain men and women with high caliber.

- All necessary facilities are provided to the staff i.e. **individual rooms, computers**, almira and proper sitting arrangement to carry out their work effectively.
- **Intercom and wifi connectivity** is available in their respective rooms.
- The regular staff members are **paid regularly as per UGC pay scales**. They are placed in the next higher grade/scale whenever it is due.
- Each regular faculty enjoys **provident fund facility, Gratuity, Leave encashment** as per government rules.
- **Duty leave** is given to the staff going out for any academic work i.e. guiding of M.Phil/ Ph.D. scholars, research work, viva-voce, official meetings and conferences.
- **Study leave** is given to the staff members going for higher studies.

- **Reimbursement of membership fee of any academic association and registration fee** for presentation of papers in seminars, conferences etc.
- Encourage the staff to undertake research guidance & act as resource persons.
- **Residential accommodation with all the modern amenities on the campus** has been provided to the teaching and non-teaching staff on very nominal charges.
- The staff has also been provided **free transport service** from the bus stop/hostel to the campus.
- Class IV employees receive **free uniforms** every alternative year.
- **Each non-teaching staff has been allotted a mentor from the teaching staff** who looks after his/her welfare along with the family.
- **Equipped staff room** with attached restroom.
- Organization of **Health Awareness programmes**.
- **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 annual Medical checkup camp** for all staff.
- **Paid leave on medical ground and maternity leave** for 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).
- **Medical Lab Testing Concession for students, Teaching and Non-Teaching Staff**.
- **Crèche facility** for the children of the staff.
- **ATM facility** has been provided in side campus.
- **Dental Clinic facility** is also available in the campus wherein a qualified trained dentist provides dental care and minimum charges.
- Provision for sanctioning **seed money for conducting research** and related activities to the faculty.
- **Appreciation and recognition to Faculty on award of Ph.D. degree.**

Thus, the institute provides a conducive, friendly and democratic environment for efficient team work, with enhanced employee morale and productivity and minimal turnover.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**Response:** 44.44**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	17	18	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response:** 64**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	13	11	07

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

Percentage 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

Response: 84.44

6.3.4.1 Total 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 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	12	16	17

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

GHGKCE gives an atmosphere of working independently and provides a niche to boost creative expression and innovativeness. The **employees are given numerous opportunities for professional upgradation** and upheaving their work efficiency. The efforts of the staff in this regard are assessed by

the institution by a periodic method of evaluating and documenting job performance of the staff members in relation to the objectives and goals of the institution. Based on daily conduct and discharge of duties, informal and verbal feedback on performance of employees is shared throughout the session.

Formal appraisal is done on an annual basis, the performance appraisal for teaching staff is done **through the self-appraisal proforma** filled by each faculty member at the end of the academic session. The self appraisal proforma is very comprehensive in nature and has two versions-one developed at the institutional level and other is according to the format given by DPI colleges, Punjab. The proforma asks for details on courses taught along with information on innovative methods of teaching employed, tools of evaluation developed and used, courses developed, e-content developed, publication work, participation in seminars/conferences/workshops, research activities, extension activities, co-curricular, moral activities and the like. It also gives an account of results of the students in the taught subjects. In addition to this there is a **provision of collecting student's feedback through specially designed proformas filled by students** at the end of each academic session. The proformas have items specially to collect feedback about teaching learning process carried out by teachers, their communication skills, mentoring provided by them, methods of teaching employed and use of ICT. Students also grade their teachers on various parameters like knowledge, commitment, creativity, democratic attitude etc.

The review committee headed by the Principal analyzes these proformas and the Principal gives his remarks based on the analysis and observation of the conduct of the employee. The feedback collected is used in a constructive and a non-threatening manner, upholding the dignity of the employees, only to suggest improvement in the employee's work efficiency and gauge the incremental changes in different professional domains.

The **performance appraisal is aimed at** determining opportunities for improvement, reducing attrition rate, and boosting the work culture and productivity of the institution thus helping in :

- Setting goals
- Providing feedback
- Allowing employee self-development
- Gathering information to aid in policy and decision making
- Motivating employees to improve productivity
- Developing training programs and development initiatives

Similarly for the non-teaching staff a separate proforma is available which is filled annually and assesses parameters like work quality, work ethics, discipline etc. **Annual increments are given to teaching and non teaching staff on the basis of appraisal reports.**The performance appraisals are documented and filed in the ACRs of the employees. The performance appraisals are documented and filed in the ACRs of the employees.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution has a **process of systematic evaluation and documentation** of financial statements, taxes, expenditures, and incomes, obtained from various heads, Registration & Academic Fee, Payment Transactions, Fines & Penalties, Funds & Donations, Hostel Accommodation, Assets & Investments, Grants from Government or other local bodies, and via other sources. This evaluation is done through internal and external audit of the institution's accounts.

