

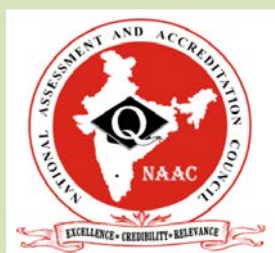
SELF APPRAISAL REPORT

(RE-ACCREDITATION CYCLE - II)

2016 - 17

Track ID No: PBCOTE13903

SUBMITTED TO



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

P.O Box No. 1075, Nagarbhavi, Bangalore - 560072



G.H.G. KHALSA COLLEGE OF EDUCATION

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Preface

G.H.G. Khalsa College of Education, Gurusar Sadhar, District Ludhiana, Punjab is one of the premier Teacher Education Institution of Northern India. The institution has been serving the cause of Teacher Education for the past six decades and has catered to the Educational, Cultural, Social, Moral and Spiritual needs of the youth of rural area. It is named after the Sixth Sikh Guru, Guru HarGobind Sahib Ji, hence 'G.H.G.' who visited this place in 1688. Historically the institution dates back to 1921, when Baba Nihang Shamsher Singh Ji established a missionary school which later became a high school in 1928 and a Degree College in 1948. The Education College came into existence with the beginning of B.T. course in 1955 and M.Ed course in 1982. Presently, the college is a co-educational, post-graduate institution with two campuses and a sanctioned strength of 200 seats in B.Ed and 50 seats in M.Ed by NCTE. More than 76% are female students and 53% students belong to SC/OBC categories.

The college was accredited with an 'A' grade (CGPA 3.04) by NAAC in 2009. Prof. Riaz.S. Khan (Chairperson), Former Vice Chairperson, NCTE, Prof. Dept. of Education, Jamia Milia Islamia University, New Delhi; Prof. S.P. Malhotra (Member Coordinator), Academic Consultant, MHRD, New Delhi and Dr. A. Somashekara Murthy (Member), Dr. Ambedkar College of Education, Bangalore visited the college on February 13-14, 2009.

The college has contributed a lot to the area of Teacher Education by producing thousands of professionally qualified male and female teachers. Another noteworthy achievement of this historical institution is that it has produced many Principals, Director Public Instruction, District Education Officers. Presently, more than 15 Principals working in various Colleges of Education are from this college, thus making it a "Nursery of Principals". Many of our pass out graduates is employed as teachers in foreign countries like USA, Canada, New Zealand, Australia, UK etc. At present 9 faculty members are Ph.D. in Education and 5 more are pursuing their Ph.D., in addition to this, the faculty is also guiding numerous research scholars.

The college Motto, "Mann Neevan, Matt Ucchi" (Simple Living and High Thinking) clearly reflects its goals and mission. The Governing Council has selflessly strived for the cause of rural education and zealously aimed to produce well-informed, skilled and effective teachers for secondary schools as well as teacher educators for colleges of education.

The college has achieved many milestones in academic, cultural, sports and professional activities. The college results in university exams have always been around 100 percent for B.Ed and M.Ed. During the current session the college has won 34 prizes in Panjab University Zonal/Interzonal Youth Festivals, 12 prizes in Panjab University Skill- in - Teaching and Teaching- Aid- Preparation competition (Zonal/Inter-Zonal). The college has won PU Overall Sports Championship (Education and Evening colleges) for 13 times, Athletic Championship for 22 times and has bagged PU Overall Runners up trophy in sports 3 times. Research and technology have added strength to the qualitative base of the college, the college publishes a Bi-Annual Research Journal, “G.H.G. Journal of Sixth Thought” , College magazine “Miri-Piri”, Morning Assembly Booklet and updated Internship file. Faculty Development is another thrust area of the college, each year the college organizes a Faculty Development Programme to encourage inter-faculty sharing of knowledge and expertise. The college has organized about 10 national seminars and 4 curriculum revision workshops in the recent past to develop syllabi for B.Ed and M.Ed two year programmes.

The college is permanently affiliated to Panjab University for its B.Ed. and M.Ed. courses, covered under 95% Grant-in-Aid scheme of Punjab Government and is recognized under section 2(f) & 12(B) of the UGC Act. It is duly recognized by NCTE and life member of various research bodies like AIAER, CTE, GERA, etc. It is managed by the “Governing Council GHG Khalsa College, Gurusar Sadhar” which is a registered body under the Societies Registration ACT XXI of 1860, registered since May 30, 1952 which comprises of dedicated and dynamic visionaries from the local area. The management takes keen interest in the development of the institutes under its care, i.e.

1. GHG Khalsa College, Gurusar Sadhar. (Estd. 1948) NAAC ‘A’ grade college
2. Dasmesh Khalsa Senior Secondary School, Heran. (Estd. 1952)
3. GHG Khalsa College of Education, Gurusar Sadhar. (Estd. 1955) NAAC ‘A’ grade in 2009
4. GHG Khalsa College of Pharmacy, Gurusar Sadhar. (Estd. 1984)
5. Khalsa Collegiate Public School (10+2 Science, Commerce)

The institution encourages its prospective teachers to keep themselves abreast with changes taking place across the globe and prepare themselves for constructive world citizenship. Envisioning a global society, the college curriculum is imbued with a unique perspective so as to execute the policies and programmes in the true spirit.

With an aim to maintain quality and ensure high standards the institution is undertaking the reaccreditation process by NAAC and this Self Study Report is prepared for Cycle-2. Every effort has been maintained to furnish accurate and appropriate details.

A committee comprising of the following members was constituted to prepare the Self Study Report of the college in consultation and coordination with the rest of the Faculty:

- Dr. H.S. Brar, Registrar (Former Principal) Chief advisor
- Dr. Sarbjit Kaur, Principal Chairperson
- Dr. Manu Chadha Coordinator
- Mrs. Jasleen Kaur Coordinator

Criterion-wise inputs were given by following faculty members:

- Criterion-I Mr. Ajit Singh & Dr. Jasbir Kaur
- Criterion-II Dr. Guneet Toor & Ms. Sukhjital Kaur
- Criterion-III Dr. Pargat Singh Garcha & Dr. Jagjit Singh
- Criterion-IV Dr. Manu Chadha & Dr. Ramandeep Kaur
- Criterion-V Mr. Rachhpal Singh & Dr. Parvinder Kaur
- Criterion-VI Mrs. Jasvir Kaur & Mrs. Mini Sharma
- Criterion-VII Mrs. Jasleen Kaur & Mrs. Rupinderjit Kaur

Compilation & Technical Assistance: Mr. Gurpartap Singh & Mr. Harpal Singh

Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) for the Assessment and Accreditation by NAAC (Cycle-II) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SAR during the Peer Team Visit.

Place: Gurusar Sadhar

Date: 20.03.2017

Signature of the Head

of the with Seal

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QUANTITATIVE DATA

PART - A

**PROFILE OF THE
INSTITUTION**

A. Profile of the Institution

1. Name and Address of the college

Name: GHG Khalsa College of Education
Address: Gurusar Sadhar
City: Ludhiana PIN: 141104 State: Punjab

2. Website: www.ghgcollegesadhar.org

3. For Communication: Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Sarbjit Kaur (Principal)	01624-275228	01624-277949	ghg_edu@yahoo.co.in
Dr. Manu Chadha (Vice-Principal)	01624-275228	01624-277949	manumehar@gmail.com
Dr. Manu Chadha	01624-275228	01624-277949	manumehar@gmail.com
Mrs. Jasleen Kaur (Coordinators)	01624-275228		jasleen79jas@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Sarbjit Kaur	01624-276028	9814753496
Dr. Manu Chadha	01624-277519	9915560719
Mrs. Jasleen Kaur (Coordinators)	01624-277222	9780979079

4. Location of the Institution:

Urban - Semi-urban -
Rural √ Tribal -

5. Campus area in acres:

6. Is it a recognized minority institution? Yes No √

7. Date of establishment of the institution:

Month	Year
04	1955

8. University/Board to which the institution is affiliated:

Panjab University, Chandigarh

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

	Month & Year	
2(f)	---	1957

	Month & Year	
12(B)	---	1957

10. Type of Institution

a. By funding	i. Government	----
	ii. Grant-in-aid	√
	iii. Constituent	---
	iv. Self-financed	---
	v. Any other (specify and indicate)	----
b. By Gender	i. Only for Men	---
	ii. Only for Women	---
	iii. Co-education	√
c. By Nature	i. University Dept.	---
	ii. IASE	---
	iii. Autonomous College	---
	iv. Affiliated College	√
	v. Constituent College	---
	vi. Dept. of Education of Composite College	---
	vii. CTE	---

Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes

No

√

If yes, has the institution applied for autonomy?

Yes

No

12. Details of Teacher Education programmes offered by the institution:

S. N	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
I.	Pre-primary	---	---	Certificate	---	---
		---	---	Diploma	---	---
		---	---	Degree	---	---
II.	Primary / Elementary	---	---	Certificate	---	---
		---	---	Diploma	---	---
		---	---	Degree	---	---
III.	Secondary/ Sr. Secondary	---	---	Certificate	---	---
		---	---	Diploma	---	---
		B.Ed.	Graduation	Degree	2 Yr	Eng/Hindi/ Pbi
IV.	Post Graduate	---	---	Diploma	---	---
		M.Ed.	B.Ed.	Degree	2 Yr.	Eng/Hindi/ Pbi
		---	---	Certificate	---	---
V.	Other (specify)	---	---	Diploma	---	---
		---	---	Certificate	---	---
		---	---	Degree	---	---

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid Upto	Sanctioned Intake
Pre-primary	---	---	---	---
Primary/ Elementary	---	---	---	---
Secondary/ Sr.Secondary	B.Ed.	B.Ed. F.No NRC/NCTE/PB-04/2015/105606 Dated May 27, 2015 Old No B.Ed. F No.F-3/PB-04/99/6482 dated 23-02-99	Permanent	100
Post Graduate	M.Ed.	M.Ed.F.No/NRC/NCTE/PB-Common orders/2015/117856 Dated July 2, 2015 Old No M.Ed.. F.No. F-3/PB69/M.Ed. 2000/19306 dated 26-12-2000	Permanent	50

***Note:**

There were 200 seats in the college before NCTE regulations 2014. Thus NCTE sanctioned 4 units (200 seats) to the college, but the college decided to keep 2 units (100 students) in B.Ed. w.e.f 2016-17

PART –B

CRITERION-WISE INPUTS

Criterion I

Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	√	No	
-----	---	----	--

Mission

Yes	√	No	
-----	---	----	--

Values

Yes	√	No	
-----	---	----	--

Objectives

Yes	√	No	
-----	---	----	--

2. Does the institution offer self-financed programme(s)?
If yes,

Yes		No	√
-----	--	----	---

a) How many programmes?

b) Fee charged per programme

--

3. Are there programmes with semester system

Yes

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	--
-----	---	----	----

If yes, how many faculty are on the various curriculum development / vision committees / boards of universities /regulating authority.

04

5. Number of methods/elective options (programme wise)

D.Ed.

B.Ed.

16

M.Ed. (Full Time)

07

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	---
--------	-----

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	
-----	---	----	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	√
-----	--	----	---

Number	---
--------	-----

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

Approx One Year

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	√
-----	--	----	---

Number	---
--------	-----

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	√	No	
-----	---	----	--

Number	10
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes

No

14. Does the institution encourage the faculty to prepare course outlines?

Yes

No

Criterion II

Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- | | |
|--|-----|
| a. Through an entrance test developed by the institution | --- |
| b. Common entrance test conducted by the University/Government | √ |
| c. Through an interview | --- |
| d. Entrance test and interview | -- |
| e. Merit at the qualifying examination | √ |
| f. Any other (specify and indicate) | --- |

(If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year): 2015-16

- | | |
|---|--------------|
| a. Date of start of the academic year | Aug 14, 2015 |
| b. Date of last admission | Aug 29, 2015 |
| c. Date of closing of the academic year | May 31, 2016 |
| d. Total teaching days | 214 |
| e. Total working days | 250 |

3. Total number of students admitted (2015-16)

Programmes	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed.	38	88	126	20	39	59	18	49	67
M.Ed. (Full Time)	06	25	31	03	07	10	03	18	21

4. Are there any overseas students?

If yes, how many?

Yes	--	No	√

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2015-16)

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	75.2%	50.87%	73.45%	50%
M.Ed. (Full Time)	82.63%	65%	78%	61%

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission) ?

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	--	--	--
B.Ed.	60%	20%	20%
M.Ed. (Full Time)	56%	4%	40%
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

b) Minimum number of pre-practice teaching lessons given by each student

11. Practice Teaching at School

- a) Number of schools identified for practice teaching
- b) Total number of practice teaching days (5 Months)
- c) Minimum number of practice teaching lessons given by each student

12. How many lessons are given by the student teachers in simulation and pre practice teaching in classroom situations?

No of Lessons in Simulation 05
No of Lessons Pre Practice Teaching 05

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	--	--
B.Ed.	20%	80%
M.Ed.(Full Time)	30%	70%
M.Ed.(Part Time)	--	--

16. Examinations

- a) Number of sessional tests held for each paper(per semester)
- b) Number of assignments for each paper (per semester)

17. Access to ICT (Information and Communication Technology).

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software/courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)*	√	

*Home theatre, LED TVs, Tata Sky, OHPs, LCD Projectors, laptops, Samsung Tab, Portable projector, Interactive Smart boards, Visualizer, Photostat Machines, Scanners, Printers, Intercom, telephone, Currency Counting machine, Paper shredder, Digital Security Monitoring, Digital Camera and Handycam etc.

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	No	
-----	---	----	--

Number	2
--------	---

19. Does the institution offer computer science as a subject?

Yes	√	No	
-----	---	----	--

If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III

Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty Strength

Number	09	45%
--------	----	-----

2. Does the Institution have ongoing research projects?

Yes	√	No	
-----	---	----	--

If yes, provide the following details on the ongoing research projects

Funding	Amount(Rs)	Duration (years)	Collaboration, if any
UGC	1.4 Lac	2 Yrs	---
UGC	1.7 Lac	2 Yrs	---

3. Number of completed research projects during last three years.

4. How does the institution motivate its teachers to take up research in education?
(Mark √ for positive response and X for negative response)

- Teachers are given study leave √
- Teachers are provided with seed money X
- Adjustment in teaching schedule √
- Providing secretarial support and other facilities √
- Any other specify and indicate* √

*Use of Library resources, Photostat, Research Journals, Laboratory Equipments, Providing opportunities, Cyber Library (6 Internet enabled PCs), Online subscription of Inlibnet, to attend conferences and Personal Guidance by Principal and Senior faculty.

5. Does the institution provide financial support to research scholars?

Yes No √

6. Number of research degrees awarded during the last 5 years.

a) Ph.D. 5

b) M.Phil. X

7. Does the institution support student research projects (UG & PG)?

Yes √

No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	√		155
National journals–referred papers Non referred papers	√	---	308
Academic articles in reputed magazines/newspapers	√	----	158
Books	√	----	11
Internship File (Annually)	√	----	02
Morning Prayer Booklet (Annually)	√	---	05
College Magazine (Annually) since 1971	√	---	05
Research Journal (Bi-Annually)	√	---	06

9. Are there awards, recognition, patents etc received by the faculty?

Yes	√	No	--
-----	---	----	----

Number	04
--------	----

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	336	71
International seminars	69	20
Any other academic forum	--	--

11. What types of instructional materials have been developed by the institution?

(Mark `√' for yes and `X' for No.)

- Self-instructional materials
- Print materials
- Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)
- Digitalized (Computer aided instructional materials)
- Question bank
- Any other (specify and indicate)

12. Does the institution have a designated person for extension activities?

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes No

14. Are there any other outreach programmes provided by the institution?

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes

No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	√
State level	√
National level	√
International level	√

Criterion IV Infrastructure and Learning Resources

1. Built-up Area (in sq. mtrs.)

11696.52 Sq mtrs

The college has two campuses-the main campus G.H.G. Khalsa College of Education (for B.Ed and M.Ed), and the other campus comprises of boys and girls hostels, play grounds, 400 mtrs track, indoor shooting range, gymnasium, stadium, Central Library, IGNOU Study Centre, etc.

2. Are the following laboratories been established as per NCTE Norms?

a) Method Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer Lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing Teaching Aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

53

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

5,00,000/-

5. What is the amount spent on maintenance of computer facilities during the previous academic year?

5,84,912/-

6. What is the amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

4,50,505/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

34,50,000/-

8. Has the institution developed computer-aided learning packages?

Yes

No

9. Total number of posts sanctioned (Grant Post)

Teaching
Non teaching

	Open	Reserved
Teaching	13	--
Non teaching	11	--

10. Total number of posts vacant (Grant Post)

Teaching
Non Teaching

	Open	Reserved
Teaching	03	---
Non Teaching	05	---

11. a) Number of regular and permanent teachers
(Gender Wise)

Assistant Professors
Associate professors
Instructors/Lecturer

	Open		Reserved	
	M	F	M	F
Assistant Professors	03	8	01	1
Associate professors	01	02	-	-
Instructors/Lecturer	02	01	-	-

b. Number of temporary/ad-hoc/ part-time teachers
(Gender-wise)

Assistant Professors
Associate Professors
Professors

	Open		Reserved	
	M	F	M	F
Assistant Professors	-	1	-	-
Associate Professors	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same State

20

Other States

--

12. Teacher student ratio (program-wise)

Programme	Teacher Student ratio
D.Ed.	-
B.Ed.	1:11
M.Ed. (Full Time)	1:5
M.Ed. (Part Time)	-

13. a) Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		05	-	-	-
Temporary		03	01	03	01

b) Technical Assistants

		Open		Reserved	
		M	F	M	F
Permanent		01	-	-	-
Temporary		-	-	-	-

14. Ratio of Teaching – non-teaching staff

4 : 3

15. Amount spent on the salaries of teaching faculty during the previous academic session
(% of total expenditure)

1,02,17,726/-

57.6%

16. Is there an advisory committee for the library?

Yes

√

No

17. Working hours of the Library

On working days

9:00 - 4:00

On holidays

Closed

During examinations

9:00 - 4:00

18. Does the library have an Open access facility

Yes

√

No

19. Total collection of the following in the library

a. Books

25666

-Textbooks

9970

-Reference books

948

b. Magazines

28

e. Journals subscribed	
- Indian journals	27
- Foreign journals	01
f. Peer reviewed journals	02
g. Back volumes of journals	1094
h. E-information resources	
- Online journals/e-journals	02
- CDs/ DVDs	65
- Databases	01
- Video Cassettes	04

20. Mention the
 Total carpet area of the Library (in sq. mtrs.)
 Seating capacity of the Reading room

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>

Online access facility	<input type="text" value="√"/>
Inter-library borrowing	<input type="text" value="X"/>
Power back up	<input type="text" value="√"/>
User orientation /information literacy	<input type="text" value="√"/>
Any other (please specify and indicate)	<input type="text" value="-"/>

23. Are students allowed to retain books for examinations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

25. What is the percentage of library budget in relation to total budget of the institution

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2013-14		2014-15		2015-16	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	480	1,19,554/-	10	2077/-	22	3165/-
Other books	142	47687/-	152	24648/-	44	4281/-
Free Hindi	274	----	185	---	07	
Journals/ Periodicals	28	22000/-	28	39018/-	28	39018/-
Any others Specify (Online Journals	--	---	02	4700/-	02	4700/-

- The college library has procured Libman Software for digitalizing the issue return operations.
- College has subscribed INFLIBNET

Criterion V

Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2013-14	2014-15	2015-16
D.Ed.	--	--	--
B.Ed.	01	02	02
M.Ed.(Full Time)	01	01	02
M.Ed.(Part Time)	--	--	--

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	√	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor?

10 to12

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			PG (M.Ed.)			M.Phil		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	I	II	III
Pass Percentage	100%	100%	100%	100%	100%	100%	--	--	--
Number of First Classes	195	198	199	35	35	35	--	--	--
Number of Distinctions	140	129	150	22	31	31	--	--	--
Exemplary performances (Gold medal and university ranks)	02	06	02	01	--	03	--	--	--

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2013-14	2014-15	2015-16
NET (UGC)			
SLET/SET	20	26	28
CTET/PTET	N/A	N/A	N/A
	34	29	27

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2014-15	2015-16	2016-17
Merit Scholarship	--	--	--
Merit-cum-means Scholarship	12	21	Pending
Fee concession	-	-	-
Loan facilities (by bank)	1	2	2
Financial Aid to needy students by the college out of student fund	29	11	08
Financial Aid to needy students by the college out of Alumni Association fund	13	08	07
Aid out of Principal's Sumptuary Allowance	01	01	-
Post Matric Scheme	43	88	Pending

8. Is there a Health Centre available in the campus of the institution?

Yes	√	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
Yes	√	No	

Non

teaching

10. Does the institution provide Hostel facility for its students?

Yes	√	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

06

Women

32

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes	√	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	√	No	
-----	---	----	--

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated / organized (2015-16).

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	--	01	√	--	05
Inter-university	--	--	--	√	--	01
National	--	--	--	--	--	--

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcomes (Medal Achievers)
University	34	13
State	--	---
Regional	---	---
National	--	---
International	---	---

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

18/05/2003

19. Does the institution have a Student Association/Council?

Yes No

20. Does the institution regularly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

22. Give the details on the progression of the students to employment / further study

(Give percentage) for last three years

	2013-14	2014-15	2015-16
Higher Studies	60%	78.05%	68.65%
Employment (Total)	40%	21.95%	31.35%
Teaching	32.85%	17.68%	28.11%
Non teaching	7.15%	4.27%	3.24%

*Percentages have been calculated out of the available data.

23. Is there a placement cell in the institution?

Yes No

If yes, how many students were employed through placement cell during the past three years.

2012-13	2013-14	2014-15
07	10	08

24. Does the institution provide the following guidance and counseling services to students?

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI

Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes

No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Monthly
Staff council	Fortnightly
IQAC/or any other similar body/committee	Once in three months
Internal Administrative Bodies contributing to quality improvement Of the institutional processes. (mention only for three most important bodies)	
Research committee	Monthly
Purchase Committee	As per requirement
Central Students Council	Monthly

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Medical assistance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Insurance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

*Other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

- Provident Fund Scheme.
- We provide uniform to class IV employees every alternate year.
- Residential quarters for teaching and non-teaching staff.
- Gratuity and leave encashment as retiral benefit.