Internal Audit

The college has an **inbuilt system of the internal audit of the accounts**. The Internal Audit is an internal process performed by the institution with the help of a Chartered Accountant appointed through a transparent mechanism (advertising in the newspaper, inviting and analyzing quotations and appointing a reputed firm) to evaluate and record institution's annual reports on financial income cumulated via various sources, and expenditures spent on pays of employees as salaries, taxes, Statutory Compliances i.e. PF, Income Tax, etc., maintenance, and many more. Conducting this type of auditing simplifies the preparation of audit procedures at the planning stages; provides foresight of risk factors; improves internal procedures, administrative operations, risk control and management, and governance whilst ensuring quality assurance in institutional functioning. The college appoints a "Bursar" from among the faculty members to guide the accountants and assist the Principal and the management in proper scrutiny of financial transactions and records. The college has a Purchase committee which manages the purchase of new items. Internal checks are installed at each and every step.

- Analyzing the demands for purchase put forward by the faculty/others.
- Calling for quotations from potential vendors.
- Placing orders to the vendors offering best prices.
- Submitting the duly attested bills to the accounts.
- Careful scrutiny of bills by accountant, Bursar and Principal.

- Regular and unbiased account checking by a Chartered Accountant appointed by the management (S. Marwaha & Associates is the currently appointed company for Internal Audit.)
- Rectifying the discrepancies in accounts reported by the CA.

External Audit

The institution is a grant-in-aid institution. Hence it receives salary grants from DPI(colleges) Punjab, financial grants from government agencies, scholarships funded by government and non-government agencies. Hence, the college is liable to an external audit by the government as per government directions. Audit teams are send by:

- Deputy Controller (Finance and Accounts) Ludhiana
- Accounts General (Audit), Chandigarh (Pb.)
- DPI Colleges (Pb.), SCO 66-67, Sec17-D, Chandigarh.

After the Internal and External audit, audit reports are received from the competent authorities, the institution rarely faces audit objections, in case of any, the objections are duly attended to by the accounts department of the institution and timely replies are send to the objection raising audit teams and it is ensured that the objections are satisfactorily resolved.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 4.97

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
14.54	6.21	3.68	0.02	0.42

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

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Procedure of Mobilization of Funds

The college is a non-profit based institution committed to the cause of education in a rural set up. Being a grant-in-aid institute funded by the state government the college is a public enterprise, hence it cannot generate resources by charging exorbitant fees from the students. Despite this limitation the institution tries to tap all the resources available for fund generation and also augment the resources by exploring different sources available. The major and minor sources of funds include:

- The major source of funding is the deficit salary grant against grant in aid posts from the state government.
- It is worth mentioning that the college also received a consultancy grant of Rs 14,66,500 under UGC Paramarsh scheme which was utilized for mentoring 5 mentee colleges for their first cycle of NAAC accreditation.
- The institution also has a symbiotic existence with the community, the college works for the welfare of the community and in return the community resources are mobilized for college activities-donations by philanthropists, free medical/dental checkup camps, banking awareness, lectures by experts etc.
- The Alumni association of the institution is an active body which generously donates funds for needy students each year.
- The scholarship committee of the institute help in mobilizing resources for the fees of needy students by helping them apply for many government and non government funded scholarships. In addition to scholarships from outside, the college faculty also takes initiative to give scholarships to deserving candidates.
- The college receives grants from funding agencies like DCDC,(P.U. Chd), NSS, ICSSR, RRC, UGC etc. for organising seminars/conferences/workshops.
- The college gives a facility of Photostat to students and other visitors on a minimal payment.
- The waste generated in the form of e-waste, paper waste etc is sold to vendors.

Optimal Utilization

The grants received from the government and other funding agencies are **judiciously utilized and the utilization certificates are prepared and dispatched in the given time frame.** There is an inbuilt internal audit mechanism in the institution. Annual Budget Proposals for expenditure are prepared by the Principal, in consultation with the Bursar and accountants. These proposals are evaluated and approved by the management. The funds are allocated according to priority bases:

- Salary and amenities to teaching and non-teaching staff
- Infrastructure Augmentation
- Academic support facilities
- Building and campus maintenance
- Electricity and generator expenses
- Insurance
- Gratuity and leave encashment
- Youth festival, Sports, Recreational activities ,and expenses on other functions
- Miscellaneous expenses

College constitutes **various sub-committees** which propose demands as per the felt need during the session. The purchase committee analyses the demand proposals and the invited quotations, prepares the comparative statement, and recommends the most suitable channels for purchase/repair/maintenance. The College Principal, on the basis of the recommendation of the committee, places an order. Bills are signed by the committee members and documents are checked and verified by the Bursar and the Accounts office and the final payment is approved by the Principal. Stock registers are maintained by different departments to record receipt of various assets as well as consumables.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college has a functional and active Internal Quality and Assurance Cell (IQAC) which was constituted on July 22, 2009 after the first cycle of NAAC, as a post-accreditation quality assurance

measure. The IQAC ensures consistent, conscious, and catalytic improvement in the academic, non-academic, and overall performance of the institutional sub systems by defining, designing, assessing, monitoring, and improving their work processes and attain desired learning outcomes efficiently. The IQAC committee has a representative constitution, it is led by the IQAC coordinator and has representatives from all the groups of stake holders.

Process adopted

- **IQAC acts as a nodal agency**, coordinating all quality-related tasks and areas, such as adhering to the best practices.
- **IQAC holds regular meetings**, where it presents its reports of the previous work done, reviews the functioning of institutional cells and departments.
- **Feedback of stakeholders**, overall feedback and student achievements are collected analysed and taken into account as major indicators while discussing the future plans to be undertaken at the institutional level.
- **Academic Calendar** is prepared by IQAC by adopting the Panjab university calendar and moulding it within the permitted framework to suit the needs of the institution, community and all other stakeholders.
- **It sets up the quality benchmarks and parameters** for different academic, operational, and administrative activities of the institution.
- **IQAC organizes a faculty development programme** for skill upgradation and interdepartmental sharing of knowledge and expertise.
- **Supervises Academic benchmarking activities** like the unit planning and updating the teaching learning process. Efforts are put in for technology integration, e-resource generation and optimum utilization of the Learning Management System and You tube channel of the college to support flipped learning and blended learning.
- **Promotes Innovative, student centric, participatory methods** to create a learner-centric culture conducive to quality education.
- **IQAC promotes research culture** through the Research cell which functions according to the documented research policy and functions under the guidance of the research committee, the research cell oversees the research activities like organizing research seminars/workshops/undertaking research projects & proposals, publishing college research journals/seminar proceedings/book publication and M.Ed Dissertation work.
- **Advocates best and fair practices in examination system** by qualitative improvement in functioning of examination committee. House exam policy is adhered to in conducting both offline and online examinations. The inhouse ERP system is used effectively for conducting online exams. Enrichment and remedial classes organized on the basis of achievement scores of students further ensure that quality is not compromised.
- **Intensify and enhance extension and outreach services** to the community through the NSS, RRC, Guru Gobind Singh study circle, consultancy services, free access to learning resources on the college you tube channel.
- **Quality in Library functioning** has been assured by automation of the library, giving remote access through ERP/LMS. Providing free e-resources through subscribing to INFLIBNET.
- **It conducts inter and intra-institutional workshops and seminars** to discuss quality education.
- **It prepares and submits the Annual Quality Assurance Report (AQAR)** according to the NAAC guidelines and parameters.
- **IQAC is instrumental in developing a quality culture in the institution.**

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

The IQAC diverts all the efforts and measures toward promoting holistic academic excellence by functioning as a facilitative and participative unit that works with faculty members to create an enabling environment necessary to initiate, integrate and sustain quality.

- The **IQAC follows the Systems approach** for designing, developing, applying, analyzing and evaluating the teaching learning process in the institution. Each session begins with a keen **preparation of the college academic calendar** guided by the Panjab University Calendar, analysis of feedback received from stakeholders and the Academic audit.
- **Teachers are given an opportunity to update their skills** and interdepartmental sharing of knowledge and expertise in a well framed faculty development programme. **They are also motivated to attend seminars/workshops/conferences** to keep abreast with pedagogical and content related changes taking place worldwide.
- Teachers engage in **unit planning based on the principle of Gestalt**, thereby designing a whole some teaching-learning experience for the pupil teachers during the session. **The teaching-learning process is carried out in a learner centered & cooperative style** and best efforts are made to utilize the specialization of the faculty through team teaching. Multi method teaching, participation in curricular and co-curricular activities, community participation and experiential learning have been embedded in the teaching learning process.
- There is a **mentor system** which provides an ideal Teacher-Student ratio and helps the mentors to trace the development of the pupil-teachers during the course. On the basis of entry behaviour testing classroom assignments, observations, discussion, results of house exams teachers are able to **prepare individual development plans** for the students. The students are grouped into three categories Above Average/Average/Below Average following which **Enrichment/Improvement and Remedial classes are specially designed** group wise.
- **Regular parent/guardian teacher meetings** are organized to share the performance of the pupil-teachers with their parents and to take their valuable feedback about the functioning of the institution and relevance of the activities and curriculum felt by them. Parents are made aware about their ward's performance and any special concerns are shared both ways.
- **The IQAC took special efforts for enabling a fully functional LMS-Moodle app and purchased a zoom platform and training the faculty** and the students for facilitating online teaching and e-learning during COVID-Pandemic. Post-Covid also, IQAC has ensured that

teaching learning process continues to be in the blended mode and flipped learning has been adopted to promote student learning and ensuring more cognitive gains.