4. Number of career development programmes made available for non teaching staff during the last three years

03

5. Furnish the following details for the past three years

a) Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

03

b) Number of teachers who were sponsored for professional development programmes by the institution

National

--

International

--

c) Number of faculty development programmes organized by the Institution:

07

d) Number of Seminars/ workshops/symposia on Curricular development, Teaching-learning, Assessment, etc. organised by the institution

15

e) Research development programmes attended by the faculty

70

f) Invited/endowment lectures at the institution

35

Any other area (specify the programme and indicate)

Panjab University Zonal Youth Festival	01
Skill in Teaching Zonal/ Inter- Zonal Level	03

6. How does the institution monitor the performance of the teaching and non teaching staff?

- a) Self-appraisal
- b) Student assessment of faculty performance
- c) Expert assessment of faculty performance
- d) Combination of one or more of the above
- e) *Any other (specify and indicate)

Yes	√	No	
Yes	√	No	
Yes		No	√
Yes	√	No	
Yes	√	No	

* Every teacher's AAR (Annual Assessment Report) is prepared by the head of the institute.

7. Are the faculty assigned additional administrative work?

Yes	√	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

Approx 1 hour daily

8. Provide the income received under various heads of the account by the institution for previous academic session (2015-16)

Grant-in-aid	64,54,939/-
Fees	1,12,82,070/-
Donation	--
Self-funded courses	--
Any other (specify and indicate)	--

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget	2,10,75,241/-	2,06,43,478/-
% spent on the salary of faculty	48.17%	49.49%
% spent on the salary of non-teaching employees	12.11%	12.78%
% spent on books and journals	0.69%	0.35%
% spent on developmental activities (expansion of building)	12.03%	1.34%
% spent on telephone, electricity and water.	1.06%	0.94%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	7.34%	7.37%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.10%	0.45%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty	1.63%	1.12%
% Spent on Travel	0.23%	0.26%
Any other (specify and indicate) **	8.64%	18.35%
Total expenditure incurred	1,93,97,551/-	1,90,94,287/-

** Affiliation fee, Printing of Prospectus, Gratuity, Leave Encashment, Audit charges, Administrative charges, House examination, Advertisement, Correspondence and Stationary, Sumptuary Allowance, Bursar Allowance.

10. Specify the institutions surplus/deficit budget during the last three years?
(specify the amount in the applicable boxes given below)

Year	Surplus in Rs	Deficit in Rs.
2013-14	6,34,600/-	---
2014-15	16,77,690/-	---
2015-16	15,49,191/-	---

* Includes combine figure of 95% Deficit grants, student Fund and Management/General fund

11. Is there an internal financial audit mechanism?

Yes

No

12. Is there an external financial audit mechanism?

Yes

No

13. ICT/Technology supported activities/units of the institution:

Administration

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Finance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Student Records

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Career Counselling

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Aptitude Testing

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Examinations/Evaluation/

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Assessment

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

*Any other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

* Classroom teaching, Seminars, Research articles, ERP

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

b) for students

c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes No

20. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Criterion VII Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

- a) Through Central Students Council's meeting and discussions
- b) Through meetings of Amalgamated Fund Committee meetings
- c) Students Fund Committee meetings
- d) Through tutorials and other interactions (formal and informal)

3. What is the percentage of the following student categories in the institution (2016-17)?

S.No	Category	Men	%	Women	%
a	SC	30	11.6%	77	29.72%
b	ST	--	--	--	--
c	OBC	07	2.75%	23	8.95%
d	Physically Challenged	--	--	--	--
e	General Category	24	9.35%	98	37.83%
f	Rural	49	19.07%	169	65.25%
g	Urban	12	4.67%	29	11.28%

Note: Total Students: 259

B.Ed. I&II : 222

M.Ed.I&II : 37

4. What is the percentage of the staff in the following category?

S.No	Category	Teaching Staff	%	Non-teaching staff	%
a	SC	02	10%	04	28%
b	ST	Nil	Nil	Nil	Nil
c	OBC	Nil	Nil	Nil	Nil
d	Women	13	65%	02	14.6%
e	Physically challenged	Nil	Nil	Nil	Nil
f	General Category	18	90%	10	72%
g	Any other	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On Completion of course	
	2013-14	2014-15	2013-14	2014-15
Total Students	235	235	233 (99.14%)	232 (98.7%)
SC	65	76	65 (100%)	76 (100%)
ST	Nil	Nil	Nil	Nil
OBC	16	27	16 (100%)	26 (96.2%)
Physically challenged	03	02	03 (100%)	02 (100%)
General Category	154	132	152 (98.7%)	130 (98.48%)
Rural	169	173	167 (98.81%)	171 (98.84%)
Urban	66	62	66 (100%)	61 (98.38%)
Border Area	02	--	02 (100%)	--
Sports		02		

	--		--	02 (100%)
--	----	--	----	-----------

PART -II

Executive Summary

The inception and growth of this institution is closely entwined with the saga of development of higher education in post-independence era. The selfless and tireless efforts of the visionary and missionary management, committed Principal and diligent Staff, the institution has progressed and competed with the changing global scenario becoming a trendsetter in the field of teacher education.

The college is situated amidst lush green fields in pollution free rural area of village/block Sudhar of District Ludhiana. It is situated on Ludhiana-Barnala-Bathinda highway at a distance of 28 kilometers from Ludhiana.

The college is managed by the “Governing Council” G.H.G. Khalsa College, Gurusar Sadhar, District Ludhiana (Punjab), a voluntary educational organization registered on May 30, 1952, under the Societies Registration Act XXI of 1860. It also manages GHG Khalsa College, GHG Khalsa College of Pharmacy and a Dasmesh Khalsa Senior Secondary School, Heran. The College is permanently affiliated to Panjab University (PU), Chandigarh and is recognized by NCTE. It is recognized under section 2(f) and 12(B) of the UGC act and is benefitted from the various schemes/plans/projects granted by University grants Commission, New Delhi. The college is covered under the 95% deficit grant-in-aid scheme of Punjab Government with 13 positions of teaching staff including Principal, 11 Non-Teaching employees including administrative, technical and supporting staff. As per the changed NCTE norms on teacher-taught ratio the college management has recruited teaching faculty, non-teaching and supporting staff that are paid salaries from the management resources.

The college has close links with 22 practicing schools within a radius of 15 kilometers which include High and Senior Secondary Schools, Government, Public and Kendriya Vidyalayas. 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, they are also invited as examiners and judges for various competitions. The feedback of the schools is an important tool for maintaining internal quality and standard of the courses. The college has a strong Alumni Association which is functional not only in India but also in USA and Canada.

The institution has established an effective rapport with the local community by sharing its infrastructure, holding awareness rallies conducting free medical checkup camps, blood donation camps and carrying out cleanliness & plantation drives in the neighbouring areas. The managing committee and Internal Quality Assurance Cell comprises of members from local community who sensitize the college authorities regarding local needs and render their advice in decision making and college functioning.

Through its journey of nearly sixty two years the institution has provided its dedicated services to the Teacher Education Programme with utmost sincerity. The college has made remarkable achievement in academics, sports, cultural and other co-curricular areas. Research and technology have added strength to the qualitative base of the college. The college has close linkage with its affiliating university i.e. Panjab University, Chandigarh as the present and the former Principals and faculty members have served many academic and administrative bodies of the University such as Senate, Syndicate, Board of Studies, Academic Council, Faculties, Admission Committees, Sports Committees, Inspection and Selection Committees, RDC etc. The college has organized many National Seminars, Curriculum Development Workshops and professional development programmes. To speed up the sharing of academic and administrative information and to digitalise all the components of college functioning, Academia's Serosoft ERP is being implemented for college automation.

Despite the challenges posed due to commercialization, privatization of education and endless mushrooming of self-financed institutions, the college has been able to maintain its standards and thrive for excellence. Introduction of the two year B.Ed and M.Ed programme has brought about phenomenal change in the teacher education scenario thus giving birth to new challenges of admission, retention and mobilisation of resources and expansion of infrastructure.

The institution is all geared up to overcome the present challenges and scale new heights in the field of Teacher Education. Further it ensures to develop a collaborative environment conducive to learning, exposure to the best National and International practices and promotion of innovation and creativity along with upholding its value system.

SWOC ANALYSIS OF GHG KHALSA COLLEGE OF EDUCATION

Strengths:

- A very old and premier institution since 1955, accredited with 'A' grade by NAAC in 2009.
- Visionary and dynamic management, Good governance and leadership.
- Regular & in time payment of salaries by the management in spite of delay in grants.
- Located in a peaceful and pollution free environment, spiritual strength due to historical Gurdware of Patshai Chhevin being in the vicinity.
- Remarkable achievements in academics, sports, cultural, skill in teaching competitions at university and state level.
- Since its inception the college has contributed a lot by producing thousands of male and female teachers, Principals, Professors working in various educational institutions in India as well as abroad.
- Adequate infrastructure for existing strength.
- Well-equipped library with sufficient number of text books, general books, dissertations, e-books, reference books, magazines, online journals and paid journals. Photostat and printing facilities.
- Cyber library with online journals.
- Wi-fi Campus, Smart classrooms.
- OHP & Projectors fitted and used in each classroom.
- Separate hostel facilities for boys and girls with all the modern amenities at very nominal rates.
- Residential facility for teaching and non-teaching staff.
- Transportation facility with a fleet of 7 buses.
- Surveillance under digital security monitoring.
- Clean water facility with RO Systems
- Almost zero drop-out rate of students.
- Well qualified staff (as per NCTE norms) with 09 Ph.D. and 5 are pursuing their Ph.D.
- Two minor research projects have been sanctioned by UGC.
- Senior staff members are approved research guides, supervising Ph.D and M.Phil. Scholars.
- Organizing 10-days Faculty Development Programme annually at the start of each session.
- Encouragement for educational research activities.
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Active participation of the faculty in various national and state bodies like NAAC, NCTE university bodies (Board of Studies in Education (PU), Academic Council (PU), Faculty of Education (PU), Admission Committees, Staff Selection committees) and members of various professional organizations (CTE, AIAER, GERA).
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing T.A./D.A. study leave, duty leave, honorarium.

- Regularly organize workshops, seminars and panel discussions on current educational themes.
- Good inter-personal relations among staff members as well as in hierarchy with the management and the authorities.
- Good team work. Teaching and non-teaching staff work in harmony with each other.
- Active IQAC Cell.
- Women Grievances cell.
- Organizes annual convocation, prize distribution and sports day in each session.
- Active Career Counseling and Placement cell.
- Various activities are organised by clubs and societies which facilitate all round development of the students.
- Regular feedback is taken from the students about the staff, college and the courses.
- Feedback from practicing schools is also taken annually, results are shared with faculty.
- Student support services, such as financial aid, scholarships, book bank facility are provided.
- Emphasis on Indian Value System through morning assembly, clubs & societies and curricular activities.
- Computer education is the compulsory subject for all the students.
- Communication skill development is a compulsory aspect.
- Extensive use of ICT in daily class teaching by the faculty.
- Continuous evaluation is part of B.Ed. and M.Ed. programme.
- Peer teaching, micro teaching, block teaching, internship is emphasized upon regularly.
- Office work is fully computerized.
- Recognition and appreciation of faculty for good work done by them.
- College follows the reservation policy of the state government in admissions and help in providing Post-Matric Scholarships to SC/ST/OBC and minority communities. The college also provides financial help to the needy students from its own sources, free college bus travel concessions to needy students.
- College has adopted many innovative practices like each faculty member is attached with the family of a non-teaching employee for taking care of their health and general well-being. Blood donation camps, Eye and Health Check-up Camps are organized for all employees and local community.
- 7-Days regular NSS camp & two One-Day NSS Camps are annual feature of the college.
- Benefitting and sharing common assets like Central Library, Play Grounds, Transportation, Indoor Shooting Range, Gymnasium, Auditorium, Open Air Theatre, Hostels, Astroturf, Residential Accommodation with the sister institutions in Campus II.
- Strong alumni positions.

Weaknesses :

- Financial constraints due to change in grant policy by State Government.
- Limited role of our placement cell due to direct recruitment by the State Government through their constituent bodies.
- Procedure for adding new courses gets delayed due to the constraints by higher bodies.

Opportunities :

- To introduce new courses like M.A. (Education), B.Ed. (Special Education), Pre-school Teacher Education diplomas and certificate courses in Child Care, ETT/D.El.Ed.
- To add new courses, market oriented courses like IELTS, life skill development programmes.
- Organization of INSAT programmes.
- Goal directed and focused out-reach programmes for rural upliftment.
- Developing linkages with reputed public schools.
- Developing collaborations with foreign universities.
- Mobilization of financial resources through self-financed courses.
- Opening an experimental school for innovative practices in Teaching Learning and Evaluation.

Challenges:

- Being a Grant in-aid institute the college faces a threat of inadequate funding.
- Sources to generate additional finance to meet the salary of non grant posts.
- The admission and retention crisis due to introduction of two year B.Ed and M.Ed Programme.
- Mushrooming of private sub-standard educational institutions.
- Malpractices in self-financed colleges. Self-financed colleges give admissions to non-attending students.
- Entry level knowledge and capability of admission seekers is inadequate.
- Rising cost of professional courses which curtails the access and equity to higher education.
- Unemployment/under-employment among trained graduates.
- Decreasing strength of male students in B.Ed./M.Ed

Future Plans

- Establishing Panjab University Research Centre in the college (under process).
- Enhancing infrastructural expansion like building a new auditorium.
- To start courses like M.A. Education, B.Ed. Special education and Diploma in Elementary Education, skill development courses.

CRITERION I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self - development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

The college has set objectives to address all important aspects like Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self- development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.

The College Motto



Mann Neeva, Mat Uchhi

(It means Humility of mind, Mellowness of thoughts)

Our 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 ‘affective’ practitioners equipped with IT tools, fit to economically survive in the globalized & competitive – ‘educational world’ at the local, regional, national and international levels.

Our Mission

G.H.G. Khalsa College of Education, Gurusar Sadhar 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.

Objectives

1. To provide quality in professional education for the preparation of secondary school teachers as well as teacher educators.
2. To sensitize the would-be teachers for the sustenance of value-oriented education.
3. To provide varied learning experiences and specified knowledge to produce skilled and devoted teachers in various specialized areas.
4. To provide equitable opportunities to the disadvantaged sections of the society.
5. To sensitize the pupil-teachers towards social and environmental issues and community development.
6. To equip future teachers with latest (ICT) technology and its effective use in teaching-learning and evaluation.
7. To provide opportunity to the faculty for continuing professional development.
8. To provide training in Multi- Skill development including Communication, Leadership training and Life skills for better employment opportunities.
9. To develop aesthetic sensibilities among teacher trainees
10. To synchronize institutional goals and ventures with regional, national & global needs and aspirations.
11. To carry out research and extension activities in the field of education.
12. To adopt innovative practices for excellence in widening educational spectrum.

Major Considerations and the Method/Activities pursued for the fulfillment of the set objectives

Major Considerations	Method/ Activities
Intellectual & Academic:	<ul style="list-style-type: none"> • By creating intellectual and academic environment through Class Teaching, Seminars, Group Discussions, Project Work, Assignments, Brainstorming, Quiz Competition, Panel Discussion. • Debate, Declamation, Workshops, Extension Lectures. Research Activities, Faculty development Programs, Mentor Lectures, Field Trips.
Training:	<ul style="list-style-type: none"> • Professional development through Pre Internship Programme for 4 weeks, School Internship Programme for 5 months, Post Internship Programme for 1 week, ICT training, Stage Experience, Finishing School Programme
Access to the Disadvantage:	<ul style="list-style-type: none"> • Reservation of Seats, Inclusive Education, Scholarship Programmes for SC/ST, Minority Scholarship, Easy access for disabled • Co-education System, Equal opportunities for male and female students in admission, Reservation Policy followed in admissions
Equity	<ul style="list-style-type: none"> • Inclusive Education, Celebration of the important days and festivals of diverse cultural communities

Self-Development	<ul style="list-style-type: none"> • Participation in Co- Curricular activities at college level, inter-college and university level • Personality Grooming Sessions • Communication Skill Training • Sports and Health activities, yoga training
Community and National Development	<ul style="list-style-type: none"> • National Service Scheme Camps, Blood Donation Camps, Free Medical and eye check up camps • Community Surveys • Seminars, Discussions, Extension Lectures on issues related to community and National Development • Celebration of National Festivals, Celebration of important days
Issues of Ecology and Environment	<ul style="list-style-type: none"> • Environmental Awareness Camps • Tree Plantation • Cleanliness Drives • Expert Talks • Poster Making Competitions • Panel Discussions • Rallies • Seminars • Survey
Value Orientation	<ul style="list-style-type: none"> • Secular Outlook • Morning assembly for spiritual and moral upliftment • Moral Education Examination (Guru Gobind Singh Study Circle Exam) • Class Seminars • Celebration of national festivals. • Celebration of important days, cultural events • Inter College Gurbani Gayan Competition
Employment	<ul style="list-style-type: none"> • Placement Cell, Career Guidance Cell, through notice board • ICT Training • Vocational Skill Training • Visit to Employment Exchange, display job openings information • Work Experience Programme/Drama/Art/Crafts etc. • Coaching for Teacher Eligibility Test for B.Ed and National Eligibility Test for M.Ed students • Smart Classrooms (for ICT Training, e-learning, multimedia) • Leadership Training through various activities
Global Trends and Demands	<ul style="list-style-type: none"> • Communication Skill development • Community Services

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

Curriculum is framed on the basis of guidelines provided by NCTE Curriculum framework and the affiliating University. It goes through a series of sequential steps.

- Our former College Principal, Dr. H.S. Brar being Convener of Board of Studies of Panjab University, Chandigarh organized four Curriculum Development workshops in different colleges (including one in G.H.G Khalsa College of Education, Gurusar Sadhar) which was attended by University experts, Deans, Principals and College Faculty members. The need was assessed through these workshops and final draft of two year B.Ed curriculum was prepared which was ultimately accepted and implemented by Panjab University, Chandigarh with effect from 2015-16. Another Curriculum Development Workshop on Internship programme was held in the college on January 22, 2016. All the recommendations were accepted and implemented by Panjab University which were further followed by other universities like Guru Nanak Dev University, Amritsar and Punjabi University, Patiala.
- Every academic session begins with an Orientation Programme for 3-4 days in which the pupil teachers are acquainted with the curriculum and activities and the conduct expected from the teacher trainees. This is followed by an “Introduction Session” in which the pupil teachers from diverse backgrounds introduce themselves and explain their motives of joining the course.
- Feedback by IQAC on curriculum development.
- The suggestions are conveyed to statutory academic bodies of the affiliating University by the college Principal based on the feedback and required amendments are made.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

- Extended duration of Internship programme which is now 5 months (For 1 month in first year and 4 months in Second Year) from the session 2015-17 to meet the global trends.
- Interdisciplinary approach towards learning
- Community related work and work experience programme
- Learner Centered Pedagogical Approaches
- Reflective Practice
- ICT Integrated Learning
- Continuous and Comprehensive Evaluation
- Action Research.
- Reflective Journals
- New theories like Vygotsky’s Social Learning theory, Piaget’s learning theory
- E-learning
- Human Right Education

- Lifelong Learning
- Education for Children with special needs

1.1.4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

All the national issues like environment, ICT, value education have been well addressed in the Teacher Training curriculum of M.Ed. and B.Ed.

To create and generate awareness among the learners about these national issues, the institution has adopted the following measures:

a. Environmental Awareness Programme includes:

Tree plantation drives, Poster making competitions, Extension lectures, Cleaning and beautification of Campus, Rallies with the environmental themes such as ‘Save Earth Save Environment,’ ‘Swachh Bharat Abhiyan’ ‘Healthy Youth and Healthy India’ etc. Panel discussion on various issues related to environmental awareness like ‘Deforestation’ ‘Global Warming’ ‘Solid Waste Management’ etc.

b. Value Education includes:

- Organization of Morning Assembly by mentor groups every week (by rotation)
- Moral Education Examination
- Extension Lectures and Seminars on Value Based Education
- Celebration of days of national importance
- Visit to native villages, places of freedom fighters (this year the college students paid a visit to the native home of Shaheed S. Kartar Singh Sarabha. They also paid homage at the memorial built on his place of cremation)
- Inter College Gurbani Gayan Competition
- Blood Donation and Free Medical Check-up camps
- Social service activities, yoga camps

c. ICT Training

The college has a full-fledged Computer Lab., 53 computers, 9 LCD Projectors, 1 portable projector, 5 LED TV’s, 12 OHP’s, 3 Photostat machines, 6 Printers, 1 Tablet, Visualiser, 02 Interactive Boards, computerized library, automated office and wi-fi campus and hostels. The students are trained in use of ICT with the following activities:

- Compulsory computer period for all trainees
- Power Point Presentation for curricular and co- curricular activities
- Availability of Educational CDs for school teaching
- Submission of Online assignments at ghgassignment@gmail.com
- Use of Interactive Board, visualizer, LCD projectors
- Blog Based Learning
- College Website, cyber library
- Use of ERP for college automation

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

As far as curriculum planning and its implementation is concerned, the contents of the curriculum are transacted with the help of ICT:

- Preparation of Teaching Learning Material
- Unit Planning and Lesson Planning
- Developing e-lessons and power point presentations
- Online assignments
- Blog Teaching

The faculty members are trained for the effective use of ICT in the beginning of the session through Faculty Orientation Programme and they make an effective use of ICT for conducting class room activities. Faculty members are trained in Computer operations like Working in MS skills, Working in MS excel, Email and Social Networking sites, Power point presentations, Use of Language Lab., visualizer and interactive board.

1.2.. Academic Flexibility

1.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The institution provides practical experience through varied practices like:

1. Skill Acquisition Programme

- Microteaching/peer teaching/simulated teaching
- Demonstration lessons by Teacher Educators
- Preparation and Use of Teaching Aids

2. School Induction Programme

- Model lesson by subject teachers
- Discussion lessons by students

3. School Internship programme

- Teaching practice schedule to develop teaching skills among the students.

College provides multifaceted learning experiences to the students through –

- Diverse teaching methodologies with special thrust on problem based learning, project learning, cooperative learning and constructivism.
- Discussions, group activities,brain storming,assignments,
- Model based approach to teaching
- Morning assemblies, educational trips

- Projects on various social problems and current issues (women empowerment, female foeticide, drug abuse, community survey, child labour, NRI marriages, dowry system, Swachh Bharat Abhiyan),
- Practice of yoga/ meditation,
- Skill development programmes
- Intensive training is given through video recording, self-evaluation, peer feedback
- Seminars, workshops and extension lectures

1.2.2 How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The institution offers varied learning experiences through cultural and moral activities, NSS, Clubs, societies, sports and games to the student teachers. For ensuring varied learning experiences the college provides adequate flexibility in following ways:

- Annual Academic Calendar is made available to the students at the time of admissions (part of prospectus) to ensure maximum participation according to interest and abilities of the students.
- Students are given freedom to choose two pedagogical subjects from the 12 combinations available at the institution at B.Ed level in Semester I and II.
- Students can opt one pedagogical subject at M.Ed level in the second semester according to their interest and aptitude.
- Students are given freedom to choose one elective subject out of four from the options available at the institution at B.Ed level in Semester IV.
- Teaching practice Schools are allotted according to the convenience of the student teachers. There are 22 secondary schools available for practice teaching and students are at liberty to give their preferences.
- Flexibility in Medium of Instructions and medium of answering the examination papers (English/Punjabi/Hindi) Freedom in choosing the field and topic of dissertation to ensure development of research and creative abilities.