- A further step taken by IQAC with regard to ensuring qualitative changes in teaching –learning process has been the introduction of **need based value added courses** for the students supported by the LMS- Moodle.
- The **University results over the past five years have been really commendable**, college students have bagged numerous positions in University merit lists. The **performance of college students in Youth festivals and other cultural programmes has also been remarkable**. The college students have shown their **honed pedagogical skills in skill-in-teaching and teaching-aid –preparation competitions as well. Sports Achievements** are also praiseworthy.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 59.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
99	67	50	47	33

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The college continuously strives for an overall improvement in its functioning, the inbuilt systems approach (planning- designing-developing- implementing-evaluating in light of feedback and results) helps to follow a cyclical mechanism which ensures incremental changes in all its domains.

The institution has tried to undertake quality initiatives in its academic and administrative domains in light of recommendations of its previous accreditation. The following recommendations were given by NAAC Peer team in NAAC cycle-2

- MOODLE is to be integrated in teaching learning process
- E-content and ICT-enabled practices be developed to have a repository of resources for students and teachers.
- Teachers be oriented to use blended mode of teaching and flipped teaching.

These suggestions for improving academic effectiveness of the institution were incorporated in the academic domain as follows

Example of Academic domain:

Development of e-resource and use of e-learning

The college had identified e-learning and e-resource generation as a domain requiring improvement especially to meet the demands of online teaching and learning. The college has made substantial improvement in its you tube channel since its launching in 2020 during the pandemic, by reaching out to learners, educators, alumni all over the country and abroad by streaming live or uploading learning content. The college you tube channel is a multidisciplinary learning and training platform where a variety of content is available

- E-lessons on theory syllabus of B.Ed and M.Ed
- Skills enhancement videos
- Seminars and conferences on issues related to school education and teacher education
- Demonstration lessons by teacher educators and pupil teachers
- Organization and conduct of cultural programmes

The e-resources available on the channel are benefitted by a larger audience other than college students. It is indeed remarkable that within two years of starting the you tube channel it has nearly 2.58K subscribers. It perfectly mirrors the inside activities of the campus to be showcased to the world outside. The college has also installed a fully functional learning app LMS-Moodle to manage the teaching - learning related activities online. Even after the end of the Covid pandemic crisis the college has shifted over to blended mode. In addition to face to face teaching learning, the college continues to manage teaching learning through the LMS.The teachers have permanently integrated ICT in their normal classrooms. Hence a perfect blend of traditional learning and e-learning in the form of Flipped and Blended learning is being continued in the campus.

Setting up of Recording studio

In order to ensure quality of e-lessons a recording studio with humble essential amenities has been established in the college, wherein all required equipments are available:

- an enclosed cabin to ensure no-echo-no noise
- smart board
- teleprompter
- recording camera,
- tripod stands
- mikes
- a perfect green background
- laptop with necessary recording software

Administrative Domain

The college administration reviews institutional functioning diligently to improve productivity and output. The institution already had an ERP system for administrative ease and efficiency during its previous accreditation which was outsourced from an external vendor, but the initial advantages derived were outweighed by- costs, risks of promising security of official data and restricted coverage. Thus the administrative reviews suggested in discontinuation of external services in this regard.

During the past five years the ERP system has been completely overhauled. The institution developed its in-house ERP i.e. Enterprise Resource Planning system in 2017 to ensure better control and supervision with the help of ERP committee comprising of ICT faculty, appointed to handle this domain. This has also helped to reduce the cost involved when compared with the third party involvement as was done previously and has also helped to integrate all the core processes. A separate room has been dedicated to host ERP software on a local server and is connected with 24 hour connectivity through a lease line. All the admissions, Fee Management, Student Profile, Staff Profile, Examinations, Hostel Management, Library Management, Transport Management, Activities, Time-Table, Human Resource Management etc. modules have been developed. Over the few years it has significantly increased the quality of supervision, brought efficiency and increased responsibility and accountability. Administrative activities and office work has become largely paperless thus promoting green campus initiatives. A continuous effort by the ERP committee and research in this regard helps to enhance the benefits being accrued upon from the ERP system.

Further it has increased agility as it helps the institution to respond quickly to new developments by providing real time data. It has reduced complexities by providing single point of access for rules, information and services thus leading to better compliance as well.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

The **Energy conservation Policy** of the College is to manage energy in such a systematic way so as to minimize any adverse impact on the environment. The college is devoted to the cause of environmental awareness, to undertake green initiatives and to conduct green literacy programmes to save energy and protect environment. The eco-friendly and pollution free environment and well ventilated building of the institution helps to conserve energy naturally. Strategies employed in the College to conserve and minimize the use of energy.