1.2.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

Communication Skills -Every year the institute conducts:

- Workshops on Communication Skills, Resume/CV writing.
- Mock interviews are conducted in small groups to prepare pupil teachers to face interviews in real life.
- Language skills are improved through training in language lab.
- Common errors and mistakes committed by the students are identified by the concerned teachers and proper guidance is provided to avoid the same in real interviews.

ICT Skills- To develop and sharpen the ICT skills among the students and the faculty

- Unlimited internet facility is available in library and in computer lab.
- Students prepare power point presentation for their demonstration lessons in their respective teaching subjects.
- They are involved in online learning and use ICT for the preparation of assignments.
- Research scholars (M.Ed.) and faculty make extensive use of ICT for dissertations and research papers.
- Institution annually organizes the faculty development programme in the beginning of the session in which ICT training is the main component including MS skills, Working in MS excel, Email, Power point presentations, Working of Language Lab etc.
- ICT Skill development programme is a compulsory component for M.Ed.

Life Skills- In order to prepare student teachers for their future roles as professionals and as contributory members of the society, the college provides training in life skill education too. For this, they are assigned tasks of responsibility by forming different clubs and societies in the college. At present, there are 13 clubs and societies functioning in the college and they organize various activities throughout the session:

1. Social Vision Club (For students of social Sciences, Geog., Eco., Hist.)
2. Madam Marie Curie Science Club
3. Sports Club
4. Red Ribbon Club (HIV/ AIDS Awareness)
5. Hindi Sahitya Sabha
6. Fine Arts Society
7. Cultural Society
8. Bluebells English Literary Society
9. National Service Scheme.
10. Guru Gobind Singh Study Circle
11. Ramanujan Mathematical Society
12. Punjabi Sahit Sabha
13. Youth Club

Apart from this teachers incorporate innovative teaching techniques like demonstration and role play in teaching. Institution also provides healthy environment in development of problem solving abilities, emotional intelligence and sharpening skills of stress management, time management and keen observation through talks and presentations in morning assemblies.

Community Orientation and Social Responsibility For community and social service programmes, the college organizes various activities such as

- NSS camps, rallies and peace march on various issues like drug abuse, female foeticide, AIDS awareness, traffic safety orientation and special campaign for community development.
- Various clubs have been formulated like Social Vision Club, Red Ribbon Club etc. through which the students are assigned the task of social responsibility. Students conduct surveys on socially sensitive issues in slums and rural areas.

- Activities like medical camps and blood donation camps and flood relief contribution to the relief funds, red cross welfare funds and flag day funds are also undertaken by the students.

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum?

Institution ensures the inclusion of the different aspects in the curriculum by engaging students in varied activities-

Interdisciplinary	Multi skill development	Inclusive Education	Practice Teaching	School Experience	Work Experience/SUPW
Offers 10 pedagogy subjects: Science, Maths, Commerce, economics, Languages and social sciences, Physical Education	Communication & Employability skill training	Individualized Education Programme	Pre internship Training Phase I & II (For 4 weeks)	Orientation in school text books and work books. Conducting Class Work Framing school Time table. Writing school plant report	Home Craft Interior Decoration Candle Making Gardening Computer Craft
Blending of various disciplines	Literary Activities	Ramp Facility	General Orientation	Interaction with School Mentors	Campus Beautification
Team Teaching	Athletic Meet	Remedial Teaching	Observation	Organization of Co curricular Activities	Community surveys
General demonstration lessons	Leadership Skills-Central Student Council	Provision of wheel chairs	Micro teaching	Maintaining Attendance Register	Cleanliness Drives
Educational Tours and trips	Life Skills	Scholarship Programms for SC/ST	Simulation	Making Evaluations	Plant sapling
Community Participation	Teaching Skills- Micro Teaching, Peer Teaching	Financial Aid for minority population	Pre- Practice Sessions	Developing Tests Community Surveys	Workshops
	Formation and activities of various clubs	Women Grievance Redressal Cell		Assigning and Checking of home task	NSS Camps
	ICT integration			Carrying out Action Research and Peer Observations	

vii. Any other (specify and give details) (Also list out the programmes / courses where the above aspects have been incorporated).

- Use of internet facilities
- Workshops and seminars
- Practice sessions for writing, checking and correction of lesson plans are held.
- Remedial Classes
- Coaching for NET/TET/SLET
- ICT based classroom teaching

- Extension Activities
- Mentor groups

1.3 Feedback on Curriculum

1.3.1 How does the institution encourage feedback and communication from the Students, Alumni and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution encourages the feedback on the curriculum from various stake holders through a well-defined and thoroughly developed mechanism.

- Former Principal Dr. H.S. Brar being Convener of Board of Studies in Education at Panjab University Chandigarh was directly providing feedback to University present Principal is also member Board of Studies in Education.
- In IQAC meetings the feedback on the curriculum is invited from faculty, community members and employers.
- The institution also has a well-defined system of feedback in the form of-
- **Central Students Council:** The College has a central student's council comprising of ten members from B.Ed and M.Ed classes. The class representatives provides extensive feedback during the formal as well as informal meetings regarding the different aspects of curriculum and its transaction.
- **Feedback from the heads of practicing schools:** The principals of the practicing schools are asked to fill in their observations regarding the skills demonstrated by the pupil teacher to carry out the task of teaching and learning. The performa of feedback was prepared by the faculty and principal at the institutional level.
- **Feedback from Alumni:** The alumni association of the college organizes annual meetings during which the old students of the college, who are employed as teacher/heads/administrators or living abroad, also suggest improvement in the functioning of the college programmes (curricular as well as extracurricular) during formal or informal meetings.
- **Feedback from Parents:** Parents provide feedback in the informal meetings at the time of admissions, college functions and at the time of evaluation and farewell of the students.
- **Feedback from the Staff:** Regular staff meetings are carried out in which the faculty provides feedback received from the students in their routine classes, informal meetings and tutorial groups regarding participation in various activities.
- **Feedback from the Mentor Group:** Under the mentor group system practiced by the institution the students give their feedback to the mentor group in charge about the different aspects of curriculum, difficulty faced by them in a particular course work, the certain areas which should be a part of the current curriculum etc.
- **Confidential Feedback from the students:** At the end of the year, the students fill in the Feedback Performa as under:
- Student's feedback questionnaire regarding the whole programme.

- Student's feedback questionnaire regarding the teacher's performance in the curriculum transaction.
- The System Approach Analysis is used to review the educational system of the college. The results obtained in the Panjab University Final Examinations are used as reflective indicators of the strengths and weaknesses of the courses and curricula.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes, feedback is received from various stakeholders such as student teachers, teacher educators, alumni, community members about the curricular activities of the institution.

- This feedback is discussed at faculty meetings, suggestions are invited and given due consideration. Consensus made in the faculty meetings are discussed at length at IQAC meetings.
- All the feasible outcomes are shared at Board of Studies meeting by the head of the institution and by the faculty members at the curriculum revision workshops conducted by PU Chd. from time to time.

With the change in the duration of B.Ed and M.Ed curriculum from one to two years from the session 2015, curriculum revision workshops have been conducted. During these workshops subject experts have suggested changes in basic course work, extra curricular activities to support the curriculum and for the all-round development of the teacher trainees. Many new course works have been introduced based on the suggestions received during these workshops.

1.3.3. What are the contributions of the institution to curriculum development? (Member of BOS / sending timely suggestions, feedback, etc.)

The suggestions received through the sources of feedback are analyzed and the useful suggestions are incorporated in the programme. Any major changes felt are put forward in the Board of studies, Academic Council and Faculty of Education meetings and put in practice with in a specific time period. Faculty members are nominated to participate in various syllabus revision meetings/ workshops conducted by affiliating University. The institution being affiliated to Panjab University, works under 3 types of academic bodies at university level which develops the curriculum. These are:

- Academic Council
- Faculty of Education
- Boards of Studies in Education

The institution has its representatives in all the three categories

Academic Council (Panjab University Chandigarh)

Members of Academic Council:

1. Dr. H. S. Brar (from 1988-91, 92-95, 96-98, 2002-2004, 2006-08, 09-11, 2012-15)
2. Dr.S.S. Sangha (2000-02) Ex-Dean Education,PU
3. Dr. Manu Chadha (2016 onwards)

Faculty of Education (Panjab University Chandigarh)

1. Dr. H.S. Brar (Former Principal 1990-2016)
2. Dr. H.S. Kaile (Former Principal) 1994-96,1996-98,2002-04
3. Dr. J.S. Brar (Retd. Principal) 1994-96,1996-98,2002-04
4. Dr. Rakesh Chander (Lecturer) 1998-00,2006-08,2008-10
5. Dr. D.S. Pannu(Lecturer) 1996-98,1998-00,2002-02
6. Dr. Khushwinder Kumar(Lecturer) 2000-02,2002-04,2006-08,2008-10
7. Dr. Sarbjit Kaur (Lecturer) 2000-02, 2002-04, 2006-08, 2017 onwards
8. Mr. Tejinder Singh (DPE) 2000-02

Board of Studies in Education (Panjab University Chandigarh)

1. Dr. Sarbjit Kaur
2. Mrs. Jasleen Kaur (Asth Professor) 2017-19
3. Dr. H.S. Brar (Former Principal) 1990-2016 as convener in 2014-15, 2015-16
4. Dr. J.S. Brar Former (Principal)
5. Dr.H.S. Kaile (Former Principal)
6. Dr. Rakesh Chander (Officiating Principal 2004-06)

Syllabus Revision/ Development Workshops conducted at G.H.G. Khalsa College of Education, Gurusar Sadhar.

	Subject/ Theme	Date
Syllabus Revision (B.Ed)	Teaching Learning Process	November 15, 2007
Syllabus Revision (B.Ed)	Social Sciences/Geography	December 16 , 2011
Curriculum Development (B.Ed) 2 year programme	All the subjects of B.Ed. two year Programme of semester I,II,III,IV	June 4-6, 2015
Internship Programme (B.Ed)	Internship in Teacher Education and Strategies	January 22 ,2016

The faculty members give their constructive feedback from the experiences gained through these workshops in the staff meetings and same is conveyed to the affiliating University through the active members of Academic Council, Faculty of Education and Board of Studies in Education respectively.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The semester system was introduced in the one year B.Ed and M.Ed course during the session 2014-15. Now as per the global trends and directions of NCTE the B.Ed and M.Ed course has been extended to two-year programme from the session 2015-16 and semester system has been introduced both at M.Ed. and B.Ed. level. Necessary changes have been introduced both in core papers and optional papers to allocate units and content of these courses according to time span of semester and examination schedule.

The M.Ed. course has undergone the following changes in the two year programme

- Self Development Skills
- Social learning, nature and socio-cultural environment of the classroom, bullying, aggression and punishment have been added in Paper-II to enable the teacher educators to understand and deal effectively with the challenges posed by adolescent students at school level.
- Soft skill development
- Pedagogy of Language, Social Studies, Math and Science
- Dissertation as compulsory paper
- Policy planning and Financing of Education
- Education for Sustainable Development & Global Peace
- Under the 'Field Attachment/ Internship Programme' many new dimensions were added like SWOC analysis, preparation of an achievement test & mentoring of pre-service teachers for the session 2014-15.
- Now under the two year semester system introduced from the session 2015-17 new changes were brought in the 'Field Based Experience' including mentorship in the form of tutorials, guided reading group, practice teaching and observation of practice lessons.

Curriculum for B.Ed. has also undergone a drastic change under the two year programme. New nomenclature for the different subjects is introduced. Many new course codes are introduced under two year B.Ed.programme.

- Understanding discipline
- Language Across curriculum
- Drama and Art in Education
- Knowledge and Curriculum

School Internship Programme – A drastic change has been introduced in the school internship programme. From the session 2015-17 under the two year course for B.Ed internship will be conducted in 3 phases:

- Pre –Internship for 1 month (further divided into 2 parts i.e 2 weeks in semester I and 2 weeks in semester 2

- School Internship – for 16 weeks which includes core area to be assessed by concerned school.
- Post internship – for 1 week.

With regard to quality improvement and student satisfaction crucial incorporation of subjects of global demand like communication and employability skills, understanding self and gender school and society and most importantly extension of the duration of school internship programme would prepare the would be teachers to meet the national and international market demands. Introduction of soft skills training and research work compulsory at M.Ed. level will go a long way to improve the total quality of teacher education.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The institute adopts multiple strategies for curriculum revision and updates-

- A thorough need assessment is made by evaluation of results of B.Ed and M.Ed examinations and understanding the trends and demands of the course at international level.
- The strengths and weaknesses are identified for effective curriculum transaction and relevant changes in the curriculum are put forward in the curriculum revision workshops and board of studies meetings.
- The institute has its long term association with more than 20 practicing schools. Suggestions are invited from these schools and relevant modifications are made in the curriculum.
- Feedback from various practicing schools is invited through planned interactions with teachers and Principals of these schools in IQAC meetings to make curriculum effective, need based and community oriented.
- The suggestions given by pupil teachers in the annual feedback performa are also given due weightage.
- The feedback and suggestions of the old students during the Alumni Meet are also incorporated to update the curriculum according to the job market.
- Under the effective guidance of the former principal four curriculum development/syllabus revision workshops have been conducted by the institution a detail of which has been given. Many new course works have been added in the teacher education curriculum.

1.5 Best Practices in Curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The institute is committed to the cause of total quality management and for this the college has been using innovative and constructive practices.

- a) **Infrastructure:** The college has well equipped Language Laboratory, Education Technology lab, Psychology lab, Science lab, ICT lab, Mathematics lab, Learning Gallery, Art room, Craft room/lab, Multi-Purpose Hall etc. for effective curriculum transaction.
- b) **Supplementing routine teaching:** Course quality is enhanced by arranging guest lectures, organizing seminars, conferences and symposia and conducting work experience programmes and workshops on important topics like HRD, Human Rights, Constitutional Provisions, International Understanding, Secularism, National Integration, Personality development etc.
- c) **Participation of the faculty in Academics and Research:** The faculty actively participates in the following National and International bodies:
- Academic Council
 - Faculty of Education
 - Board of Studies in Education
 - AIAER (All India Association of Educational Research)
 - GERA (Global Education Research Association)
 - CTE (Council For Teacher Education)
 - IPDA(International Professional Development Association)
- d) **Student Orientation Programme:** Every academic session begins with an orientation programme during which the students are acquainted with the course and the norms of the institution.

During the last five years the institution has undertaken various constructive steps for quality sustenance and quality enhancement which is as under-

I. Organizing Curriculum Development/ Syllabus Revision Workshops

Workshop on	Subject/ Theme	Date	Source of Funding
Syllabus Revision (B.Ed)	Teaching Learning Process	November 15, 2007	College
Syllabus Revision (B.Ed)	Social Studies, Geography, History, Economics	December 16, 2011	College
Curriculum Development (B.Ed)	Childhood and Growing Up, Drama and Art in Education, Knowledge and Curriculum, Optional Courses, Pedagogy of School Subjects (2 year programme)	June 4-6, 2015	PU, CDC Grant Rs. 40000/-
Internship Programme (B.Ed)	Internship in Teacher Education and Strategies	January 22, 2016	PU, CDC Grant Rs. 22000/-

II. Organizing Seminars/ Conferences/ Workshops-

Seminars/ Conferences/ Workshops	Topic	Date	Resource Persons
National Seminar	Excellence in Teacher Education- Perspectives and Challenges	February 11, 2013	<ul style="list-style-type: none"> • Dr. Satish Sharma, Fellow and Syndic, PU, Chd, Director, DAV College, Managing Committee, New Delhi • Dr. Kulwinder Singh, Professor, Punjabi University, Patiala • Dr. Kuldeep Puri, Associate Professor, USOL, PU Chd
National Seminar & Panel Discussion	Transforming Teacher Education in Changing Scenario'	March 5, 2015	<ul style="list-style-type: none"> • Dr. Anita Rastogi, Prof, Dept of Educational Studies, Jamia Milia Islamia New Delhi • Dr. NR Sharma, Dean, Faculty of Education, PU, Chd • Dr. Amit Kauts, Dean Faculty of Education, GNDU, Amritsar • Dr. JN Baliya, Dept of Educational Studies, Central University, Jammu • Dr. Pramod Kumar, Dept of Educational Studies, Central University, Jammu • Dr. Romesh Chand, Dean, Dept of Education, HPU, Simla • Dr. SK Bawa, Dean, Punjabi University, Patiala
National Seminar	Role of Research in Quality Education	November 19, 2016	<ul style="list-style-type: none"> • Dr. M.C. Sharma, Director, School of Education, IGNOU, New Delhi • Dr. Khushwinder Kumar, Principal, M.M. Modi College, Patiala.
International Conference	Gross National Happiness-A Measure of Quality of Life	February 20, 2017	<ul style="list-style-type: none"> • Dr. Saamdu Chetri, Director, GNH Centre, Bhutan • Dr. S.K. Bawa, Dean, Education, Central University, Bathinda • Dr. Veena, Former Principal, SDP College, Ludhiana.

III. Faculty Development Programmes

The institution also organizes a faculty orientation-cum-development programme in the beginning of each session extending upto 10 days with the motive to acquaint the faculty members with the latest happenings in the field of education and to encourage cross disciplinary sharing of ideas.

IV. ICT Training

To ensure the quality sustenance and quality enhancement ICT is made compulsory both for the faculty and students. The institution has well developed infrastructure to make ICT a compulsory and regular feature of teacher education programme. A special orientation programme for the faculty was organized from July 16- 27, 2014 for developing ICT skills including Working in MS skills, working in MS excel, Email, Power point presentations, Working of Language Lab.etc. Despite Computer education not being a compulsory subject in the new 2 year B.Ed and M.Ed programme, student teachers are still given two hours per week free computer training and assistance.

All these practices have gone a long way for achieving quality and its sustenance in curricular aspects.

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

Management, Administrator and faculty members of the college have always facilitated innovations in teaching and learning along the years. In a quest for ‘anytime, anywhere’ teaching learning experiences, the college has adopted innovative and best practices in curricular aspects both in planning and implementation. New suggestions regarding the planning and implementation of curriculum from the various stake holders, are welcomed and practiced by the institution.

- a) **Publication of Research Journal ‘GHG Journal of Sixth Thought’:** To promote the research activities the institution provides a platform to the research minded individuals by publishing a peer reviewed biannually research journal named ‘GHG Journal of Sixth Thought’ with the ISSN NO. 2348-9936. Volume (I to V) of the journal has already been published and distributed throughout the India, A special function is organized to release every new issue of the Journal.
- b) **Publication of Books:**
 - **Transforming Teacher Education in Changing Scenario-** An Anthology of selected papers presented at National Seminar held on March 5, 2015 with the ISBN No.978-93-80748-85-6.
 - **Teacher Education: Challenges and Opportunities-** An Anthology of selected papers presented at National Seminar held on March 5, 2015 with the ISBN No.978-81-89463-64-9.
 - **Internship Notebook** to record Initiatory School Experiences and School Experience Programme.
 - **Morning Prayers booklet-** Published annually
 - **College magazine “Miri-Piri”-** Published annually since 1971

c) **Finishing School Programme** To upgrade the teacher education programme a unique concept of Finishing School Programme has been incorporated in the college curriculum. Modules covered under this programme are-

- Soft Skill development
- Effective communication Skills
- Interpersonal Skill
- Resume Writing
- Mock Interviews
- Continuous and Comprehensive Evaluation:

The programme is helpful in refining the personality of the trainees and enhances their chance of selection in a job

d) **Access to Information and Library Network ((INFLIBNET)** The institute is a member of centre which is an autonomous Inter- University Centre (IUC) of University Grants Commission (UGC) involved in creating infrastructure for sharing library and information resources and services among the academics and research in the Institution. Through this our students have an access to good repository of knowledge. It helps them in identifying the global world and its expectations from its future citizens.

e) **Faculty Development Programme-** The institution runs a faculty orientation programme in the beginning of each session with the motive of sharing the interdisciplinary knowledge and skills. Head of the institution gives a briefing about the tasks and responsibilities lying ahead for all the staff members to produce quality teachers. A detailed discussion of what is happening around the globe in teacher education curriculum is carried out.

f) **Team teaching** is another innovation undertaken by the college for certain topics which needs more expertise from concerned faculty. The curriculum framed for the teacher education is interdisciplinary/ multidisciplinary in nature so it requires the best expertise of a team of teachers who can provide a comprehensive view on the proposed curriculum. Team teaching helps in such direction and provides the students an exhaustive view of the topic in hand.

g) **Method Laboratory** has a video camera with a tripod stand, a mirror, LED TV, OHP, LCD projector. This lab provides an opportunity to the pupil teachers to practice different methods and skills of teaching under close observation of teacher educators. The wall mounted mirror in the lab helps the pupil teacher to see the gestures and postures while practicing certain skills and to get the correct expression for real class room teaching. The lesson delivered in the method lab is video recorded and the pupil teacher gets an opportunity for self-evaluation and improvement. The whole session of micro teaching skills are practiced in this lab. Precise feedback from the teacher educator helps in understanding of nuances of good teaching.

h) Learning Gallery (with home theatre)

- Provides visual, auditory and tactile learning experiences to the pupil teachers.
- Promoting ICT skills
- Stimulating creativity and originality through displaying of charts, models, etc.

i) Research and Dissertation Centre: The institute has a special Research and Dissertation Centre in the library to carry forward the task of research in the field of education at the post-graduation level. It consists of number of national and international journals, educational surveys, research books, dissertations, Ph.D theses, research oriented magazines etc. This cell provides the best resources to pursue the research work under one roof.

j) Mentor System and Morning Assembly:

- Providing better individualized help and guidance
- Maintaining the cumulative record profile
- Assessing progress throughout the session.
- Organizing weekly morning assembly

k) Career and Counseling Cell: To correlate the curriculum with demands of the real life a career and counseling cell has been established by the institution. Activities include

- Extension lectures on communication and employability skills
- Coaching for Teacher eligibility test at B.Ed and National Eligibility test at M.Ed level.
- Yearly visits to employment exchange and vocational and rehabilitation center
- Counseling cell functions to deal with problems of students regarding curriculum, campus environment, functioning of the various units, assessment and evaluation practices etc.
- Remedial classes for weak students

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Evaluative Observations by NAAC Peer team (2009):-

Aspects	Observations
Curriculum Design and Development	<ul style="list-style-type: none">• Clear vision and Mission reflected in curriculum transaction.• Being an affiliated institution follows the curriculum of PU Chd.• Principal is member of Academic Council of the affiliating university and two lecturers are members of Faculty of Education.
Academic Flexibility	<ul style="list-style-type: none">• Annual system as per affiliating university• Co- curricular aspects especially sports are well taken care of.• Choices in teaching subjects, electives in B.Ed & specialisations in M.Ed.