- Electricity is saved by installation of LED and CFL lights in the college campus including the classrooms.
- Sign boards are displayed at various locations to inform students and staff about energy saving.
- Energy efficient and star rated equipment are being used for less energy consumption.
- The awareness on energy conservation was regularly conveyed to staff and students to make them more responsible.
- Small activities like switching off lights, fans and computers not in use were completely practiced by all the members of College.
- The temperature of the air conditioners in the campus is set at 24°C during peak summer to reduce energy consumption without affecting the comfort. The faculty is advised to follow the time schedule for using the AC's as the morning hours are a bit cool and the use of AC's could be avoided during the morning duration. As the College is situated in the rural area, therefore the faculty and the students are specially advised to use electricity judiciously during the sowing of the crops.
- College has installed a silent genset of high quality with autocut power supply to conserve energy.
- For the efficient use of energy Cathode- Ray Tube monitors in the computer lab have been replaced by LED/LCD screens.
- The day scholar students and staff are mostly relying on the public transport services for their transportation and vehicle pooling strategy which saves the fuel consumption and also reduces the carbon emissions from private vehicles.
- In order to minimize the use of paper, notes prepared by the faculty members are shared with the students through blended mode i.e through offline mode as well as by making use of Learning Management System and various social media platforms like WhatsApp, Twitter, Telegram, Zoom, Google Meet etc..
- The Sessional Work (assignments or projects etc.) is assigned to the students through LMS. 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 (M.Ed Education for Sustainable Development and Global Peace, B.Ed

Environment Education) and co-curricular aspects also.

- Various co-curricular activities focussing on Environment Conservation are organized in the college on a regular basis which include Tree Plantation and Environment Awareness Drives, extension lectures and competitions like poster making, Painting and collage making etc.
- College has given much importance to the use of renewable energy sources. The solar photovoltaic units supplying energy for street lights and solar water heaters have been installed in the campus.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

The college strives to have a minimal impact on the environment and is dedicated to reduce and manage the waste generated in the college campus. The Waste Management policy of the college is based on the objective of effective management and disposal of waste including segregation of the waste and systematically engage with the 4Rs of environment friendliness i.e. Refuse, Reduce, Reuse and Recycle. With its aim to provide holistic education that also has a positive impact on the environment, the college adopts practices that lessen the generation and manage waste effectively.

- The college encourages the process of eco-friendly waste disposal methods. In order to reduce waste, the focus of the institution has always been on recycling and reusing processes; one such initiative includes using waste material for preparing teaching aids and crafts.
- Waste is properly segregated by making use of colour coded dustbins.
- Compost pit and vermicomposting unit functional in College is used to convert biodegradable waste into organic manure.
- College is committed to reduce solid waste by developing a technology centric teaching and administrative model for example by supporting digitization of attendance and internal assessment records.
- Paperless practices are followed for the office work as most of the important communication is done by making use of Information and communication technology.
- ERP software has been set up in the college for the purpose of maintaining records of the students along with the admission and examination process. The fees from the students and salary of the faculty members are also managed with the ERP software.
- Blended mode of learning is used for providing instructions to the students. Notes and videos related to the various subjects are uploaded on the Learning Management System. The students are also encouraged to submit their assignments through the Learning Management System in order to minimize the use of paper.

- Reusable utensils made up of steel, glass etc. are used in college canteen.
- In order to recycle the e-waste like obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. they are sold to vendors collecting waste e-material.
- The old newspapers and other paper waste produced in the College campus is disposed of by selling it to scrap dealers for recycling.
- The requirement of printed books is reduced by updating the e-books and e-journals collection of the college library.
- Various initiatives are taken up by the college to spread awareness among the students about the effective waste management and the ways to minimize it in the form of seminars/extension lectures/awareness rallies etc.
- Students and faculty are encouraged to minimize the use of packaged food.
- Sanitary napkin incinerator machines are installed in the girls' bathrooms for eco-friendly disposal of napkins.
- Signages are displayed at the various places to make the students aware of the harmful effects of non-biodegradable wastes and importance of safe disposal of waste.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Sanitation is considered as a basic determinant in quality of life and human development index. The College promotes and aligns goals to national mission of Swachh Bharat or Clean India Campaign which

bring about change in behavioral and attitudinal aspect of its stakeholders.

- The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation.
- The Institute has a framework in terms of Policies for Waste Management- (Solid and Liquid), Water conservation and Green Cover Management to maintain and check all the basic parameters.
- Proper cleanliness is maintained in the college campus. Dustbins are placed in every classroom, bathrooms and in the corridors. Door mats are provided in each class.
- A pit has been dug in the College campus for properly managing the waste produced in the college.
- Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute.
- The water purifiers (RO System) are installed in the college to ensure water quality.
- In a quest for a healthy, livable and sustainable campus, spaces with plantations have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute.
- The Institute also adopts saplings distribution as an act of promoting environment and sustainability in events and functions.
- In order to reduce the pollution , the institute organizes cycle rallies and also observe World Cycle day.
- Safe drinking water sources are present at many places throughout the campus which comes from storage tank.
- The institute also prohibits intra movements of vehicles to enhance the indoor air quality of the campus which in return reduces the air pollution.
- The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus.
- Cleanliness drives are conducted as per the instructions of Higher Education Dept. (Center and State) as well as is a regular feature of annual NSS Camps. These drives are held in the college premises as well as the surrounding villages.
- Environment awareness rallies and programmes in the surrounding areas focusing key environmental issues like on “Say No to Stubble burning”, “Save Trees” , “Say No to the Use of Plastics” etc are conducted by the college.
- The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces.
- Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.
- College is situated in a clean and pollution free environment surrounded by eye- catching perennial and flowering plants. The entire campus is dotted with trees, plants and lawns which are well maintained.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 4.19**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.55471	0.21042	3.17735	2.69509	2.1727

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

College puts forth its best 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 and sensitize the college authorities about the needs of the local community.
- The members of the College Alumni Association put their best efforts to help the College in its smooth functioning by giving their valuable feedback.
- Parent Teacher Meeting which is a regular feature of the College helps the faculty and the College authorities to discuss important educational and 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 and to perform judgment duties for the various educational and cultural events organized in the College.
- The college has close links with nearly 22 practicing schools within a radius of 15 kilometres which include Kendriya Vidyalayas, Government and Pubic schools.
- The college continually seeks the help and participation of school authorities during different phases of internship. School teachers are allotted as mentors to pupil teachers and are invited as

examiners and judges for various competitions.

- The feedback from the internship schools is important for maintaining internal quality and standard of the courses.
- The educational institutions in the vicinity of the college organize placement programmes in the college campus to hire fresh graduates.
- Regular health awareness, medical and blood donation camps are organized in the college campus by Community Health Centre, Sudhar and other hospitals in the vicinity.
- The easy access of College through road and its nearness to Punjab's biggest industrial city Ludhiana has always enabled the college to make use of its locational advantage by offering its campus and classroom facilities for national/state/district level educational/cultural events.
- The playground of the college is used by the employees of nearby Air Force station Halwara to organize their annual Picnic.
- Various national and international sports tournaments are organized in the campus II playground which is jointly managed by all the sister concerns.
- College students and faculty take part in various community practices enthusiastically which include participation in the birth anniversary celebrations of Nihang Shamsher Singh, Great Philanthropist of the area, celebration of Lohri and Teej festivals, organizing Dastar Bandi Competitions etc.
- The participation of students and faculty in annual nagar kirtan organized by the nearby aided school is also a regular feature of the institution.
- The locational advantage of the college will get a further boost in future due to the ongoing construction of international airport, Halwara (Approx. 6 KM distance).
- The institute was set up with a mission of rural upliftment, hence it has always concieved challenges of rural community as its own and strived to convert these challenges like brain-drain, remoteness, lesser job opportunities, lower enrolment, agrarian dependence into opportunities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Practice 1

Name of the Practice: Organization of Finishing School Programme

Objectives of the Practice:

- To help pupil teacher in their overall development to attain a correct balance between theoretical studies and practical life experiences.
- To inculcate employability and life skills among prospective teachers.
- To enhance analytical and problem- solving skills among pupil teachers.
- To sharpen public speaking and presentation skills among pupil teachers.
- To hone communication skills of the pupil teachers along with developing fluency in English.
- To develop planning and time management skills among pupil teachers.
- To enhance technical skills among pupil teachers.

The Context- Finishing school is an employability enhancement initiative of the institution for imparting strategic training and development to pupil teachers in order to make them industry-ready.

The Practice – The Finishing School programme is well planned through various sessions for resume writing, effective communication skills, ICT Skills, etiquettes and manners, use of e- resources in teaching and learning, CV writing, Portfolio management etc.

Evidence of Success

- The pupil teachers who were enrolled and trained under this programme became aware about various skills which are needed for their balanced personality development and which helped them in enhancing their employability.

Problems Encountered

- Expenditure on the conduct of programme.
- The sessions continued for the whole day, so maintaining students' presence after the break was bit difficult task.

Resources Required

- ICT enabled rooms, support of technical and admin staff, registered and recognized resource persons etc.