Feedback on Curriculum	<ul style="list-style-type: none"> • Formal feedback obtained from students, academic peers and heads of practice teaching schools. • Workshop of school principals and teacher educators could be more helpful in designing need-based curriculum apart from general feedback. • Feedback utilized for curriculum revision because some of teachers are members of Academic Council and Faculty of Education.
Curriculum Update	<ul style="list-style-type: none"> • Curriculum is updated by the affiliating university from time to time. • Faculty and Principal help in improving upon the curriculum of B.Ed. and M.Ed. in the Academic council. • Some additional Inputs can be given by the College on its own.
Best Practices	<ul style="list-style-type: none"> • Principal of the college is the member of the Academic Council of the University. • Faculty participating in the curriculum development process. • ICT is one of the compulsory subjects in all the courses of study.

Suggestions as given by NAAC peer team (2009)

Suggestions given	Actions taken at college level
Formulation of IQAC	On the recommendation of the review committee the institute formulated an Internal Quality Assurance Cell on July 22 nd 2009 which is playing an instrumental role in assuring quality in all the aspects of teacher education programme and the foremost among them is the curricular aspect. Regular meetings are held in which there is an equal participation of head, faculty members, and principles of the practicing schools and alumni members.
Workshop of school principals and teacher educators could be more helpful in designing need-based curriculum apart from general feedback	In the earlier accreditation cycle under the Criterion I- Feedback on Curriculum, it was suggested by NAAC review committee that at the institutional level workshop of school principals and teacher educators should be organized for designing need based curriculum. Working on this suggestion the college organized a number of workshops (a detail of which is already given) in which feedback of Dean of various Universities, Principals of various teacher training colleges, school principals and teacher educators were sought regarding the development of need based curriculum and conveyed to the affiliating University by the former head of institution being an active member of Academic Council, Board of Studies in Education and Faculty of Education.

<p>Some additional Inputs can be given by the College for Curriculum update</p>	<ul style="list-style-type: none"> • Working on this suggestion, the institution has developed a sound mechanism through which additional input is given for Curriculum update. • Feedback from various practicing schools is invited through planned interactions with teachers and Principals of these schools in IQAC meetings to make curriculum effective, need based and community oriented. • The institution also invites suggestions from student teachers to make curriculum more relevant and practicable. • Alumni of the college also share work experiences and acquaint us with the demands of job market, which is conveyed in the syllabus revision workshops held by affiliating University from time to time. • Various feedback performa's related to curricular aspects are also filled by the students. • Ssemester system has been introduced
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1. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The following measures have been undertaken by the college:

- a) Peer Appraisal has been introduced through classroom discussions, seminars, simulative teaching and peer group observations during internship programme.
- b) The institute also promotes self-directed learning through seminars, project work, assignments, participation in co-curricular activities etc. cooperative learning skills are introduced to promote a spirit of working together.
- c) A unique concept of 'Finishing School Programme' has been introduced by the institution for the development of global competencies among the students, the institute provides a conducive environment. Training in ICT skills are provided, modules related to various domains of knowledge are prepared using ICT. The training is given for:
 - Soft Skill development
 - Effective communication Skills
 - Interpersonal Skills
 - Resume Writing by all the students
 - Appearing for Interview
 - Continuous and Comprehensive Evaluation
- d) Students are encouraged to make power point presentations for their class room seminars and internship phase. There is also a provision of submission of online assignments in the concerned subjects. A separate e-mail is available for online assignments i.e ghgassignment@gmail.com.

- e) For developing communication skills in a focused manner at the institutional level extension lectures related to communication and employability skills are organized from time to time.
- f) Every year the institute conducts Workshops on Resume/CV writing. Mock interviews are conducted in small groups to prepare pupil teachers to face interviews in real life. Common errors and mistakes committed by the students are identified by the concerned teachers and proper guidance is provided to avoid the same in real interviews
- g) To make the internship programme more fruitful and need based, institute organizes meetings with the principals of school to get their constructive feedback on various issues related to teaching practice and a detailed plan is sketched out before organizing practice teaching sessions.
- h) Establishment of IQAC plays an important role in enhancement and sustenance of quality of curriculum transaction.
- i) Alumni suggestions are also invited on curriculum transaction.
- j) The management has adopted Serosoft's Academia ERP for college automation, w.e.f 2017.

CRITERION II

TEACHING – LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

2.1.1. Give details of the admission process and admission policy (criterion for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency etc.) of the institution?

- The Admission Process for M.Ed. till 2015 was through an Entrance test conducted by Panjab University, Chandigarh for its affiliated Colleges of Education, followed by centralized counseling at Panjab University campus, Chandigarh. The eligibility to appear in the M.Ed Entrance Examination is 55% marks in B.Ed exams for General category and there is a relaxation of 5% marks for SC/ST and PWD category. The admission to M.Ed class in 2016 was merit based, the merit was prepared at the institutional level.
- B.Ed Admission is conducted by any of the three universities - Panjab University (Chandigarh), Punjabi University (Patiala) or GNDU (Amritsar) by rotation of two years through online counselling.
- The minimum percentage of marks for admission to B.Ed course is 50% for General category and 45% for other reserved categories.
- Reservation policy is in accordance to State government/ Panjab University norms. The seats are reserved for the SC/ST, BC, Widow/divorced, Sports, Disabled, Backward Area, Riots affected, Freedom fighters, Defence personnel, Paramilitary forces and Ex-serviceman etc. as per norms. There is no 'management quota' seat in the college. There are 85% seats reserved for Punjab residents and 15% seats are open for candidates from All India in B.Ed and M.Ed courses.
- The counselling schedule as well as merit of selected students are put on University website.
- The students admitted by university, report to the respective colleges within three days of their allocation of seats and deposit the remaining fee in the allotted college. The college admission committee checks the original documents regarding qualifications, percentage of marks, subject combinations eligibility, reservation category etc. in order to avoid the discrepancy in the admission.
- The admitted candidates are approved by the Panjab University through Students' Return.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

- As the duration of B.Ed and M.Ed course has been extended to two years of duration (w.e.f 2015), publicity regarding admission is ensured through advertisements, distribution of pamphlets, guidance and career orientation lectures in nearby areas/colleges, which is taken care of by the Admission Guidance Committee .

- Apart from that, B.Ed./M.Ed program offered by the institution is advertised through National Daily Newspapers, Electronic media, hoardings, College Website, and information board of sister institutions.
- Advertisements through print and electronic media provide information about the location of the college, seats available, subject combinations, salient features of the institute, transport facility, Hostel, campus facilities, and information about faculty and academic results of the previous years.
- Help desk is also set up in the college for providing guidelines regarding B.Ed. and M.Ed. admission process.
- Even during the process of centralized admission, online forms of the candidate applying for B.Ed/M.Ed course are filled and rectified in the college itself. The college provides necessary information on its official Web site: www.ghgcollegesadhar.org/.
- College publishes its prospectus every year which contains important information regarding the college's historical background, Admission committee staff members and their qualification and specialization, Academic calendar, Eligibility conditions, Subject combinations available, general rules and regulations, Names and qualifications of the faculty members, library rules, Clubs and Societies, Mentor groups, discipline rules, fine rules, hostels, transportations.

2.1.3 How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The Institution has transparent admission process as per the Panjab University and state government norms. The college has an Admission Committee to monitor admission process. All the information and decisions regarding admission procedure and fees are displayed on the college notice board and web site. Information centre and help desk facilitates the students and remains active during the admission process.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, gender, linguistic, backgrounds and physically challenged)

- The institution is historically associated with the name of sixth guru of sikhs, Guru Hargobind Sahib Ji (GHG) and a considerable thrust is laid upon inculcation of spiritual and moral values in the students. The college is very secular in its approach and the keyword in sikh-ardas (prayers) "Sarbat da bhalla" (welfare of all humans) is the sin-qua-non of all the programs carried out by the GHG Khalsa institutions.
- The teaching-learning environment is free from any cultural, religious, caste, creed or sex biases.
- A very democratic atmosphere is provided to the students belonging to different religious and cultural classes. All important religious and cultural days are observed with equal reverence and due regards are given to the sentiments of all.
- Most of the admitted students belong to marginal farming community, SC/ST and minority community. As the Air Force Station, Halwara is in the vicinity of the college students from other states also seek admission. Thus the college has a mixed culture, reflected as "Mini India"

- Being a co-educational institute, no gender bias is prevalent. Boys and girls are admitted on the basis of merit only. Therefore, the ratio of both sexes admitted fluctuates every year accordingly.
- During the course, equal opportunities in the academic, cultural, sports and other aspects are made available to both the sexes.
- It is worth mentioning, the latest trend in admissions is that females have outnumbered the males.
- The economic diversity is handled by providing scholarships to those students who have poor socio-economic background. There are number of such scholarships for meritorious and disadvantaged sections provided by the institution through various schemes like:
 - Post matric scholarship for SC/ST students,
 - State – Merit scholarship for other Background classes.
 - Financial help by the college to the needy students.
- Adjustment/flexibility is adopted in allowing the students to deposit their fee in two installments.
- Book bank facility is made available for such students.
- The college ensures use of varied methodologies which cater to the diverse needs of students of different academic and intellectual background. Keeping in mind, the diverse linguistic backgrounds of the students the medium of instruction is also kept flexible.
- Academic achievers are felicitated for encouragement and remedial teaching is arranged for academically weak students.

2.1.5 Is there a provision for assessing student’s knowledge/needs and skills before the commencement of teaching programme?

- The college organizes **orientation sessions** for the new entrants in which the principal and faculty provides basic information to the students after their admissions.
- The students are engaged in self introduction and ice-breaking session. They also discuss their expectations regarding course structure and schedule and this helps in judging the knowledge, needs and skills of student-teachers.
- The teacher educators introduce the nature and structure of teaching subjects and options to the students.
- Teaching skills of student teachers are assessed in the beginning of the internship and again at the end of the session after the students have attended teaching practice.
- The institution organizes Talent Hunt (4/5 days programme) just after the completion of the admission process to identify oral, music, theatrical, stage, drama and dance skills and intellectual abilities of students in co-curricular aspects.
- The students are updated with latest information from time to time through verbal announcements in the class rooms or assemblies, Mentors, House in-charges and through notice boards.
- This process helps the teachers to assess the students’ potential, academic back ground and their linguistic skills, as most of the students are from rural background.

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Conducive academic environment is maintained by utilising the academic caliber and interpersonal skills of the faculty with support of the management. The various strategies adopted for promoting effective learning and development of the students are as follows:

- An orientation programme is organised to make the students familiar with the institution, curriculum, peers and the educational complex.
- Student expectations on course outcomes are collected during initial phase of the course and activities are planned in accordance with their expectations.
- Students are encouraged to organise, participate and experience the curricular and co-curricular activities matching their needs and interests.
- Social development is promoted through extension activities and encouraging their social skills as teachers.
- Physical health and fitness programmes motivate them to maintain good physical health.
- Emotional development is ensured through cordial and friendly approaches of the staff and peers. Counselling is also provided to the needy ones.
- Spiritual development is supported with the spiritual ambience of the institution and also by various activities that cater to the spiritual needs.
- Internal conflicts, unhealthy competitions and other internal threats are carefully handled during mentor sessions.
- Dress code of the college on Wednesday ensures the uniformity in appearance among the learners by reducing the gap between haves and have nots.

2.2.2 How does the institution cater to the diverse learning needs of the students?

- The curricular framework is structured keeping in view needs and backgrounds of the learners.
- There is adequate scope for flexibility and provision of diverse and varied learning experiences to facilitate teaching and learning.
- Teacher education course has heterogeneous groups. There are students who are fresh graduates and very young, on the other hand, there are post graduates, experienced or aged students (i.e. Ex-Service persons) etc.
 - There are mixed groups having students with background from Humanities, Science, Commerce, Computer Science or Languages etc.
 - There are male and female, married and unmarried, with rural or urban background, with diverse linguistic and cultural backgrounds etc.
 - Another diversity is in the language/s spoken by the students. There are Punjabi speaking, Hindi speaking and English speaking students in the campus.
- To deal with these diverse groups, the classroom teaching is made flexible to suit the needs of all the three types of mediums.

- Students are free to take up any of the three languages as their medium of answering their papers as well as medium of instructions during their teaching lessons.
- The books available in the library are in all the three languages in sufficient number.
- The M.Ed students are allowed to have Punjabi, Hindi or English as their medium to write their dissertation.
- As mentioned earlier, any case of disability is also dealt with empathy and suitable provisions are made for their normal education.
- The faculty members use innovative and latest teaching methods according to the needs of the students.
- Every student is allotted a mentor for guidance.
- Student grievances are forwarded to grievance redressal committee and followed up.
- The institution has the facility of well equipped ICT Resource Centre, Computer Lab and updated library and laboratories.
- Scholarships for meritorious and disadvantaged sections provided by the institution through various schemes.
- The institution provides an environment to the student teachers where along with the academic growth of the student teachers cultural, social, intellectual, moral, mental & professional growth is also taken into consideration. The institution organizes various cultural programs from time to time for developing all the aspects of personality of the student teacher.
- Various inter house competitions are also organized at college level for the student teachers to foster sense of competition among them and to encourage cultural prosperity.
- Morning assembly is also organized at the institution regularly. The institution tries its best to inculcate the moral and spiritual values among the student teachers through morning assembly. It is compulsory for every student teacher to participate in the morning assembly
- Other activities organized for their personality development are community participation, games & sports, work experiences, classroom seminars, extension lectures etc.

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- The teacher educators adopt a very diverse and flexible approach to deal with all the types of students. The college offers a vast variety of activities to all types of students. These activities usually conducted are as under:
- Talent Hunt Week (contests are organized for debate, elocution, group songs/folk songs, shabad, ghazal, geet, skit , drama, folk dances, poetry, creative writing, mehndi designing, crochet work, pakhi making, collage making, landscape, cartooning, poster making etc.). Talented students are further sent for Zonal, Inter-Zonal and other inter college competitions
 - There is collaboration of theoretical and practical aspects. Student teachers conduct various surveys and visits to comprehend the pluralism in society. In subjects like

Special education, special needs of students are taken care by organizing visits to special schools.

- National integration and cultural appreciation, various activities are organized like celebration of Republic day, Constitution Day, teacher's day, literacy day, Vallabhai Patel's Birthday, Shaheed Bhagat Singh's Birthday, Yoga day, Women's day, Legal Literacy day and other national, international days.
- Morning Assembly by each mentor group (starts with religious prayer, then 4-6 speeches by students, news, thought of the day, important facts, stories, powerpoint presentations, a teacher's address & ends with National Anthem, all students attend in college uniform)
- Participation in Inter-college competitions.
- Participation in PU athletics & sports competition Organization of Blood Donation Camp in the Campus.
- Organization & participation in State/National/International level Seminars.
- Participation in Class Seminars.
- Calligraphy Competition.
- Written test to select student editors for the college magazine (MIRI-PIRI) in which 50-60 students participate.
- Class representatives are unanimously elected and they form a central student council which plays an active role.
- On the spot teaching aid preparation competitions organised subject- wise.
- Annual Athletic Meet.
- Annual Convocation & Prize Distribution function.
- NSS Camps- Seven Days & One day.
- Celebration of Republic Day in the campus.
- Organization of Exhibitions from time to time.
- Celebration of National and International Days and festivals.
- Celebration of Lohri festival which is organized by M.Ed. students every year.
- Tutorials
- Remedial teaching is given for academically weak learners
- Arranging interactive sessions on legal awareness, human rights education, inclusive education, Right to Education and Right to Information and other related talks to enable the student teachers to familiarize with the concept of equity.
- Community work
- Extension activities
- Activities of Social Vision Club, Ramanujan Mathematics Club, Blue Bells English Society, Hindi SahityaSabha, and Punjabi SahitSabha, Madam Marie Curie Science Club, Red Ribbon Club etc.

2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

The institution has well qualified and experienced faculty appointed by selection committee constituted by affiliating body i.e. Panjab University and state government through DPI (Colleges).

- Teacher educators are given orientation through Faculty Development Programme
- Govt. policies are discussed with teacher educators.
- Staff meetings are held to discuss the diverse student needs.
- The staff engages in various trainings and workshops to upgrade their knowledge and skills to handle diverse needs of students and update themselves with recent developments in education.
- Teacher educators are prepared to manage diverse learning needs of students through visit to schools of different kinds, orientation to different teaching methods, and demonstrations by experienced teachers.
- Workshop on Life skills has been organized by the college to equip prospective teachers with knowledge and skills to handle varied student needs.
- SWOC analysis of the institution and teacher education course is carried out.
- The teacher educators in the college have undergone great transformation from the conventional chalk and talk method to modern techniques of pedagogy.
- The staff members also use LCD and OHP.
- Seminar presentation, project work and any interactive lectures are frequently carried out through LCD and OHP both by teachers and students.
- The OHP and LCD facilitate faster and effective learning.
- The Teacher Educators present their seminar through posters or oral presentation in conferences also.

2.2.5 What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The college provides a wide variety of such practices which enables student-teachers to be innovative and skillful and adopt human values.

- Student teachers are engaged in Extension Lectures, Daily display of thought by eminent thinkers and Educationists on display board and celebration of important days of all sects of society.
- College also organizes visits to special schools to sensitize and interact with the abilities and needs of differently abled children.
- The above average performers i.e. the bright students are motivated to upkeep and enhance their performance. They are encouraged to consult reference books, encyclopedia, journals etc. to update their knowledge.
- Seminars and discussions on inclusion and related aspects are organized in the classes and assignments and projects are given to the students.
- Workshop on the preparation and use of audio visual aids and CAI.

- Organization of morning assembly, co-curricular activities during teaching practice.
- During teaching practice student teachers conduct action research and identify the mistakes of the learners to sensitize with the needs of the students.
- All student teachers are given theoretical knowledge about children with special needs in a compulsory paper and then conduct a complete case study on them.
- Surveys are conducted to comprehend with the social problems.
- In Mentor Period, sufficient knowledge is given to deal with emotional problems of the learners.
- Learners are sensitized about gender issues e.g. sex ratio, female foeticide through rallies, literary and art competitions.
- In morning assembly videos and presentations related to diversity are highlighted.

2.3 Teaching Learning Process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group individual projects, simulation, peer teaching role-playing internships, practicum etc.)

The institution engages students in active learning through;

- Conducting teaching through classrooms each comprising 50 students for core subjects and 25 students for pedagogy subjects
- By assigning them individual projects
- Compulsory library period for self study
- Construction of knowledge through Internet
- Group learning/peerdiscussions
- Simulated teaching
- Practice teaching
- Seminars and Brainstorming
- Online assignments(Email: ghgassignments@gmail.com)
- The library is equipped with internet facility, Infflibnet facility in the library facilitates access to reading materials.
- Students improve their knowledge by reading books from the library provided by the institution. In addition, study materials in the form of printouts prepared by faculty are given to the students.
- Keeping in view diverse learning needs, the faculty encourages group learning.
- Experiential learning is emphasized and projects are assigned for self-learning.
- Student teachers are engaged in preparation and use of Power-Point aided Presentations and ICT based lesson plans.
- Computer lab facilitates the students with educational web sites.
- The students are guided to carry research activities. Our faculty members guide the students to use various websites for research purposes.

- The institute directs the students to improve their teaching competency through simulated teaching, peer teaching, team teaching before going to the actual classroom teaching during internship programme.
- Students are encouraged in role playing to improve their communication skills.
- Active learning is promoted through study tours, field trips, exhibitions and community development programmes.
- Active learning is also ensured by continuous comprehensive assessment in the classroom
- Thus, the institution adopts the following methodologies for the dissemination of curricular knowledge, skills and values and active learning of the students
- Class room Lectures
- Discussion Method
- Assignments
- Class seminars
- Report Writing
- Project work / Model making
- Self learning
- Consulting library & internet
- Consulting articles/ journals
- Quiz (general as well as formal)
- Simulated teaching
- Team teaching
- Demonstrations
- Observation/ laboratory method
- Participative learning
- Using multimedia (ICT/ Computer/ Projectors)

2.3.2 How is 'learning' made student - centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self – management of knowledge and skill development by the students?

Learning activities planned in the curricular framework are structured keeping in view varied needs, interests and abilities of the students.

a) Participatory learning activities

- Use of Library reading
- Compulsory period for Computer Education
- Free Internet facility and WiFi
- Cyber Library for e-learning
- Constituting Houses to organize academic and Co-curricular activities
- Exposing students to Schools visits.
- Various teaching methods are used like project method, group discussion method, problem solving method, field trip, extension activities etc.
- Cooperative learning strategies

- Small group discussions
- Individual attention through one to one out of class talk
- Seminars
- Mentor groups
- Preparation of Audio visual aids
- Projects
- Preparation of learning materials
- Brain storming sessions
- Web based learning and e learning
- Microteaching and peer teaching activity
- Experiments in Psychology and science
- Inter and intra collegiate cultural and sports events
- Development of models of teaching
- Observation and celebration of important days
- Skill development programmes
- Tutorial groups and guidance and counseling cells are established to solve the student teachers' academic, personal, career and social problems.
- Extension lectures and competitions are organized to cater to the student teacher needs.

b) Self management of knowledge

- Student-teachers are offered a variety of options in all the optional papers where student teachers are free to choose any option as per their requirement or interest.
- Psychomotor learning is provided in the laboratories i.e. Educational Technology Lab, Computer Lab, Psychology & guidance Lab, Fine Arts Lab, Workshop, Math Lab, Learning Gallery, Cyber Library, Method Lab, Research Cell and play grounds.
- Self – learning is the cardinal principle followed by the institution to train the future teachers. In addition to the theoretical knowledge, a vast variety of practical work (community surveys, case studies, prepare assignments) is performed by the students under the supervision of their teacher educators.
- Students are encouraged to consult the library for various books, reference books, journals, magazines for preparing projects, online assignments, participating in quiz, debates and other literary activities.
- Students are also inspired to use online resources by free access to internet facility and other e- learning resources made available by the institution.
- The students of M.Ed are assisted to carry on independent research work under the guidance of an assigned supervisor.

c) Skill development

- Students are also prepared for cooperative living by undertaking activities in groups for instance forming clubs/ societies, houses and organizing their activities.
- They are also encouraged to undertake simulated teaching and improving their peers performance by systematic feedback.

- Apart from that, main focus is on Microteaching practice, Workshop on Teaching Aid Preparation, Video review, teaching practice, peer class review, field trips, communication enhancement programme, sports, yoga and computer training

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach /method developed and/ used.

Besides using Instructional methods the teachers adopt interactive methods of teaching like group discussion, heuristic method, project method, problem solving method, demonstrations, e-learning method. Collaborative teaching learning approach, etc. are used in the college to provide sufficient scope for effective learning.

Various models of teaching are used for effective teaching like:

- Concept attainment model
- Inquiry training model
- Inductive thinking model
- Gagne’s Hierarchical model
- Basic teaching model
- Advance organizer model
- Taba’s model of curriculum development
- Eclectic model of curriculum design
- Programmed learning in Micro Teaching are also the thrust areas of teaching learning process.
- Models of curriculum engineering – Administrative model, Grass root model, System analysis model.
- The college ensures integration of traditional as well as latest learning methodologies to impart instruction and providing various learning experiences to the prospective teachers.
- Pedagogical knowledge concerning various types of teaching methods, use of audio visual aids, evaluation techniques, lesson planning – micro as well as macro lessons, aims and objectives of teaching and the levels of teaching etc. is provided to the student teachers by the subject experts in small groups.
- Individual attention is paid to each student by providing on the spot feedback regarding the response and performance of the learner.
- Students are given assignments as well as project work concerning teaching methodology subjects.

2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Yes, the institution provides training in models of teaching to students. Models of teaching are an integral part of the instructional strategies adopted by the institute.

- The model of mastery learning is practiced by the teachers in the classroom. Theoretical knowledge regarding basic teaching model (Glaser’s) and its application in the classroom teaching is provided to the trainees i.e ; “instructional objectives ” – “entry behavior” – “class room instructions” – “evaluation”.

- Other models being discussed and used are “Suchman’s inquiry training model” and “Taba’s inductive thinking model”.
- Concept steps and educational use of various teaching models like Suchman inquiry training model, Bruner’s concept attainment model, are discussed and shared with the students.
- Students to prepare lesson plans based on models of teaching. Various aspects of lesson planning such as stating objectives in behavioral terms, division of content in specific heads, using appropriate methodology, use of various A.V. aids, how to present the content, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

2.3.5 Does the student teacher use micro teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro teaching was a compulsory component of B.Ed. & M.Ed. one year curriculum in which, pupil teachers used micro teaching technique for developing teaching skills. Every student-teacher delivered 5 Microlessons in each teaching subject for practicing the following teaching skills

- Skill of Introducing a lesson
- Skill of Questioning
- Skill of Stimulus Variation
- Skill of Reinforcement
- Skill of Black Board writing
- Skill of explanation
- Skill of illustrating with examples

Student-teachers practiced a particular skill till he/she achieved mastery over the skill. The subject expert demonstrated the micro teaching lessons and also provided theoretical orientation regarding its objectives, procedure, phases of micro teaching.

- The observation schedules are used by the peers to observe the performance on the 6 point rating scales which rated the performance in each component of the skill ranging from “extremely poor” to “excellent”.
- However, now the Policy document by NCTE has discouraged micro teaching approach, hence, it is discontinued with effect from 2015.

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanism, monitoring mechanisms of lessonplans, etc.) Describe the process of block teaching/ Internship of students in vogue.

The pattern of teaching practice has undergone change due to introduction of two year B.Ed Programme. Block Teaching was followed till Session 2014-15, but with the change in the programme the teaching practice has now been divided into three phases spread over five months in the first three semesters.

Block Teaching

As practice teaching is the core of the teacher training course, a lot of importance is given to conduct quality practice teaching. Before the start of the first phase which is usually conducted in the month of November, due orientation regarding lesson planning, instructional objectives, teaching methods and other necessary knowledge is provided to the trainee

- Each practice teaching school group is supervised by a faculty member from the college.
- On the first day of teaching practice, the incharge - supervisor coordinates with the head of the institute and school staff and allocates the time-table to the teacher trainees.
- Each trainee takes two or three periods daily. They stay in the school from the morning till the school hours are over. The supervisor observes the lessons delivered by the trainees and provides necessary feedback on the spot or after the class. The supervisor gives his/her comments on atleast 60% of the total lessons delivered by each teacher trainee.
- A student delivered 80 lessons i.e. 40 lessons in each subject during the two phases of teaching practice till 2015, which was extended to 120 lessons i.e. 60 lessons are each subject from 2015 onwards.
- The lessons are also observed and feedback is provided by their peers and by their seniors i.e. M.Ed students. The school staff members also provide feedback to the teacher trainee.
- During the teaching practice, the students organize cultural activities in the school, at least one morning assembly or house meeting and prepare a report.
- They also prepare a report of the school plant which contains information about its infrastructure, facilities, student's strength teachers and their qualifications, school records, school time – table, play grounds and strength and weaknesses of the school and their own views regarding teaching practice.
- They maintain the attendance record of their respective classes.
- They also write about the mistakes generally committed by the students in learning the content of the subject. They also prepare an action research report based on any class room problem and a case study.
- Each trainee prepares a lesson plan before going to the class. They also prepare required instructional aids (charts, models, maps, flash cards, real objects etc.) which they regularly use in their class room teaching.
- The college gives liberty to the students to prepare lesson plans as per requirement of the topic and feasibility. Most often lesson plan starts with basic information regarding topic, class, date, time etc followed by general as well as specific objectives, teaching aids to be used, introduction/ previous knowledge testing / warm up, presentation- announcement of the topic, content presentation, methodology of teaching, chalk board work, sectional recapitulation, correlation etc.
- Instructional objectives are written in behavioral terms.
- Blooms taxonomy is followed for the use of proper action verb.

- At the end of the plan they assign the home work to the students.
- Individual differences are taken care of while preparing the lesson plans and putting the questions to all types of students. They take the class attendance and check the home work of pupils daily.
- The student teachers are encouraged to use the educational technology in the teaching practice such as portable OHP, Laptop, computers, science apparatus, models, charts, maps, globes etc. from the college for the teaching purposes as and whenever required to their respective teaching practice schools.

Internship Programme

In **pre-internship-1** the school exposure programme is carried out in nearby school. For this, the student teachers are placed in various types of school such as Government, Private and Public schools. A group of 10 to 12 student teachers are placed in one school for this purpose. The supervising teacher from the college orients the Principal and faculty of the school about the whole school observation/experience programme.

A brief orientation programme is arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student teachers observe the following:

- Philosophy, aim and vision of the school.
- Organization & Management (Affiliating body, type of school, type of management)
- The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
- Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
- Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
- After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.

Apart from that, two weeks Pre-internship is carried out during the second semester in the nearby schools. The college organizes at least two demonstration lessons in each school subject before sending the student teachers to schools. The supervising teacher from the college orients the Principal and faculty of the school about the whole school observation/experience programme. During this programme, the student teachers observe the following:

- The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. The student teachers observe teaching learning process for which they use observation schedules. The institute develops these schedules; and orients the student teachers on the process of observation as well as use of the schedules.

- Evaluation procedures used in the school a) Types of evaluation b) Maintenance of examination records
- Library resources
- Grants (Basic information and usage)
- Purchase and maintenance records
- Visit to innovative centre of pedagogy and learning/ educational resource centre.
- Reflections on school experiences (local schools visited)

At the end of the programme, student teachers are required to develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and share with the school and present the same in the parent Institute.

Besides that, **16 weeks internship** is carried out in the three phases in Semester III as described below:

Phase-1 : Pre-Practice

Duration: 1 week (In parent institute)

- Student teachers learn to write micro, macro, diary, ICT, test based and teaching model based lesson plans.
- Every student teacher goes through simulated teaching practice in each teaching subject.
- Workshop on development of audio visual aids is organized during this week.
- Necessary orientation programmes for Mentor Teachers and Heads of the selected schools are organized by the institute.

Phase-2: Teaching Practice

Duration: 14 weeks

The school teaching practice phase is divided into two blocks. In the first block of 7 weeks, student teachers are engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers are attached to a school and he/she undertakes such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she teaches minimum of 60 lessons in each pedagogy subject under the supervision of the mentor teacher and respective teacher educators.

- Nomination of Mentor Teachers: During the internship different teachers of the schools are nominated as mentor teachers. The role of the mentor teacher is to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- Identification of supervisors: The faculty members of the parent institute are allotted different schools for supervision during the internship period. The supervisor coordinates the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

Activities for Student teachers: Student teachers undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

A) Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 04

B) Peer teaching observation - 20 +20 in each subject

Phase II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

Phase III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records submitted by a Pupil teacher:

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase – III Post-Practice and Evaluation Duration: 1 Week

The following activities are organized in the **Post Practice phase**:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

Evaluation (Total- 250 marks)

The weightage to different components of internship is assigned as under:-

- Assessment by concerned teaching subject incharge, school mentor teacher and teacher educator – 50 marks (25+25 in each subject) on assessment performance - A
- Internal assessment on the basis of submitted records- 30 in each teaching subject (30+30 in each subject =60)
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (70+70 in each subject =140) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 40 Marks
 - Teacher traits - 10 Marks
 - Teaching aids - 10 Marks

2.3.8 Are the practice teaching sessions / plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, in the beginning of the practice teaching at the school, a discussion session is arranged in which all the student-teachers, staff members of the schools and heads of the practicing school share their views.

Details of the practice teaching have already been given in the previous answer.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The institution prepares the student-teachers for managing diverse learning needs of the students in the school through the following activities:

- One of the compulsory subjects based on Educational Psychology deals with diverse learning needs of adolescents and their individual differences. It also talks about how to deal with gifted children and slow learners. In addition to this they are given practical training in the form of activities.
- Morning Assembly for self-expression, punctuality, and management of students is conducted.
- Various core subjects like teaching learning process, psychology, guidance and counselling and school management help the student-trainees to know the trends, individual differences, classroom problems and the psychological measures to manage them in class room situations in schools.
- Student teachers are oriented with individual differences and trained to handle these differences.
- Student teachers are trained to use different skills for introducing and developing lesson.
- Action research and case study helps the student teachers to do remedial work, in schools.
- M.Ed students visit the school for Special Children (Nirdosh School, Ekprayaas, School for deaf and dumb and blind children) as a part of practical work in the subject of Special Education.
- B.Ed students prepare a case study on one special child which they come across during their teaching practice as a part of practical work in the subject of Guidance and Counselling.
- B.Ed. students learn to conduct morning assembly and one cocurriclluar activity in their teaching practice school.
- Socially Useful Productive Work (SUPW) taught, helps the student teachersto develop skill and craftsmanship in school students.
- Through club activities and house activities integration, team spirit and tolerance is developed in students.
- The community services and the field trips help the student teachers to interact with the students of different sections of society.

2.3.10 What are the major initiatives for encouraging student teachers to use/adopt technology in practice teaching?

The teachers make extensive use of Technology in classroom and demonstration lessons. The Teaching aid column is a mandatory part of the lesson plans.

Student-teachers are well trained about the maintenance and use of modern technological equipments like computers, slide projectors, T.V., LCD projector etc.

- Student-teachers are encouraged to use various ICT devices in their practice teaching lessons and in annual skill in teaching examinations.
- Student-teachers are provided help in selecting topic, content matter and relevant teaching aids where they use technological equipments and make their lesson an effective one.
- During the Practice Teaching the students are required to present their Lesson plans in the following formats for each teaching subjects:

Sr No	Type of lesson Plan	No. of Lesson Plan
1	Macro lesson plans	40
2	Diary Form	07
3	ICT based	05
4	Unit test based lesson plan	04
5	Lesson plans based on Models of teaching	04

2.4 Teacher Quality

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes gives details.

Yes, the schedule of teaching practice is developed with the complete coordination of school staff and mentor teachers.

- Before commencement of the teaching practice, Model teaching lessons are delivered by teacher educators under real classroom situations by arranging the school classes.
- Then a discussion session is arranged in which School teachers are consulted regarding distribution of classes, syllabus to be covered and other aspects of the school and pupil teachers are asked to talk to the respective class in charges.
- Recording of the Lessons delivered by the student teachers is done in the method lab.
- Head of the schools also gives feedback on Feedback Performa regarding teaching practice session on teaching strategies of pupil teachers, use of audio visual aids by pupil-teacher, discipline maintained etc.

2.4.2 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

Generally the ratio was 1:10 till 2014-2015 session and in the current session i.e. 2015-16 the ratio is lowered to 1:5. Two weeks Pre-internship is carried out during the first and second semester in nearby school and 16 weeks internship in third semester.

The ratio of student teachers to identified practice teaching school depends upon schools available for teaching practice, infrastructural facilities provided to student-teachers in school, number of classes given by the school and time duration given by the Principal of the school to the pupil teachers for teaching practice. The decision is in accordance to the following criteria

Following criteria is kept in mind while identifying the schools for practice teaching:

- School should be near to the college
- It should be easily accessible to the student-teachers.
- Students strength in the Schools.
- Basic amenities in the school.
- Availability of the school and level of school.
- Recognition/affiliation of school with the government
- Medium of instruction in the school.

On the basis of above mentioned criteria detailed survey is conducted by the teaching practice committee of the college and then this committee selects the schools for practice teaching. After selecting the school for teaching practice the consent of the concerned authorities is taken for availability of schools for teaching practice. For consent to conduct practice teaching in government school, permission from DEO office is sought.

- After selecting the schools for teaching practice and getting their consent, the various student-teachers are assigned to different schools, depending upon their needs and requirements.
- Some of the practice teaching schools are English Medium/Hindi medium and rest are Punjabi medium schools.
- The B.Ed trainees who have English or Hindi as their medium of learning / instruction are sent to the K.V. Schools No. I & II situated at Air Force Station, Halwara. The rest are allocated to the government or government-aided secondary/ senior secondary schools which are situated within the periphery of 15 kms from this college.
- The college bus transports the students and the faculty to the practice teaching schools daily.
- Similarly, M.Ed students are also sent to teaching practice schools for the supervision of teaching practice and to complete their field based experience project.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Institution has a well-defined mechanism of giving feedback to the students during teaching practice session at different stages. During micro teaching and simulated teaching, the teacher-educator and peers provide written feedback about the lesson presented by the student-teachers. Each student teacher records their observations of 15 lessons in his or her peer teaching group and gives feedback to peers. During practice teaching teacher educators and school mentor teachers supervise and evaluate the teaching of student teachers and give suggestions. Head of the school and teachers also provide feedback during teaching practice. Students are evaluated on the basis of class test, house test, and presentation in seminars and assignments. Feedback and suggestions for improvements are forwarded to students in a constructive manner.

2.4.4 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

A close liaison with various subject teachers of the schools enables our faculty to be updated and keep pace with the recent developments in the school subjects and teaching methodologies. The updated information is continuously shared with the student teachers. During the Pre-Internship phase student teachers visit the allotted school and make contact with their concerned subject teachers, heads and meet the school students to understand their needs. (Detail of which has been given in 2.3.6) In addition to this, some teacher educators are also members of school management committees and they attend the school meetings in this capacity which keeps the institution updated about the needs and new policies of the schools.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The faculty keeps pace with the recent development in the school subjects and teaching methodologies in following manner:

- School text books are available in the college library, titles are discussed with the students.
- By getting information through newspapers, journals, websites of NCERT and SCERT.
- By contact with local office of District Education Officer etc.
- Seminars, journal reading, whats app groups, policy document discussed in Faculty Development Programme.
- By organizing extension lectures, seminars on recent developments in school subjects and modern methodologies. Student teachers also take part in these lectures and seminars.
- Discussion with faculty members, school staff and school students.
- Faculty participates actively in various seminars, conferences and workshops related to current trends in pedagogy.

- As a part of their curriculum of Pedagogy subjects the student teachers critically analyse the present school curriculum and give their inputs.
- Each pedagogy subject includes content from high school curriculum as a compulsory unit.

2.4.6 What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

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

- A conducive environment is maintained to develop a cordial relationship among the staff.
- Providing different instructional and infrastructural facilities and resources.
- The staff is encouraged to enhance their professional and educational qualifications.
- Staff is encouraged to attend seminars, workshops and orientation programs, refresher courses and duty leaves for the same.
- Staff is encouraged to publish books, write research papers in journals.
- Staff is encouraged to organize seminars, workshops, extension lectures etc.
- Institution encourages and facilitates the teachers to undertake and successfully complete their research programs like M. Phil. & Ph.D. and academic leave to faculty.
- Teachers are provided with computer, internet access facility, Library facility.
- Staff members are motivated to undertake minor and major research projects.
- Staff members are also members of various University bodies, discharge duties as paper evaluators, paper setters, Superintendent and Asst. Suptd. in University Exams

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If Yes, give details.

The Principal and managing committee recognize and reward the staff members for good performance at the time of annual function. Positive feedback received from students, stakeholders and other community members, encourages faculty to perform better in academics and co-curricular areas. The teaching staff is provided many benefits and opportunities to help them raise their career graph. The faculty is also encouraged to attend seminars, conferences, workshops, refresher courses throughout the session. To facilitate their participation, the institution provides them with duty (for research scholars) leave, daily allowance, delegate fee etc is borne by the institute. The institution also encourages the adhoc faculty by giving them pay incentives according to the number of years of service.

Besides that, the institution motivates the staff members for good performance by:

- Reporting the achievements to media
- Arranging felicitation meetings
- Appreciating the faculty members in staff council meetings
- Including the meritorious accomplishments in the annual report of the college
- Publishing the photo and details of the achievements through the college magazine, website and press

2.5 Evaluation Process and Reforms

2.5.1 How the barriers to students learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

a) **Identification of barriers:** Several ways are adopted to identify the barriers to student learning some of which are listed below:

- Observing and analyzing responses in classrooms
- Collecting feedback
- Assessing performances in periodical test papers
- Interacting with student teachers
- Sharing of learning problems in mentor sessions
- Grievance redressal mechanism
- Suggestion Box
- Feedback Performa
- Organising Alumni meet

b) Communication of identified barriers to learning

The barriers to student learning are communicated meaningfully through

- Tutorial sessions
- Personal interaction with the students
- Interaction with the parents wherever necessary
- Individual feedback to student teachers

c) Addressing the barriers to student learning:

The barriers to student learning are identified and then addressed properly by IQAC through the following modes:

- Discussion of general problems related to student learning in staff council
- Solving issues effectively by Grievance redressal forum
- Providing individual counseling and supports
- Conducting remedial sessions for the needy students
- Remedial tests for low achievers in examinations

2.5.2 Provide details of various assessment/ evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

Continuous Evaluation Process and monitoring student's Progress

Internal Assessment: There is a provision of continuous evaluation of the student's progress which is monitored by keeping the records of the performance of each student in each activity.

The total Internal marks are 20% in each paper, out of which internal evaluation in each of the theory paper as well as methodology papers is 10%. It is based on

- Class attendance
- Participation of the student in class discussion
- Written assignments
- Snap tests
- General behavior
- Seminar Performance.

Internal evaluation for the practical in each subject is also 10% which is based on the specified practical work such as

- Practice teaching and its records
- Preparation of practical files

There is 30% internal assessment in each of the subject for M.Ed class. The internal assessment for the dissertation work is 100 marks which are submitted by their supervisors. The internal assessment is based on the sessional work of the students.

Thus, Students are evaluated in the School Experience Programme on the basis of Teaching Practice, Micro Teaching, Discussion Lessons, Action Research, Preparatory file etc. besides these the students are also assessed for Simple Expressional Competencies, Health & Sports Programme, Craft, Co-curricular, Cultural & Community activities as per prescribed syllabus.

External Assessment:

- The final annual examination in the theory papers commences in the month of mid May.
- Skill-in-teaching examinations are held in the month of April. Practical (SEC, Crafts etc.) are conducted by the university in mid June.
- The external examiners are appointed by the university to conduct skill-in-teaching & other practical examinations.
- Proper secrecy is maintained by the university during final theory exams and in the evaluation work.
- The final papers are checked by the examiners at the prescribed centers for table marking.

- The evaluation process is supervised by the head examiners as well as observers appointed by the university. There is a provision of reevaluation also. The results are declared on the university web site usually in the end of July.

2.5.3 How are the assessment / evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The Assessment / Evaluation outcomes are communicated to students through marks and remarks on answer sheets, Assignments are corrected, remarked and are shown to students and gaps in their performance are highlighted for improvement. Immediate feedback is given during class presentations for improvement. Lesson plans and observation schedules are evaluated by supervisors during teaching practice. Parent teacher meetings of weak students are timely organized, remedial teaching and other strategies are employed for the improvement of low achievers. Students are also provided appreciation by announcing the results of various competitions in Morning Assembly and giving prizes in Annual Prize Distribution function.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is used for the assessment and evaluation in following manner:

- Preparing Student Information Database for all instructions related to assessment
- Preparing question papers for class tests, internal examinations and remedial tests
- Internal assessment format
- Preparation of Award lists
- Preparation of Evaluation charts for various activities
- Preparing result sheets
- Analysis of results
- Online submission of internal assessment to the University
- Implementation of ERP for assessing and reporting to the management

2.6 Best Practices in Teaching Learning and Evaluation

2.6.1 Detail on any significant innovation in teaching/ learning/ evaluation introduced by the institution?

The institution has a fair admission policy which ensures equal opportunities to students from different academic, economic, cultural, religious, social and linguistic backgrounds.

- Student database is prepared reflecting student's profiles.
- To make learning more active and student centered, small groups of students are constituted to practice constructivist approach of teaching.
- Each student delivers atleast 4 ICT based lessons and 4 model based lessons.
- Participatory and Student centered learning is ensured by use of group techniques like brain storming, Group discussions, buzz sessions and learner centered methods like Gamification, Dialogue Method , Project Method, Problem Solving method, Experience based learning and Collaborative learning strategies are practiced.

- Models of Teaching like Flander’s Analysis and Suchman’s Inquiry Training Model are practiced in different teaching subjects.
- The institution has introduced feedback mechanisms from all stake holders and the suggestions, thus obtained are implemented in the curricular planning. The performance of students is continuously assessed through CCE and students are timely communicated about the results.
- Online Assignments are submitted by the students on the email ID specially given for this purpose which is checked by the faculty and feedback provided.
- Lessons of the students are recorded through (video-camera) in the method laboratory and they are shown the recordings for self evaluation.
- The college has introduced a curriculum laboratory to keep pace with the recent developments related to the school subjects.
- The mentors maintain cumulative record profiles of their students, to keep a track of their achievements and development.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- The institution is highly interested in the acquisition and effective use of new educational technologies. The online courses enrolled by the staff enrich their knowledge, skills and professional competencies for global competitiveness. The campus is fully Wi-Fi. Free internet service is provided in the library, computer lab, faculty rooms, administrative room etc. Teachers and students are trained in the basic computer skills as well as advance learning softwares.
- The activity centered methods /strategies used by staff like Gamification, Case Studies, Demonstration, Discussion, Seminars, Storytelling, Problem Solving, Project Method, Role Playing, Report Writing, Quiz, Puzzles, Brain Storming, Inductive-Deductive Reasoning makes learning active.
- Each faculty member is provided with independent rooms with computer and internet.
- To cater to the diverse student population, the institute ensures Inclusive education. The institution gives equal opportunities to all the students irrespective of social, religious, economic, cultural, gender differences or physical disabilities and all the students are dealt with equally by creating an environment of togetherness. The analysis of the feedback sought from all stakeholders is implemented in the curricular framework.