Practice 2

Title of the Practice- Organization of Weekly Morning Assembly by mentor groups every week and its publication in the form of a booklet named "Morning Prayers"

Objectives of the Practice-The intended objectives of this best practice are-

- To help in harmonious development of pupil teachers.
- To hold discussions on various societal and current issues.
- To celebrate important national and international days and festivals.
- To inculcate leadership and organizational skills among the pupil teachers.

The Context

As teaching is a social activity, they should be competent in public speaking, organising various co-curricular activities, sensitizing the students towards various societal issues and inculcating a value system among their prospective school students. Therefore, the role of conducting morning assembly is immense in this regard.

The Practice

After the admission process is over, the students are divided into small groups, which are named as mentor groups with one faculty member assigned the role as incharge of each mentor group. One faculty member is also assigned the role to overall observe the smooth conduct of the morning assembly. To appreciate the performances of the pupil teachers, best creative work is published in the form of a booklet under the title "Morning Prayers".

Evidence of Success- There was a perceptible positive change seen in the confidence level, organizational skills and communication skills of the pupil teachers.

Problems Encountered

- Hesitation of some pupil teachers to participate.
- Conduct of mandatory activities like midterm exams.
- Extreme weather conditions.

Resources required

- Funds to publish the booklet of Morning assembly.
- Support from the technical staff.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness**7.3.1****Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:****Adoption of Non-teaching Staff by the Faculty**

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. Efforts are made by the faculty to shape the personality of student teachers to contribute selflessly to the society. One such initiative is mentoring the non-teaching staff members of the college and their family members.

The Practice:

The non-teaching employees are the real backbone and support of any institution. Their physical and mental well-being affects the output generated by them. But as in general, it is observed that these staff members belong to the lower socio-economic class. They are less educated and hence are not able to tackle their problems with competence. To aid, these members, this practice of adoption of was augmented. This practice intended to break the barriers which resulted in boosting the mental health, wellness and overall growth of the non-teaching employee and his family and on the other hand this novel practice inculcated generosity and a sense of social responsibility among the teaching faculty.

There is specific proforma maintained by the mentor teacher which carries the details of their respective

mentee. The details consist of the name and the department of the adoptive and the name of the nonteaching staff member, his or her designation, residential address, details of his / her spouse and children. A follow up chart is also maintained which includes the details of every meeting between the mentor teacher and the respective non-teaching staff member.

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 if any.
- Regularly monitor their family’s progress for example children’s education, family health and well-being etc.
- Helping their children to get a suitable placement.
- Render guidance & moral support to their respective mentee in their moment of crisis by personally visiting them.
- Participates in sweet and sour events of the employees’ social life
- 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.
- Provide congenial work environment for them by organizing awareness programmes-health and sanitation, bank frauds.
- Helping them to manage their finances effectively.
- Acknowledge their selfless and devoted services at various platforms like annual prize distribution functions, Youth Festival, NSS Camps, Annual Athletic Meet etc.
- Maintaining a proper record of the guidance rendered to the respective non-teaching staff member.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The college is an **internationally acclaimed institution** of transformation and has contributed a lot to the area of Teacher Education by **producing thousands of professionally qualified teachers**. The college has a **famed Alumni** which is one of the strongest pillar supporting, promoting and shielding its Almamter unconditionally all the time. **Many of our trained graduates are employed as teachers in foreign countries like USA, Canada, New Zealand, Australia, UK etc and act as International Ambassadors** spreading the value based quality education received in this pious institution, all over the globe. Another noteworthy achievement of this historical institution is producing Principals, Director Public Instruction, District Education Officers for the State Government of Punjab. By the beginning of 21st century the college was christened as a **“Nursery of Principals”** as 15 teacher educators employed or trained in this college became Principals in various Colleges of Education in Punjab. As is rightly said, an institution is not made by walls but by men and women working in it. Keeping up to this ideology, the college has a **brilliant bunch of experienced and highly qualified faculty**, who are dedicated to teaching and research simultaneously. Observing the trailblazing teaching-learning environment, state-of-art infrastructure, exclusively maintained green cover with lush lawns and playgrounds, leading edge sports facilities, Sh. Prem Bhatia, Ex-Editor in chief, The Tribune (Leading Newspaper of North India) remarked that the college is as **“Wonder in the rural setting”**.

Concluding Remarks :

GHG Khalsa College of Education (**GHGKCE**) has a culture of continuous improvement, evolution and adaptation to the ever impinging demands of the global education scenario. It has earned a strong reputation for its academic excellence with a focus on preparing teachers who are knowledgeable, skilled and passionate. The institution incessantly endeavors to develop strategic plans designed around a clear and a shared (stakeholders) vision of quality teacher education which is coherent, thus, linking theory with practice. It consistently promotes and models effective teaching practices, research based instructional strategies, fosters collaboration and communication and provides opportunities of learning, skill enhancement and interaction with wider professional communities.