Apart from above,

- The college has excelled in the university results. Our B.Ed. and M.Ed students have shown 100% result from so many years. Many students have passed with distinction and placed in university merit list. The name of meritorious students are displayed on a special notice board as on next page.

Our Meritorious Students

Sr. No	Year	Class	Positions		Name
			University	College	
1	2009-10	M.Ed.	Seventh	First	Ritu
2	2009-10	M.Ed.	Eighth	Second	Jagmeet Kaur
3	2009-10	M.Ed.	Eleventh	Third	Megha
4	2009-10	B.Ed.	First	First	Amandeep Kaur
5	2009-10	B.Ed.	Second	Second	Jaspinder Kaur
6	2009-10	B.Ed.	Third	Third	Jasmeet Kaur
7	2010-11	M.Ed.	First	First	Amandeep Kaur
8	2010-11	M.Ed.	Fourth	Second	Sandeep Kaur
9	2010-11	M.Ed.	Sixth	Third	Shalu
10	2010-11	M.Ed.	Ninth	Forth	Rakhi
11	2010-11	B.Ed.	-	First	Baldish Kaur
12	2010-11	B.Ed.	-	Second	Monika Jain
13	2010-11	B.Ed.	-	Third	Jaspreet Kaur
14	2011-12	M.Ed.	-	First	Ruchika Singla
15	2011-12	M.Ed.	-	Second	Shama Kaura
16	2011-12	M.Ed.	-	Third	Ankit
17	2011-12	B.Ed.	-	First	Harpreet Kaur
18	2011-12	B.Ed.	-	Second	Prachi Tatwade
19	2011-12	B.Ed.	-	Third	Charanjit Kaur
20	2012-13	M.Ed.	Sixth	First	Jaspreet Kaur
21	2012-13	M.Ed.	-	Second	Anshika Kapoor
22	2012-13	M.Ed.	-	Third	Ishpunit Kaur
23	2012-13	B.Ed.	Second	First	Kuljot Kaur
24	2012-13	B.Ed.	Third	Second	Sameer Sood
25	2012-13	B.Ed.	-	Third	Ramandeep Kaur
26	2013-14	M.Ed	-	First	Namita Sharma
27	2013-14	M.Ed	-	Second	Ramandeep Kaur
28	2013-14	M.Ed	-	Third	Harjot Kaur/ Harpreet Kaur
29	2013-14	B.Ed.	P1	First	Harpreet Kaur
30	2013-14	B.Ed.	P1	Second	Ramandeep Kaur
31	2013-14	B.Ed.	P1	Second	Mandeep Kaur
32	2013-14	B.Ed.	P1	Third	Prahjot Kaur
33	2013-14	B.Ed.	P1	Forth	Medha Syal
34	2013-14	B.Ed.	P1	Fifth	Arashdeep Kaur
35	2014-15	B.Ed.	P1	First	Pinki Bagga
36	2014-15	B.Ed.	P1	Second	Sukhraj Kaur
37	2014-15	M.Ed.	P1	First	Navdeep Kaur
38	2014-15	M.Ed.	P1	Second	Gundeep Kaur
39	2014-15	M.Ed.	P1	Third	Khushwinder Kaur & Seema Gulati

*P1 (Percentile One) revised merit as per Panjab University, Chandigarh w.e.f. from 2013-14

- The college is offering maximum number of teaching subject combinations like teaching of Science, Mathematics, English, Hindi, Punjabi, Social Studies, Economics, Geography, History and Physical Education.
- The college is pioneer in starting Educational Technology as an optional subject for M. Ed students. ET was introduced in 1984 for M. Ed. class.
- The college is providing computer education to all students. There are adequate computers in the computer lab and students are given sufficient time for practice. The internet facility is free for the faculty as well as students. The library has also computer and internet accessibility.
- Each regular staff member has been provided a computer in their respective departmental rooms.
- The college provides a vast range of learning resources which are available in well equipped and maintained labs such as Educational Technology Lab, Science Lab, Psychology and Guidance Lab, Computer Lab, Math Lab, Research Cell, Art / Music Room, Learning Gallery Etc. The College has Laptops, LCD Projectors, OHP Projectors, Plasma TV, Home Theatre, Method Lab, Work Shop, a Multipurpose Hall, Satellite Channel connection besides FAX, Photostat, Scanner, Printers etc. for the use of students.
- The college offers and organizes vast variety of student's activities for the all round development of the students' personality. Few examples are Talent Hunt Week, Sports activities, Cultural activities, Seminars, Workshops, Extension activities, Blood donation camp, NSS camp, Morning Assembly, Skill-in-Teaching and Teaching-aid Preparation Competitions etc.
- The college library is rich in content and variety. The books on a vast variety of subjects are available in plenty. Such as English / Punjabi / Hindi fiction and non-fiction literature. Many subscribed journals, magazines and newspapers are available. The catalogue of the library is manual as well as computerized. It has a good Research Section and a Reference Section which contains variety of volumes.
- The faculty of the college is well qualified. Most of the members are Ph. D. in education while rest is pursuing higher education. The faculty takes active part in the seminar, workshops, co-curricular and extension activities organized by the college or other institutions. A ten-day faculty development programme was also organized by the college during pre admission days in which the faculty members experience the use of ICT.
- The college is distinctive from other colleges of education in Punjab for providing maximum numbers of qualified principals in colleges of education. Presently, there are 14 principals in colleges of education in Punjab who were once the faculty of the college.
- The college has produced 4 DPI (schools), 2 CEO (schools), 12 DEO (secondary) besides thousands of Teachers/Principals/Professors, etc.

Some of our old students have achieved a lot in their career and elevated up to the level of DPI of schools / DEO / Deputy Director, Doordarshan / IPS and Gazetted officers in different departments of government as well as employed in Banks and other private enterprises etc. Some of them are mentioned below:

1. Mr. Jaswant Singh: DPI Schools, Punjab (Retd.)
2. Mr. Pritam Singh Khalsa: DPI Schools (Pri. & Sec.) Punjab. (Retd.)
3. Mr. A.S.Grewal: Director General, Doordarshan, Delhi(Retd.)
4. Mr. Dharm Singh Mohie: IPS Officer, DIG, Punjab.(Retd.)
5. Dr. Davinderjit Singh: Director, HOD (Social Sciences),
Police Training Academy, Phillaur
6. Mr. B.S.Bajwa: Principal (Retd) GHG Khalsa College Of Education ,
Gurusar sadhar (Ex-Member Senate & Syndicate, PU, Chd.)
7. Dr. H.S.Kaile
Principal (Retd.)
GHG Khalsa College Of Education, Gurusar Sadhar
8. Mr. Jagjir Singh DEO, Ludhiana & Mansa (Retd.)
9. Mr. Gurtej Singh DEO (Pri. & Sec.), Ludhiana.(Retd.)
10. Mr. Balbir Singh Rai DEO, Sangrur (Retd.)
11. Mr. Bachittar Singh DEO (Sec & Elm.) Ludhiana
12. Mr. Daya Singh Thind DEO(Sec.), Distt. Fatehgarh Sahib
13. Mr. Varinder Sharma Distt. Science Supervisor, Ludhiana.
14. Mr. Anju Bala Research fello, Tufts University, USA
15. Mr. Garry Singh Member board of Governors Toronto University, Canada
16. Mr. M.S.Toor Associate Prof. Dept. Eco. & Social Science PAU.
17. Ms. Avninder Kaur Teacher in District School, Vancouver
18. Ms. Sukhwinder Kaur Teacher, Union City, California, USA
19. Mr. Jarnail Singh Principal, Vishwkarma Sr. Sec. School Ludhiana.
20. Mr. Jaswant Singh Rai Principal, National Public School , Ludhiana.
21. Mr. Harchand Singh Principal, Ramgaria Sen. Sec. School, Ajit
22. Mr. S.S.Dhami Principal, Dhami Public School, Ludhiana.
23. Mr. Chamkaur Singh Principal, Dashmesh Khalsa Sen. Sec. School, Ajitsar
24. Mr. Sukhdev Singh Govt. Sen. Sec. School, Sahauli
25. Dr. Swarnjit Singh Principal GHG Khalsa College, Gurusar Sadhar
26. Prof. Tarlok Bandhu Principal Khalsa College of Education, Muktsar
27. Dr. M.L.Jaidka Associate Professor DM College of Education, Moga
28. Dr. Darshan Singh Gill Principal, K V., Halwara
29. Dr. Geeta Rani Principal, GGS College of Education, Kamalpura
30. Mr. Pritam Singh Famous Punjabi. Writer, South Hall, UK
31. Mr. Kulwant Singh Sidhu Director superintendent in Edu. UK
32. Mr. Sikand Singh Manager Pb. Roadways (Retd.)
33. Ms. Rakhi Jagga Staff Reporter, Indian Express, Ludhiana.
34. Mr. Parmjit Singh Staff Reporter Punjabi. Daily, Desh Sewak
35. Mr. Satwinder Singh Lecturer DIET, Jagraon
36. Dr. S.S.Sangha Fellow, Panjab University & Principal, Dashmesh College of Education for Girls, Badal

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|--------------------------|---|
| 37. H.S.Sidhu | Former Principal, GMT College of Education,Ludhiana. |
| 38. Dr. Khuswinder Kumar | Principal Multani Mal Modi College, Patiala. |
| 39. Dr. Ikpreet Singh | Former Asst Professor, GHG Khalsa College of Education,
Gurusar Sadhar (now in Canada) |
| 40. Mr. Sarbjit Singh | District Education Officer (Secondary), Ludhiana |

It is worth mentioning that various alumni of the college have been honored with RASHTRAPATI AWARD, NATIONAL AWARD and STATE AWARD. Few of them are mentioned below:

NATIONAL AWARDEES

1. Sh. Varinder Sharma (Distt.Science Supervisor Ludhiana) has been awarded RASHTARPATI AWARD, twice for his contribution to improvisation in science experiments.
2. S.Surjit Singh Principal,G.S.S.S.S. Mandi Bahadurgarh.
3. Dr. Maghar Singh Principal DIET, Sangrur.

STATE AWARDEES

1. S. CharanjitSingh,Government Sr. Sec. School,Barsal.
2. S. Gurmeet Singh Jhalli, Govt. Sr. Sec. School Raqba. Winner of Skill-in-Teaching organized by PSEB for 20 times.
3. S. Harchand Singh, Principal, Ramgaria Sen. Sec. School,Ludhiana.
4. S. Sukhdev Singh Slempuri – 2007
5. S. Santokh Singh Gill, Science Supervisor, District Ludhiana

- The college management follows the rules and regulations framed by the University / NCTE / UGC / Government from time to time in its appointments, salary, service conditions, curriculum, leave rules and day to day administration. The working of the institute is transparent and based on set norms established over the years.
- Considering the importance of preserving and transforming the traditional and cultural values, the institute focuses on the character formation of its prospective teachers. It holds talks and lectures on moral and spiritual values, celebrates religious days, organize Akhand Path and guru kalangar in the hostels.
- The students are trained in pedagogical instructions by disseminating the knowledge and experiences by adopting many techniques of teaching such as lecture-cum-demonstration-cum-discussion method by using OHP / LCD / PPP etc. in the class.

Additional information to be provided by Institutions opting for Re-accreditation/Reassessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to teaching, learning and evaluation and how they have been acted upon?

- The affiliating university admits students for the B.Ed course through centralised process.
- Reservation for various categories of students including sports and differently challenged persons
- Preparation of teaching practice is done through inputs such as lesson planning, skill based training and demonstration lessons.
- The entire teaching faculty is well qualified and recruited after following proper criteria.
- The teachers are provided opportunities for continued academic growth and professional development.
- The college follows the evaluation process of the affiliating university.
- Weightage to the internal assessment is 20% in B.Ed. and 25% in M.Ed
- Students are given sessional tests
- Institution runs for 206 teaching days and 237 working days.

All these observations are still in practice to maintain the quality and excellence in teaching, learning and evaluation.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

- Students are benefited as they are provided with a copy of syllabus and course outline along with the institution schedule at the time of orientation.
- Guidance and counselling is provided to slow and disadvantaged. Besides that, motivation and facilities are provided to advanced learners.
- School teachers are involved in providing feedback to the pupil teachers which helps them to know the practical aspects of teaching the young students.
- The appointment of the faculty is entirely on regular basis.
- The institution provides continuous feedback to the student teachers through comprehensive evaluation.
- Semester system has been introduced.
- Student centered and ICT based teaching has been emphasized. Student-Teacher diary, online courses, Blog creation has been introduced.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 How does the institution motivate its teachers to take up research in education?

The institution is known for its dedicated efforts towards achieving excellence in teaching and research. The college has been actively involved in developing a research culture among its teachers. Efforts are made at each level by the institution to create research culture. Some of the major initiatives in the field of research are given below:

- Nine faculty members have been awarded doctorate degrees (Ph.D.) while five are pursuing their doctorate degrees (Ph.D.).
- The college is in process to get research centre from Panjab University, Chandigarh for Ph.D. work.
- Research Journal of the college is a platform to publish research findings.
- The college has 'Lease Line Radio Link' for uninterrupted Wi-Fi internet in college campus and hostels.
- The college organizes faculty development program for its staff every year before the start of academic session in which research is a main concern.
- The college itself organizes seminars and formal meetings to involve its faculty in research.
- Faculty is also motivated to participate in seminars/ conferences/ workshops/ symposium organized by others professional and educational organizations.
- Faculty members are also encouraged to undertake research projects from various funding agencies.
- Two research projects from UGC are approved to the college faculty.
- Financial support, study leave, duty leave is provided to the faculty for participation in the seminars and conferences.
- Many research related books, encyclopedias, and journals are available in the college library.
- Resources in the central library are also available for staff and students.
- Separate space for research work is given in the library.
- Library committee recommends reference books, research journals for the purpose.
- The college also has the membership of INFLIBNET. Many online journals (National and International) are subscribed.
- Internet facilities, including Wi-Fi on the campus, are freely available to the faculty and students.
- Research related tools (Apparatus, Psychological Tests), booklets, journals and other material is available.
- Adjustment in Time Table is made for teachers who have to attend Pre Ph.D. course work or have to collect data for research work etc.

- The college also invites research experts from various universities for interactions in the field of research.
- The college has a large pool of computers with Internet connectivity.
- Administrative and technical support is also provided to the research team as and when required.
- Teachers with Ph.D. at the entry level are awarded two advance increments and the teachers with M.Phil are awarded one advance increment
- Faculty members are approved guides of Panjab University Chandigarh. Faculty members guide research work at Ph.D. level, M.Phil.level and M.Ed. level.
- Faculty members have also guided more than 200 M.Ed. dissertations, 25 M. Phil. dissertations and more than 39 Ph.D. theses.

Research Initiative: Current Status

Category	Faculty	Guided research Work		
		Ph.D. Theses	M.Phil. Theses	M.Ed.
Ph.D. holders and guiding research work at Ph.D. level	Dr. H.S Brar	4	4	50
	Dr. Sarbjit Kaur Ranu	23	12	45
	Dr. Manu Chadha	12	7	37
Ph.D. holders guiding research work at M.Ed. level	Dr. GuneetToor	-	-	6
	Dr. Pargat Singh Garcha	-	-	13
	Dr. Ramandeep Kaur	-	-	10
	Dr. Jasbir Kaur	-	-	14
	Dr. Jagjit Singh	-	-	14
	Dr.Davinder Kaur Dhatt	-	-	-
Submitted Ph.D. thesis and guiding research at M.Ed. level	Mr. Rachhpal Singh	-	-	28
	Mr. Gurwinder Singh	-	-	6
	Mrs. Jasvir Kaur	-	-	14
Pursuing Ph.D. and guiding research at M.Ed. level	Mrs. Jasleen Kaur	-	-	19
	Mrs. Mini Sharma	-	-	6

Besides this former/retired faculty members were also approved research guides for Ph.D. work.

Dr. S.S. Sangha, Former Dean, Education P.U. Chandigarh.

Dr. H.S. Sidhu (Now in California, USA)

Dr. Khushvinder Kumar (Principal, M.M. Modi College Patiala)

Dr. Ikpreet Singh (Now in Toronto, Canada)

Dr. Ravinder Kaur, Former Dean, Education P.U. Chandigarh.

Following faculty members have availed one year studyleave, duty leaves and UGC grants to accomplish their research work. Many staff members have done M.Phil. or Ph.D. or both by availing the opportunity provided by the institute. In the past, the following staff members have completed their research degrees during their tenure in this college:

1. Dr. Harnek Singh Kaile (Former Principal) M.Phil (Edu.), Ph.D. (Edu.)
2. Dr. J.S.Brar, M.Phil. / Ph.D. (Edu.)
3. Dr. Ravinder Kaur, M.Phil (Edu.), Ph.D. (Edu.)
4. Dr. Shangara Singh, M.Phil (Edu.), Ph.D. (Edu.)
5. Mrs.Tripat Kaur, M.Phil (Edu.)
6. Dr. Rakesh Sondhi, Ph.D. (Fine Art)
7. Dr. H.S.Brar, M.Phil (Edu.), Ph.D. (Edu.)
8. Dr. Darshan Singh Pannu, M.Phil (Edu.), Ph.D. (Edu.)
9. Dr. Surinder Singh Sangha, Ph.D. (Edu.)
10. Dr. Harminder Singh Sidhu, Ph.D. (Edu.)
11. Dr. Khushvinder Kumar, Ph.D. (Edu.)
12. Mr. Rachhpal Singh (for pre Ph.D. course work)
13. Mrs. Jasleen Kaur (for pre Ph.D. course work)

During the last 5 years following staff members have completed their Ph.D.

1. Dr. Pargat Singh Garcha (2014)
2. Dr. Jagjit Singh (2014)
3. Dr. Guneet Toor (2015)
4. Dr. Ramandeep Kaur (2016)
5. Dr. Jasbir Kaur (2016)

Research Committee

There is a Research Committee to formulate and look into various aspects of research and learning. All efforts are made to encourage independent, original and quality research in a dynamic manner. The research committee has following Members:

- Dr. H.S. Brar (Registrar)
- Dr. Sarbjit Kaur Ranu (Principal)
- Dr. Pargat Singh Garcha (Assistant Professor) (Coordinator)
- Dr. Manu Chadha (Associate Professor)
- Mr.Rachhpal Singh (Assistant Professor)
- Mrs. Jasleen Kaur (Assistant Professor)
- Dr. Guneet Toor (Assistant Professor)
- Mrs.Jasvir Kaur

The committee is entrusted with the following functions:

- To identify the thrust areas for educational research.
- To motivate and guide the research scholars
- To review the research proposals and provide guidance for modification
- To sustain and promote research culture of the institution
- To apply the research findings to increase the effectiveness of the teaching learning process
- The committee has started a new initiative and approached all faculty members to share their research finding in faculty development programme.
- Efforts are taken by the committee members to achieve and maintain the quality of research work.
- Orientation to all staff members and M.Ed. students is given to publish their research findings in the reputed journals.

Discussion on M.Ed. synopsis:

- Every year research committee reviews the synopsis of all the M.Ed students before submission to the P.U. Chandigarh.
- Experts are also invited to give guidelines to the M.Ed students.

Research Cell:

To provide working environment for research, a research cell is established in a separate room with a coordinator (Dr. Pargat Singh Garcha). Major activities of Research Cell are given below:

- It disseminates information about research project opportunities through the notice board placed at research cell.
- List of good journals where research findings can be published is also displayed from time to time on the notice board.
- The Research Cell is looking for a MOU with a non-profit body supported by eminent academicians, which will enable the cell to organize events and activities aimed at research promotion.

Publication of Research Journal

- Research cell of the college is publishing a research journal after every six months. It is an indexed journal with impact factor which is published bi-annually since 2013.
- G.H.G. Journal of Sixth Thought bears an ISSN (2348-9936) and registered with Registrar of Newspaper of India. Regd. no. is PUNENG/2014/59759.
- Research committee has worked out a format for its research Journal (GHG Journal of Sixth thought).
- It has no profit motive. There is no fee for publication for research paper.
- The journal has board of advisors with members of national repute. List is given below:

Board of Advisors of the Research Journal:

- Prof. Riaz S. Khan (Former Vice Chairman, NCTE New Delhi)
- Dr. S.P. Malhotra(Consultant, MHRD, Govt. of India)
- Dr. Kulwinder Singh (Associate Professor, Punjabi University Patiala)
- Dr. S.S Thind (Prof. Punjab Agriculture University, Ludhiana)
- Dr. Harjinder Singh Brar (Registrar, GHG Khalsa Colleges , Gurusar Sadhar)
- Dr. Varinder Kaur Thind (Director, GHG Khalsa Colleges , Gurusar Sadhar)
- Dr. P. V. Nair (Dean & Head, Dept. of Education, University of Kerala, Kerala)
- Prof. Sanjeev Sonawane (Dean & Head, Dept. of Education, University of Pune, Pune)
- Dr. Nandita (Prof. in Education & DSW, Panjab University, Chandigarh)
- Prof. C. Seshadri (Former Principal, Regional College of Education, Mysore)

3.1.2 What are the thrust areas of research prioritized by the institution?

Sr No.	Faculty	Thrust areas of research
1.	Dr. H.S Brar	Educational Technology, Models of teaching, Educational Psychology
2.	Dr. Sarbjit Kaur Ranu	Educational Psychology, Sociology, Philosophy and Experimental Research
3.	Dr. Manu Chadha	Special Education, Teacher Education, Case Studies, Experimental Research
4.	Mr. Rachhpal Singh	Mathematics and Creativity
5.	Mrs. Jasleen Kaur	Educational Technology, Experimental Research
6.	Dr. GuneetToor	Guidance and Counseling, Teacher education
7.	Dr. Pargat Singh Garcha	Experimental Research, Educational Technology, Cooperative Learning, Critical Thinking, Test Construction, Social Skills and school Education
8.	Dr. Ramandeep Kaur	Mathematics, Test Construction, Educational Psychology
9.	Dr. Jasvir Kaur	Experimental Research, Mastery Learning, Test Construction, Cooperative Learning
10.	Dr. Jasbir Kaur	Educational Psychology
11.	Mrs. Mini Sharma	Continuous Comprehensive Evaluation
12.	Mrs. Rupinder Kaur	Philosophy of Education, Gurbani

3.1.3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Yes, the Institution encourages Action Research related to problems of pupils, pupil teachers and classroom problems faced by teacher educators.