The institution is committed to embrace diversity and inclusion and addresses the needs of students with different backgrounds . It has worked meticulously in delivering its pledged aims and has always met the standards set by reviewing agencies (NAAC/P.U./NCTE) for teacher education institutions.

Thus with full faith in its high quality functioning, ennobling teacher education as the highest altar of professional education, GHG Khalsa College of Education solicits for its accreditation for the 3rd cycle by NAAC.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>										
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>										
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>26</td> <td>21</td> <td>22</td> <td>17</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	27	26	21	22	17
2021-22	2020-21	2019-20	2018-19	2017-18							
27	26	21	22	17							

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	21	22	17

1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

1.2.2

Average Number of Value-added courses offered during the last five years

1.2.2.1. Number of Value – added courses offered during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	5	3	2

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
109	149	186	95	126

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
109	149	186	95	126

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1. Provision in the Time Table**
- 2. Facilities in the Library**
- 3. Computer lab facilities**

4. Academic Advice/Guidance

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	65	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	65	0	0	0

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**2.1.2.1. Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	42	44	62	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	33	32	34	32

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**1. Mentoring / Academic Counselling**

2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

- 2.2.3 **There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

Answer before DVV Verification : As an institutionalized activity in accordance with learner needs

Answer After DVV Verification: Only when students seek support

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

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

Answer before DVV Verification : 18

Answer after DVV Verification: 18

- 2.3.2 **Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	14	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	14	14	14

- 2.3.4 **ICT support is used by students in various learning situations such as**

1. Understanding theory courses
2. Practice teaching
3. Internship

	<p>4. Out of class room activities</p> <p>5. Biomechanical and Kinesiological activities</p> <p>6. Field sports</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping

	<p>3. Lesson planning/ Individualized Education Plans (IEP)</p> <p>4. Identifying varied student abilities</p> <p>5. Dealing with student diversity in classrooms</p> <p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans

	<p>2. Developing assessment tools for both online and offline learning</p> <p>3. Effective use of social media/learning apps/adaptive devices for learning</p> <p>4. Identifying and selecting/ developing online learning resources</p> <p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 65 Answer after DVV Verification: 51</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents

	<p>9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 219 Answer after DVV Verification: 216</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last</p>

five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	02	09	00	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	02	09	00	26

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

39	39	13	13	10
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	36	15	13	16

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
189	150	167	178	157

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
189	150	167	178	157

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
139	150	167	178	157

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
139	150	167	178	157

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

8	12	04	02	03
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

3.4.1 **Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
07	39	05	04	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	39	5	4	0

3.4.3 **Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

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

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

Answer before DVV Verification : 12

Answer after DVV Verification: 9

4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**

Answer before DVV Verification : 12

4.2.3 **Institution has subscription for e-resources and has membership/ registration for the following**

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

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**

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

4.3.4 **Facilities for e-content development are available in the institution such as**

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

4.4.1 **Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47.21	35.06	45.48	44.15	37.12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47.2	35.0	45.4	44.1	37.1

5.1.1 **A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

	<ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

5.3.2 Average number of sports and cultural events organized at the institution during the last five years**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	30	30	25	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	30	22	17	17

5.4.2 Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: A. Any 6 or more of the above

6.2.3 Implementation of e-governance are in the following areas of operation

- 1. Planning and Development**
- 2. Administration**
- 3. Finance and Accounts**
- 4. Student Admission and Support**

5. Examination System
 6. Biometric / digital attendance for staff
 7. Biometric / digital attendance for students

Answer before DVV Verification : A. Any 6 or more of the above
 Answer After DVV Verification: B. Any 5 of the above
 Remark : Data updated as per supporting documents

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

6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	17	13	11	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	13	11	07

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

6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.41600	7.85894	3.64455	.09200	.44100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.54	6.21	3.68	0.02	0.42

6.5.3 **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
89	99	48	47	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	67	50	47	33

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.82	0.421	2.3553	2.9532	2.2925

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.55471	0.21042	3.17735	2.69509	2.1727

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions										
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>81</td> <td>106</td> <td>92</td> <td>105</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	108	81	106	92	105
2021-22	2020-21	2019-20	2018-19	2017-18							
108	81	106	92	105							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105

1.5 **Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	81	106	92	105

1.6 **Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	93	113	100

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
109	109	93	113	100

2.1 **Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	17	18	20

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	17	17	18	20

2.2 **Number of Sanctioned posts year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

3.2 Number of Computers in the institution for academic purposes..

Answer before DVV Verification : 51

Answer after DVV Verification : 51