- The Action Research is conducted by the student- teachers during their school experience programme in actual class- room teaching.
- Faculty members do action research collectively to assess services provided by the institution.
- For instance curriculum modification, introduction of technology, smart board and suggestion box are some of the outcomes of such pieces of action research.

The major outcomes of Action Research are

- Research mindedness among students and teachers.
- Improvement in spellings, handwriting and pronunciation in languages.
- Classroom control, discipline and adjustment problems of student teachers.
- Creating conducive learning environment
- Enrichment of social values in students
- More use of ICT in practice teaching.

3.1.4 Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

The college in collaboration with CDC Panjab University, Chandigarh and other state and national bodies (CTE, AIAER, GERA) organized various seminars and workshops. The faculty members also attended various seminars and conferences for their professional development and improving efficacy to serve students better. All our faculty members are encouraged to attend various International, National and State level seminars and workshops and present papers.

Details of the Conferences / Seminars / Workshops organized by the college

1. The institution organized a national level seminar on Role of Research in Quality Education in collaboration with Council for Teacher Education on November 19, 2016. Following Experts acted as Resource Persons for the seminar.
 - Prof. M.C. Sharma, Professor, School of Education, IGNOU, Project Director UNICEF
 - Dr. Khushvinder Kumar, Principal M.M. Modi College Patiala
 - Dr. Ashwani Kumar Bhalla, Professor, SCD Government College, Ludhiana (Panjab University)
 - In the panel discussion Dr. Bhagwant Singh (Prof. of Educational Technology, University of Texas, USA), Dr. H.S Brar (former Principal & Registrar), Dr. Harprit Singh (Principal CMDK Institute, Tarantarn) and Dr. Tirath Singh (Principal, Sacred Heart College of Education, Barnala) discussed various issues with the audience.

2. The institution organized a workshop on B.Ed-School Internship Programme sponsored by CDC Panjab University, Chandigarh on January 22, 2016. Nearly 60 delegates including 18 Principals from various schools and colleges of Education participated in the workshop. The resource persons for the workshop were
 - Dr. N.R. Sharma, Dean College Development Council, Panjab University, Chandigarh
 - Dr. Jatinder Grover, Faculty of Education, Panjab University, Chandigarh.
 - Dr. Harjinder Singh Brar, Convener Board of Studies, Panjab University Chandigarh
3. The institution has organized a one day national seminar on Transforming Teacher Education in Changing Scenario on March 5, 2015. Principals from various Colleges of Education of Punjab and nearly 150 delegates deliberated on this crucial theme of Teacher Education. Following experts acted as resource persons for the seminar.
 - Dr. Anita Rastogi, Professor in Education, Dept. of Educational Studies, Jamia Milia Islamia, New Delhi
 - Dr. N.R. Sharma, Dean, Education, Panjab University, Chandigarh.
 - Dr. Amit Kauts, Dean, Education, Guru Nanak Dev University, Amritsar
 - Dr. J.N. Baliya, Department of Educational Studies, Central University of Jammu, Jammu (J&K)
 - Dr. Parmod Kumar, Assistant Professor in Education, Department of Educational Studies, Central University of Jammu
 - Dr. Romesh Chand, Dean Education, HPU, Shimla
 - Prof. S.K. Bawa, Director International Students & Additional Provost, Punjabi University, Patiala & Dean Edu., Central University, Bathinda.
4. The institution has organized One Day National Seminar sponsored By CDC, Panjab University Chandigarh on the Theme “Excellence in Teacher Education- Perspective and Challenge” on Feb 11, 2013. Following experts graced the occasion.
 - Dr. Satish Sharma, Director (College) DAV College managing committee, New Delhi, Fellow and syndic PU Chd.
 - Dr. Kulwinder Singh, Reader, Faculty of Education, Punjabi University, Patiala
 - Dr. Kuldip Puri, University School of Open Learning, Panjab University Chandigarh
 - Principals from various Colleges of Education of Punjab and nearly 150 delegates from different colleges of Punjab state and other states of India deliberated on this crucial theme of Teacher Education.
5. The institute has organized One Day International Conference sponsored by GERA on the theme of “Gross National Happiness - A Measure of Quality of Life” on February 20, 2017. The resource persons for the conference were:
 - Dr. Saamdu Chetri, Director, GNH Centre, Bhutan
 - Dr. S.K. Bawa, Dean, Education, Central University, Bathinda
 - Dr. Veena, Former Principal, SDP College, Ludhiana.

Details of the Conferences / Seminars / Workshops attended by the faculty

- All the staff members are always eager to participate in various professional development activities like participating in seminar and conferences.
- Faculty members presented their papers at many such platforms

Details of the Conferences / Seminars / Workshops attended by the staff (in the last 5 years)

Name	National Seminar / conference	International Seminar/ conferences
Dr. H.S Brar	30	6
Dr. Sarbjit Kaur	30	6
Dr. Manu Chadha	26	7
S. Ajit Singh	1	2
S. Rachhpal Singh	17	3
Mrs. Jasleen Kaur	10	2
Dr. Guneet Toor	33	2
Mrs. Jasvir Kaur	10	6
Dr. Pargat Singh	31	3
Dr. Ramandeep	31	3
Mrs Jasbir Kaur	6	14
Dr. Jagjit Singh	12	4
Dr. Parvinder Kaur	13	-
Mrs. Mini Sharma	16	1
Mrs.Rupinderjit Kaur	8	2
S. Gurpartarsingh	4	1
S. Gurmeet Singh	3	1
Ms. Sukhjital Kaur	6	3
S. Harpreet Singh	27	2
Ms.Rajdeep Kaur	5	-
Ms.Manpreet Kaur	5	1
Ms.Vishavpreet	6	0

3.2 Research and Publication Output

3.2.1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

- Lesson Plans on various Models of teachings have been prepared.
- Video recordings of lessons in the method Lab have been made.
- Observation schedule of lessons of Pupil teachers have been prepared.
- Format of Micro skill lessons and other teaching practice related documents in the form of Internship File has been developed and published by the college.

- During faculty development programme, faculty has been trained in the use of ICT. Power point presentations for classroom teaching have been developed by the faculty members and students.
- Power Point Lessons, Blogs, Video lessons, Transparencies, Programmed Learning Materials, Slides, Video Clippings have been developed.
- Teaching aids have been developed with the help of students which have been preserved in the respective Labs and used and demonstrated to the students.
- Every year an exhibition of these teaching aids is organized subject wise in the college.
- Both teacher educators as well as pupil teachers are well versed with the use of graphical aids, models, OHP, Electronic (computer, LCD) Aids. Visualizer, Smart boards are used extensively.

Our institution has made the following efforts for enhancing the quality of teaching and learning:

- Well equipped laboratories like computer lab, science lab, E.T. lab, language lab, art and music room are used by the students and teachers for practical work.
- Equipments, gadgets, specimens and models are made available to the students during teaching practice.
- Power point presentations are prepared by the students while giving seminars and lessons in their respective subjects.
- Teaching aids like models, charts, flash cards in all the subjects are prepared by student teachers during their teaching practice.
- The college has facility of latest Teaching Learning Technology: Visualizer, Smart Boards, LCD and LED Projectors, Educational CDs, Smart Class room, Laptops, CCTV's etc.
- Lesson plans are developed with the help of computers by the teachers and student teachers are also motivated to deliver their lessons through PPT.
- The college extends required help to students for preparing Teaching Aids and participation in Teaching Aids competitions.
- Competitions on chart making, slogan writing and collage making are organized by different departments on issues related to social problems.
- College has organized Zonal and Inter Zonal skill in teaching competition and on the spot preparation teaching aid competitions of Panjab University Chandigarh many times in past years.
- Every year an exhibition of teaching aids is organized for the students in the college before the commencement of teaching practice.
- Online assignments are submitted by the students on various topics on assignment e-mail (ghgassignment@gmail.com) of the college.

3.2.2 Give details on facilities available with the institution for developing instructional materials?

- Institution has resourceful faculty and experts are invited for guidance.
- A workshop for developing instructional material is organized every year.
- Institution has instructional material and space in the art/music room.

- College has a well-equipped computer lab with Wi-Fi internet facility.
- Educational Technology lab is equipped with all the modern gadgets and devices like Visualizer, Interactive board, Laptop, CDs, LCD and LED projectors.
- College has a well equipped library, a large number of books, reputed journals and other references material.
- The college has developed the method lab where video recordings of the lessons is done.

3.2.3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

Yes, the institution has developed ICT/technology related instructional materials for effective teaching and learning.

- Students prepared Power Point presentations on different teaching lessons.
- Teachers present model lessons/demonstration lessons with the help of PowerPoint presentation.
- Transparencies are also prepared by the students in various teaching subjects.
- Teachers have prepared power point presentations on various topics of the course.
- Video recorded lessons are prepared by teachers and students.
- Blogs, web and social networking pages are used to share learning material with the students. List of the blogs are given below:

- pargatgarchablogspot.com
- meribolieripehchan.blogspot.com
- pargatbcm.hpage.com
- ghgresearchblogspot.com

3.2.4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

The college has always played a significant role in the development of curriculum of PU Chandigarh. Some of the glimpses are given below:

Training programs and/or workshops on material development (both instructional and other materials)

The college has always played a significant role in the development of curriculum of PU Chandigarh. Some of the glimpses are given below:

- Board of studies of Panjab University Chandigarh has the main duty to frame curriculum at University level. Dr. H.S. Brar (Former Principal, GHG Khalsa College) was convener of Board of studies. Dr. H.S. Brar has played significant role in development of Two year B.Ed curriculum.
- Three days "Curriculum Development Workshop" was organized by the College to develop and compile the whole syllabus of two year B.Ed. & M.Ed. syllabus of Panjab University, Chandigarh from June 04 to 06, 2015 which was based on the guidelines

provided by NCTE Notification 2014 and its curriculum frame work. 22 pedagogical subjects besides core and elective subjects were restructured, redesigned and developed. Rules & regulations were also finalized. More than 120 teacher educators and Principals from various affiliated colleges of Education actively participated in the workshop. The workshop was sponsored by Panjab University, Chandigarh.

Following experts acted as resource persons in the workshop:

1. Dr. S.K. Yadav, Academic consultant, NCTE, New Delhi
2. Dr. N.R. Sharma, Dean, P.U. Chandigarh
3. H.S. Brar, Convenor, Board of Studies
4. Dr. Kulwinder Singh, Reader, Faculty of Education, Punjabi University, Patiala
5. Dr. Amit Kauts, Dean, Faculty of Education, GNDU Amritsar
6. Dr. Kuldip Puri, University School of Open Learning, Panjab University Chandigarh.

- National Seminar Sponsored By CDC, Panjab University Chandigarh on Excellence in Teacher Education- Perspective and Challenges was organized on February 11, 2013.
- National Seminar on Transforming Teacher Education in Changing Scenario was organized on March 5, 2015.
- Workshop on B.Ed.-School Internship Programme sponsored by CDC Panjab University, Chandigarh was organized on January 22, 2016.
- National Seminar on Role of Research in Quality Education was organized on November 19, 2016.

Workshops to develop teaching learning material organized by the institution

Institution has organized many Skill in Teaching and On the Spot Teaching Aid Preparation Competitions in past years. The main aim of these competitions was to develop their teaching skills, their creative and aesthetic skills and train them in the art of preparing improvised teaching aids for classroom teaching. Details of the activities are given below:

Session 2016-17

On the Spot Teaching Aid Preparation Competition: All the students of the college participated in On the Spot Teaching Aid Preparation Competition held in the college from August 11-13, 2016 in which they prepared working models. The models were Judged by Dr. Baljit Singh, HOD, Dept. of History, Dr. Balwinderpal Singh, HOD, Dept. of Economics, G.H.G. Khalsa College, Gurusar Sadhar, S. Jugraj Singh, Principal, GHG Khalsa Sen.Sec. School, Gurusar Sadhar, S. Gurnaib Singh, Principal, Ajitsar Khalsa Sen. Sec. School, Jangpur, S.Hardev Singh, Headmaster Govt. Elementary School, Patti Dhaliwal. The judges gave an extensive feedback on the models and useful tips for improving the models.

Panjab University Zonal level ‘Skill-in- teaching’ and ‘Teaching-aid-preparation Competitions: The college organized PU Zonal skill in Teaching and Teaching Aid preparation Competitions on February 14, 2016 in Teaching of Science, Maths, Computer

Science and Home Science. 50 students from 11 Colleges of Education of Zone B of Panjab University, Chandigarh participated. Dr. Sarabjeet Kaur, Fellow, Panjab University, Chandigarh was the observer of the event.

Session 2014-15

On the Spot Teaching Aid Preparation Competition: All the students of the college participated in On the Spot Teaching Aid Preparation Competition held in the college from January 31 to February 4, 2015, in which they prepared working models in their concerned teaching subjects. The models were judged by S. Jugraj Singh, Principal, GHG Khalsa Sen. Sec. School, Gurusar Sadhar, S. Gurnaib Singh, Principal, Ajitsar Khalsa Sen. Sec. School, Jaangpur, S. Hardev Singh, Headmaster Govt. Elementary School, Patti Dhaliwal.

Panjab University Inter Zonal skill in Teaching and Teaching Aid preparation Competitions: The college organized P.U Inter Zonal skill in Teaching and Teaching Aid preparation Competition in Teaching of English, Hindi, Punjabi, Sanskrit Social Studies, Economics, History, Geography, Political Science, Public Administration and Sociology on February 24, 2015. A total of 165 Pupil teachers from 37 colleges of Punjab exhibited their teaching skills. Dr. Naval Kishore, Dean, College Development Council, Panjab University, Chandigarh was the Chief Guest for the occasion and Dr. Jagpal Singh, Senator, Panjab University, Chandigarh and Pro Vice Chancellor, Guru Kanshi University, Talwandi Sabo was the Observer of the event.

Session 2013-14

On the Spot Teaching Aid Preparation Competition: Teaching-aid-preparation Competitions were held in college from January 21 to 23, 2014, in which they prepared working models in their concerned teaching subjects. Prof. Navdeep Singh and Prof. Major Singh from GHG Khalsa College, Gurusar Sadhar, Prof. Preet Mohinderjit Singh, Member, PU Syndicate and Senate, Principal, Babbar Akali Memorial College, Garhshankar and Mrs. Parminder Kaur, Principal Govt. Middle School, Navi Abadi, Akalgarh were invited in these three days to observe and to give suggestions for improvement in the models prepared by the pupil teachers.

Panjab University Zonal level ‘Skill-in- teaching’ and ‘Teaching-aid-preparation Competitions: The College hosted Panjab University Zonal level ‘Skill-in- teaching’ and ‘Teaching-aid-preparation Competitions’ on Feb 11, 2014. Total 112 students of 13 colleges of zone B (Ludhiana) participated. Our college students won total of 22 prizes which included 8 first, 9 second and 5 third prizes.

Session 2012-13

On the Spot Teaching Aid Preparation Competition: All the students of the college participated in On The Spot Teaching Aid Preparation Competition held in the college from January 21 to January 23, 2013, in which they prepared working models concerned teaching subjects. Principals of the practicing schools were invited to judge the models.

Session 2011-12

On the Spot Teaching Aid Preparation Competition: All the students of the college participated in On the Spot Teaching Aid Preparation Competition held in the college from January 31 to February 2, 2012, in which they prepared working models in their concerned teaching subjects. Principals of the practicing schools were invited to judge the models.

Panjab University Zonal level ‘Skill-in- teaching’ and ‘Teaching-aid-preparation Competitions: The College hosted Panjab University Zonal level ‘Skill-in- teaching and aid-preparation Competitions’ in the subjects of Teaching of Science, Maths, Fine arts, Music, Home Science, Music and Computer Science on February 15, 2012. A total of 61 Students from 12 Colleges of Education (Ludhiana Zone-B) participated. Dr. S.S. Sangha Fellow, Panjab University, Chandigarh and Principal, Dasmesh Girls college of Education, Badal presided as an ‘Observer’ of the events and awarded the prizes to the winners.

b) Attended by the staff

Faculty of the college actively participates in seminars, conferences, workshops etc related to development of Curriculum at University level. The details are as under:

List of the members who participated in curriculum revision workshops (Last 5 years)

Name of the Faculty Member	Theme of the workshops	Date	Venue
Dr. H.S. Brar	B.Ed. curriculum development workshop	May 29, 2015	Partap College of Education, Ludhiana
	B.Ed. curriculum development workshop	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
	Syllabus Revision Workshop (B.Ed)		Babe Ke College of Education, Daudhar
	Syllabus Revision Workshop (B.Ed)	December 13, 2011	Dev Samaj College of Education Chandigarh
Dr. Sarbjit Kaur	B.Ed. curriculum development workshop	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
	B.Ed- The Learner Nature and Development	December 7, 2011	Malwa Central College of Education for Women, Ludhiana
	Teaching of English	December 10, 2011	G.H.G.H. College of Education, Sidhwan Khurd
Mr. Ajit Singh	B.Ed. curriculum development workshop	June 04, 2015	GHG Khalsa College of Education , Gurusar Sadhar

Dr. Manu Chadha	B.Ed. curriculum development workshop	June 04,2015	GHG Khalsa College of Education, Gurusar Sadhar
	B.Ed. Paper IV-A (School Management)	March 15-17, 2013	Department of Education (SAP), Panjab University Chandigarh
	PU Syllabus revision workshop (Teaching of Science)	December 10, 2011	G.H.G.H. College of Education, Sidhwan Khurd
	PU Syllabus revision workshop (Teaching of Science)	December 7, 2011	Dasmesh College of Education, Badal
Mr. Rachhpal Singh	Curriculum Development Workshop for 2 Year B.Ed. Course(Teaching of Mathematics)	May 27, 2015	GGS College of Education, Gidderbaha, Muktsar
	Vocational and Work Education	June 4, 2015	GHG Khalsa College of Education, Gurusar Sadhar
	Steps of Lesson Planning (Pedagogy of Mathematics)	December, 8, 2015	Govt. College of Education, Sec – 22 Chandigarh
	Syllabus revision Workshop (Teaching of Mathematics)	December12, 2012	B.C.M. College of Education, Ludhiana
Ms. Jasleen Kaur	B.Ed curriculum development workshop (E- Content Development and Question Generation)	May 19, 2010.	University Institute of Engineering and technology, P.U. Chandigarh
	Teaching of S.St On – Designing a Research Project- Research Methodology	December 16, 2011	Malwa Central College of Education for Women, Ludhiana
	B.Ed curriculum development workshop	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
Ms. Jasvir Kaur	B.Ed curriculum development workshop Teaching of History	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
	Panjab University Syllabus revision workshop (Teaching of History)	December 16, 2011	GHG Khalsa College of Education, Gurusar Sadhar
	Teaching of Social Studies)	Nov 15, 2007	Malwa Central College of Education for Women, Ludhiana
Dr. Pargat Singh Garcha	B.Ed curriculum development workshop	June 04, 2015	GHG Khalsa college of Education, Gurusar Sadhar, Ludhiana

	B.Ed curriculum development workshop		Babe Ke College of Education, Daudhar
	Educational Technology	December 13, 2011	Dev Samaj College of Education
Dr. Ramandeep Kaur	B.Ed curriculum development workshop	June 04, 2015	GHG Khalsa college of Education, Gurusar Sadhar, Ludhiana
	Syllabus revision (Teaching of Mathematics)	Dec. 12, 2012	B.C.M. College of Education, Ludhiana
	Syllabus revision (Teaching of Mathematics)	Jan. 12, 2008	B.C.M. College of Education, Ludhiana
Dr. Jasbir Kaur	B.Ed curriculum development workshop (Childhood and Growing Up)	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
Dr. Parvinder Kaur	B.Ed curriculum development workshop	May 29, 2015	Partap College of Education, Ludhiana
Ms. Rupinderjit Kaur	Syllabus revision Workshop (Teaching Learning Process)	December 7, 2011	Malwa Central College of Education for Women, Ludhiana
	B.Ed curriculum development workshop Communication and Employability skills	December 12, 2012	B.C.M. College of Education, Ludhiana
Mr. Harpreet Singh	B.Ed Curriculum Development Workshop	June 04, 2015	GHG Khalsa College of Education, Gurusar Sadhar
	Innovative Teaching Skills & Parameters of a Good Research Paper	January 25, 2012	Desh Bhagat College Of Education, Mandi Gobindgarh
	Research Methodology	25-26 March 2015	Guru Nanak College of Education, Majatri
Mrs. Vishavpreet	Research Methodology	March 19-20, 2012	M.G.N. College of Education, Jalandhar
Ms. Manpreet	Research Methodology and use of SPSS	14 Nov. 2014	Govt. College of Education, Chandigarh

a) Training provided to the staff

Different activities were organized by the institution to provide knowledge to the staff like:

- Both the Teaching and Non-Teaching staff has been trained in the use of ERP software.
- Faculty members have undergone training in the use of smart board
- Staff is trained in power point presentation preparation
- Faculty members are trained in use of language lab and micro teaching /method lab.

3.2.5. List the journals in which the faculty members have published papers in the last five years.

Faculty members have contributed their research output in the form of research papers and articles (**around 200 papers**) in many journals. List of journals is given below:

1. Parview–A Quarterly Research Journal (2320-558X)
2. Pillai Journal of Educational Research and Technology (2249-4367)
3. International Research Journal of Human Resources and Social Sciences (2394-4218)
4. International Multidisciplinary E-Journal(2277-4262)
5. Malwa Journal of Education (2250-334X)
6. GHG Journal of Sixth Thought–A Bi Annual Research Journal (2348-9936)
7. Journal of Advanced Studies In Education and Management (2350-0492)
8. Fusion: Journal Interdisciplinary Approaches (2231-2005)
9. Journal of Recent Research on Education & Psychology (2230-8814)
10. BCM Research Colloquium -A Bi Annual Research Journal (2320-9321)
11. Indian Psychological Review (Quarterly) (0019-6215)
12. Journal of Educational Research & Extension (0975-5144)
13. GCTE Journal of Research and Extension in Education
14. Edutracks (0972-9844)
15. Research Tandem (2230-8806)
16. Gian Jyoti E-Journal (2250-348X)
17. The Sadbhavna Research Journal of Human Development (2249-6424)
18. Issues and Ideas In Education (2320-7655)
19. Indian Streams Research Journal (2230-7850)
20. Zenith International Journal of Multidisciplinary Research (2231-5780)
21. Scholarly International Multidisciplinary Print Journal (SIMPJ) (2395-0609)
22. Research Insight: An International Journal (2349-9346)
23. Indian Psychological Review (0019-6215)
24. Edu-Research –A Quarterly International Peer Reviewed Refereed Research Journal of Education (2348-6015)
25. Education Beacon (2249-4154)
26. Learning Community for Global Reform (978-81-922218-0-9)
27. International Journal of Education (2347-4343)
28. International Journal of Research in Humanities, Arts and Literature (2321-8878)
29. International Journal of Allied Practice Research and Review (2350-1294)
30. International Journal of Humanities and Social Studies (2321-9203)
31. IMPACT-IJRHAL (2321-8878)
32. Asian Journal of Multidimensional Research (2278-4853)
33. International Journal of Social Sciences and Interdisciplinary Research (2277-3630)
34. Asian Journal of Multidimensional Research (2278-4853)
35. Educationia Confab (2320-009X.)
36. Maha Journal of Education (2348-8840)
37. Acme International Journal of Multidisciplinary Research (2320-236X)

38. International Research Journal of Humanities Language and Literature (2394-1642)
39. Printing Area, International Research Journal (2394-5303)
40. The Creative Launcher- An International & Refereed E-Journal(2455-6580)
41. VidyaVarta (2319-9318)
42. Vignettes of Research (2320-1797)
43. Quest International Multidisciplinary Research
44. Edu-Psycatia: An International Journal of Education & Psychology (2348-0785)
45. Research Expo IMRJ (2250-1630)

Details of the papers published in Journals, seminar proceedings by the staff

(Last 5 years)

Name	State/National Publications	International Publications
Dr. H.S Brar	10	0
Dr. Sarbjit Kaur	35	10
Dr. Manu Chadha	36	17
S. Rachhpal Singh	15	2
Mrs. Jasleen Kaur	10	2
Dr. Guneet Toor	22	10
Mrs. Jasvir Kaur	14	9
Dr. Pargat Singh Garcha	35	14
Mr. Gurwinder Singh	8	2
Dr. Ramandeep Kaur	20	14
Mrs Jasbir Kaur	10	9
Dr. Jagjit Singh	12	8
Dr. Parvinder Kaur	5	10
Mrs. Mini Sharma	10	3
Mrs. Rupinderjit Kaur	7	0
S. Gurpartap Singh	5	0
S. Gurmeet Singh	4	0
Ms. Sukhjipal Kaur	10	8
S. Harpreet Singh	15	7
Ms. Rajdeep Kaur	10	6
Ms. Manpreet Kaur	5	2
Ms. Vishavpreet Kaur	10	6

3.2.6 Give details of the awards, honors and patents received by the faculty member in last five years.

List of awards, honors and patents received by the faculty member (last 5 years)

Name of the Faculty	Award
Dr. Harjinder Singh Brar	Eminent Educator and Administrator by Indo-overseas International Cultural Association (Regd.)
Dr. Harjinder Singh Brar Dr. Sarbjit Kaur Ranu Dr. Pargat Singh Garcha	Received a certificate of appreciation from VC, PU for conducting M.Ed counseling of PU Chd. from last six years i.e. 2011-2016
Mr. Gurwinder Singh	Received a certificate of appreciation for conducting M.Ed counseling of PU Chd. from last three years i.e. 2014-16.

3.2.7 Give details of the Minor/Major research projects completed by staff members of the institution in last five years.

Minor Research Projects approved by UGC are going on:

Topic	Researcher	Funding Agency	Year
Exploring relationship between Resilience and Perceived Parenting Practices among children with Learning Disability of Mainstream Classrooms.	Dr. Manu Chadha	UGC (minor Project)	2015
A Survey of Critical Thinking Skills among school students in Punjab	Dr. Pargat Singh Garcha	UGC (minor Project)	2015

3.3 Consultancy

3.3.1. Did the institution provide consultancy services in last five years? If yes, give details.

- College has a Guidance & Counseling cell.
- Guidance cell organizes orientation programs, career talks, health guidance programs.
- Faculty members visit various schools and provide consultancy in different areas.
- Consultancy service provided to the parents and students after gauging the potentialities of the students.
- The college faculty acts as subject experts in selection of school and college teachers.
- Students are counseled for various types of problems faced by them in different fields educational, vocational and even personal.
- Institution has been providing consultancy in the field of research, academic, career, community and areas of technical consultancy to various stakeholders of education.

Details related to consultancy services provided by institution in different fields are given below:

Consultancy services provided by Dr. H.S. Brar (Former Principal)

- Dr. H.S Brar acted as Visitng Team member of NCTE and visited many institution in Rajasthan, Madhya Pradesh & Uttar Pradesh.
- Dr. H.S Brar worked as consultant to Maharaj Brahmanand Bhuriwale Garib Dassi Rana Gajinder Chand Girls College of Education, Mansowal.
- Dr. H.S Brar has provided informal consultancy to many educational colleges and degree colleges of Punjab.

Consultancy services provided by Dr. Sarbjit Kaur

Topic	Venue	Year
Value Education:Role of Teacher	Guru Nanak Public School, Bassian, Ludhiana	2017
Role of NAAC and NCTE	Kenway College of Education, Abohar	2016
Principles and techniques of Andragogy and Pedagogy	Guru Ramdas College of Education, Jallalabad	2016
Member of advisory Committee of Research Journal-New Tarang Journal of Education	Moga College of Education, Moga.	2016 onwards
M.Ed Two Year Programme	Dept. of Education, PU Chandigarh	2015
Language Across Curriculum	Guru Ramdas College of Education, Jallalabad	2015
Inter College Skill in Teaching Competition	Akal College of Education, Mastuana Sahib	2011-14
Impact of Globalization on Culture	Sant Baba Bhaag Singh Memorial College of Education, Moga	2016
Educational Programme for Mentally Retarded Children	Autism Welfare Society, Sangrur	2014
Dalit Identity: transformation and Assertion in Punjab	Sant Baba Bhaag Singh Memorial College, Moga	2016
Acted as Panelist for selection of T.G.T. and P.G.T. Teachers	K.V. No. -2, Air Force Station, Halwara for the year	2013
Acted as Judge for Inter College Competition- Skill in Teaching, On the Spot Teaching Aid Preparation, Preparation of Power point presentation and education Quiz	M.G.N. College of Education Jallandhar	2012
Women Empowerment : Some Concepts	LNT College of Education, Panipat	2012

Consultancy services provided by Dr. Manu Chadha

Topic	Venue	Year
Career Conference by Punjab State Education and Career guidance Bureau	Govt. Sen Sec School Boparaikalan, Ludhiana	2016
Role of trainer, Motivator, Role Model, Guide and catalyst for stimulating core type learning	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2016
Expert on selection committee by the Vice-Chancellor for the selection of Assistant Professors in the subject of Teaching of Science	Guru Ramdass College of Education, Halwara	2016
Career Conference by Punjab State Education and Career guidance Bureau	Govt. High School, Hissowal, Ludhiana	2016
Career Conference by Punjab State Education and Career Guidance Bureau	Govt. High School, Rurka, Ludhiana	2015
Delivered lecture on the topic Strategies of Effective Lesson Planning	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
New pattern of B.Ed. Program	Young Tarang Margdarshan, AIR FM Ludhiana	2015
Delivered lecture on the topic Strategies of Effective Lesson Planning	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Delivered lecture on the topic Strategies of Effective Lesson Planning	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Career Conference	Jatindera Green Field School	2014
Inter College Skill in Teaching Competition	Akal College of Education, Mastuana Sahib.	2011-14
Inter College Skill in teaching and on the Spot Teaching Aid preparation competitions (teaching of Science)	Desh Bhagat College of Education, Burdwal Ludhiana	2013
Personality Development of teachers	Jatindera Greenfield School, Sadhar	2013
Subject expert for TGT &PGT in Science	Kendriya Vidayala Halwara	2013
Inter College Skill in Teaching Competition	Akal College of Education, Mastuana sahib.	2012
Expert on selection committee by the Vice-Chancellor for the selection of Assistant Professors in the subject of Teaching of Science	Babe ke College of Education Mudki	2012
Career Conference by Punjab State Education and Career guidance Bureau	Govt Senior Secondary School Boparai kalan, Ludhiana	2011
Debate and Declamation Competition during Pharmacy Week	GHG Khalsa College of Pharmacy, Gurusar Sadhar	2012-15

Consultancy services provided by Mr. Rachhpal Singh

Topic	Venue	Year
Importance of Mathematics among all the subjects	LLRM College of Edu., Dhudike, Moga	2017
Arousing and maintaining interest in mathematics.	Guru Nanak Public School, Bassian, Ludhiana	2017
How to Develop interest in Mathematics	Guru Nanak Public School, Seehan Daud, Ludhiana	2016
Role of Micro teaching in class rooms	Guru Nanak Public School, Seehan Daud, Ludhiana	2016
Ethics in teaching	JSSA Sen. Sec. School, Kaunke – Kalan	2016
Acted judge (in category of Folk Dances) at Tehsil level competitions of schools	50th anniversary of Punjabi Suba” organised by Punjab Govt	2016
Acted judge (in category of Folk Dances) at District level competitions of schools	50th anniversary of Punjabi Suba” organised by Punjab Govt	2016

Consultancy services provided by Mrs. Jasleen Kaur

Topic	Venue	Year
Acted as a coordinator and chief resource person for counseling services provided by team of M.Ed students	Govt. Sen Sec School, Aitiana	2014
Acted as a coordinator and chief resource person for counseling services provided by team of M.Ed students	Kendriya Vidyalaya-II	2013
Acted as Panelist for selection of T.G.T. and P.G.T. Teachers	K.V. No. -2, Air Force Station, Halwara for the year	2013
Expert on selection committee by the Vice-Chancellor for the selection of Assistant Professors in the subject of Economics.	Guru Gobind Singh Degree College, Gidderbaha, Distt, Sri Muktsar Sahib	2012
Acted as Judge for Inter College Competition- Skill in Teaching, On the Spot Teaching Aid Preparation, Preparation of Power point presentation and education Quiz	M.G.N. College of Education Jalandhar	2012
Acted as Judge in Poetical Recitation Competition in the annual Bal Mela organized by “Naujawan Bharat Sabha” from 2009-2012.	Village Pakhowal	2009-2012

Consultancy services provided by Dr. Pargat Singh Garcha

Topic	Venue	Year
Lesson Planning and Modes of lecture delivery	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2016
Grooming Presentation skills	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2016
Preparing Audio Visual Aids	Desh Bhagat College of Education, Bardwal Ludhiana	2016
Lesson Planning and Modes of lecture delivery	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2016
Leadership Traits & Attitudinal Changes in Police	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2016
Projecting Positive Image of Police through Social Media	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Stress Management in Police	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Role of Audio Visual Aids	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Attitudinal Changes in Police	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Positive Thinking in Police	Maharaja Ranjit Singh PAP Philaur	2015
Positive Thinking in Police	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Communication skills	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
Adolescence and its Problems	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Understanding Child Psychology some important parameters	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Demonstration lesson in teaching of Social Studies	DAN College of Education Nawanshehar	2014
Home work- Why, How and When	R.S. Model Sr. Sec. School Ludhiana	2013
Demonstration lesson on 'Water Cycle'	K.C College of Education Nawanshehar	2013
Concept Attainment Model	Kirpal Sagar College of Education Nawanshehar	2013
Continuous Comprehensive Evaluation	Guru Nanak Public School Halwara	2013
Classroom Management	Mukat Vidiya Mandir, Ludhiana	2012

Water cycle	K.C College of education Nawanshehar	2012
Use of AV Aids	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2012
Effective Teaching	R.S Model Sr. Sec. School Ludhiana	2012
Guidance needs of Adolescents	DM College of Education, Moga	2012
Lesson Planning	Mukat Vidya Mandir, Ludhiana	2012
Preparation of Audio Visual Material	RS Model School, Ludhiana	2012
Challenges and opportunities for Govt. School teachers	Govt. High Schoo,I Khasikalan	2011
Importance of AV Aids in teaching	Ryan International School, Ludhiana	2011
Preparing and using AV aids	Ryan International School,Ldh	2011

Consultancy services provided by Dr. Ramandeep Kaur

Topic	Venue	Year
Different types of methods of teaching	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2016
Different types of methods of teaching	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Different types of methods of teaching	Maharaja Ranjit Singh Punjab Police Academy Phillaur	2015
P.U. Inter Zonal (Zone C) Skill in teaching and on the spot teaching aid preparation competition	Baba Mangal Singh institute of Education, Bughipura Road Moga	2015
2 nd Inter school Mathematics Quiz	R.S. Model Sr. Sec. School, Shastri Nagar, Ludhiana	2015
Panjab University Inter zonal skill in teaching and on the spot teaching aid preparation competition	BCM college of Education, Ludhiana	2014
Workshop on lesson planning –skills and techniques	DIPS college of Edu, Rara Morr, Tanda	2014
Inter college skill in teaching and on the spot teaching aids preparation competitions(Tg of Mathematics)	Desh Bhagat College of Education , Burdwal, Dhuri	2013
For deliberate ideas on School Experience Programme Component I (A) of B.Ed syllabus	BCM college of Education, Ludhiana	2013
District level mathematics paper cutting/folding and formula development organized competition	Govt Sen Sec School, Cemetery Road, Ludhiana.	2013

conducted by secretary cum director general school education, Punjab Sarv Siksha Abhyan Authority Punjab		
Remedial Teaching	R.S. Model Sr. Sec. School, Shastri Nagar, Ludhiana	2013
Organized Mathematics Exhibition at Inspire internship science camp (A Programme of DST, New Delhi)	G.H.G. Khalsa College, Gurusar Sadhar, Ludhiana	2012

Consultancy services provided by Dr. Guneet Toor

Topic	Venue	Year
Pioneer in starting the tradition of Donation box services for student welfare.	Ajitsar Khalsa Senior Secondary School, Jangpur	2015

Consultancy services provided by Mrs. Jasvir Kaur

Topic	Venue	Year
Judgement in Skill - in – teaching competition (Social studies)	Desh Bhagat College of Education, Bardwal, Dhuri	2013

Consultancy services provided by Mrs. Mini Sharma

Topic	Venue	Year
Ludhiana School Sahodya Complex (West), Poem recitation Competition	Jatindera Green Field School, Ghuman	2016
Tools and techniques of Evaluation	R.S Model Sr. Sec. School, Ludhiana	2015
Panjab University Zonal Skill-in Teaching and Teaching Aid Preparation Competition	Guru Nanak College of Education, Gopalpur, Ldh	2015

Consultancy services provided by Dr. Jagjit Singh

Topic	Venue	Year
Talent Hunt/Competition (Shabad, Folk song, Dance)	Jasdev Singh Sandhu College of Education, Kauli, Patiala	2016
Ludhiana School Sahodya Complex (West), Poem recitation Competition	Jatindera Green Field School, Ghuman	2016

Consultancy services provided by Mrs. Rupinderjit Kaur

Topic	Venue	Year
Acted as judge for Poem Recitation competition	Bal Mela organized by Naujwan Bharat Sabha Pakhowal, Ludhiana	2013-15
Acted as Judge in Heritage items on Teej festival	G.H.G Khalsa College, Gurusar Sadhar	2015
Acted as Judge for Tehsil level Gidha and Bhangra competition	50th anniversary of Punjab state	2016
Delivered Lecture on Mass Counselling	Govt. High School, Abbuwal	2016
Delivered Lecture on Mass Counselling	Govt. High School, Raqba	2016

Consultancy services provided by Mr. Gurpartap Singh

Topic	Venue	Year
Communication Skills	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2016
Communication Skills	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015
Communication Skills	Maharaja Ranjit Singh Punjab Police Academy, Phillaur	2015

Consultancy services provided by Ms. Sukhjital Kaur

Topic	Venue	Year
Ludhiana School Sahodya Complex (West), Poem recitation Competition	Jatindera Green Field School, Ghuman	2016

3.3.2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, our faculty members are competent enough to undertake the consultancy. Various areas of competency of staff members are listed below:

- Guidance cell is established in the college.

- Staff members provide guidance services in the form of extension lectures and workshops to the different institutes of Punjab.
- Lectures on general topics and social issues like female foeticide, drug addiction, dowry system etc. are also delivered.
- Students themselves are the best source of publicizing the activities of the institution as they carry message to the home and community.

Faculty and competencies of consultancy

Sr. No.	Name of the Faculty	Area of Competence
1	Dr. H.S Brar	Member of NAAC peer team, Psychology, Geography
2	Dr. Sarbjit Kaur Ranu	Pedagogy of English, Value Education, Psychology
3	Dr. Manu Chadha	Teaching of Science, Judgment duty for school competitions, resource person at Police Academy Phillaur, Communication Skills, Psychology, Special Education
4	Mr. Rachhpal Singh	School Experience Programme, Mathematics
5	Mrs. Jasleen Kaur	Educational Technology, Teaching of SST, Economics
6	Dr. Guneet Toor	Guidance and Counselling
7	Dr. Pargat Singh Garcha	Cooperative Learning, Lesson Planning, Development of Audio Visual Aids, Models based Lesson Plans, Educational technology, Resource person at Police Academy Phillaur, Communication Skills, Guidance needs of Adolescents, Demonstration Lesson in Social Sciences
8	Dr. Jasvir Kaur	Philosophical basis of Education, Teaching of History
9	Dr. Ramandeep Kaur	Methods of teaching, Remedial Teaching
10	Dr. Jasbir Kaur	Educational Psychology
12	Mrs. Mini Sharma	Tools and techniques of Evaluation, Teaching of English

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The consultancy services provided by the institution are free of cost.

3.3.4. How does the institution use the revenue generated through consultancy?

The consultancy services provided by the institution are free of cost.

3.4 Extension Activities

3.4.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

Local Community has benefitted from the institution in the following ways:

- Each year the college organizes a free medical check up camp in collaboration with reputed hospitals of the city like D.M.C., Fortis.
- The college organizes a Blood Donation camp annually, in which student and teacher voluntarily donate blood for social cause.
- Students visit vocational rehabilitation centre every year where they contribute the collected fund as well as purchase things made by such handicapped people in order to motivate them.
- The college is offering college building/facilities for community members to organize functions.
- Air force employees every year celebrate their function in the college premises. College hall is also provided to adjoining school whenever required.
- Faculty is sent to the duties of national obligation like election duty and census duty.
- The college provides expertise in educational and vocational guidance to different schools in its vicinity free of any cost or charges.
- The NSS workers of the college take up cleanliness projects and organize awareness rallies.
- Students are also made to visit special schools as a part of community service.
- Extension lectures, debates, dramas etc. are organized in collaboration with various organizations like youth welfare department and Red Cross society.
- Alumni of the college have contributed a lot in different field of society.
- Teacher trained in this institution are serving on reputed posts in government and private organisations of the region.
- Various events like save girl child, international women day, birthdays of freedom fighters, essay writing competitions on empowerment of women etc. are organized involving different sections of communities through various NGO's.
- Institution being the oldest in the area has large number of students placed in the schools and training colleges, which helps immensely to have an effective social networking with other institutions.

3.4.2 How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution- school networking, etc.)

Institution benefitted from the community in following ways:

- Students attend and complete their teaching practice in various schools.
- Principals and teachers of these schools guide our students for the improvement of teaching skills.

- Some students are selected for appointment in these schools after completion of their course.
- M.Ed. students seek and get help of various schools for data collection under their research programs.
- Principals and teachers of various schools are invited for extension lectures.
- School personnel's suggestions are sought for making practice teaching more effective.
- Doctors from different hospitals like Premjit hospital, Fortis, Dayanand Medical College & Christian Medical College & hospital are invited.
- Students visit various community centers in order to complete their projects of Guidance and Counseling, Adult Education etc.
- Community representatives, parents and alumni of the college are invited to give useful feedback to the college.
- Representatives from community are also invited in meetings of Internal Quality Assurance Cell.
- Alumni of the institution take keen interest in the developmental affairs of the institution.
- The college gets support from the representatives of local self government and legislative assembly for the developmental activities.
- Eminent personalities from the local community actively participate in the college development programme.
- Community mentors are invited to college campus to give extension lectures on different topics.
- During the NSS camp the community provides material help and services to the institution.
- Village Panchayat, Block Department office, Child Development Office also plays an active role.
- Resource persons from different fields of the society visit the institution and interact with the staff and trainees.
- GHG Khalsa College of Education campus was established on the land donated by local community.
- Community supports the institution with donations, expertise and guidance at all times.
- We have a local managing committee which includes persons of repute as its members. These members act as liaison between institution and the community.

3.4.3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- Community oriented activities such as permanent service to orphanage, old age homes, blind schools, deaf and dumb schools are proposed.
- The college is planning to adopt some villages of the region and design some action programmes for eradicating problems like drug addiction, illiteracy, farmer suicides, unemployment etc.

- Special programmes will be arranged to give the awareness to students about health and precautionary measure against various diseases.
- Collaborations with NGO's in the field of education and Health.

3.4.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

The following programmes were envisaged and completed in last five years.

- Health awareness and bank literacy
- Human right awareness Camp among rural women /Domestic violence
- 'Say No To Drugs' Project
- Blood donation and Free Medical Camp every year
- Project with Youth Welfare Club: The College in collaboration with Youth Welfare Club completed a project on social issues in session 2014-15. Main tasks were:
 - Poster Making Competition was organized on social issues.
 - A series of Extension Lectures was organized on Social issues.
 - Flexes were displayed on various places surrounding the Sudhar village on the themes of social evils to aware the people.
 - An awareness rally was organized in the surrounding areas of the village Sudhar for the purpose of raising social awareness among the masses.

3.4.5 How does the institution develop social and citizenship values and skills among its students?

- Extension lectures on different topics related to social skills are organized by calling experts from schools, Banks, Religious institutions, police department.
- Co-curricular activities and extension activities are organized.
- Celebration of national days in college campus is a regular feature.
- Visit to native villages of freedom fighters
- Small groups interactions are held in tutorials.
- Various crafts are provided to the students to develop skills.
- Morning assembly is organized every week in which participation of each and every student is must.
- B.Ed. curriculum itself contains social and citizenship values and skills to the students.
- Visit to old age, orphans, hospitals and community places.

3.5 Collaborations

3.5.1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- The College is a life member of professional bodies like CTE, AIAER, GERA.
- Seminar and conference are organized in collaboration with these bodies.
- National Seminar was organized with collaboration of Council for Teacher Education.

- The College Principal and some faculty members are also member of these associations.
- The college has collaboration with Guru Gobind Singh Study Circle, an ISO 9001:2001 NGO recognized by the UNESCO.
- These associations provide a forum for discussion on problems related to education.
- Institutional school networking is facilitated with more than 25 schools in the vicinity of the college.
- The schools are helping to conduct teaching practice, and for conducting Skill in Teaching exams. Students from schools are also invited for conducting Model Lessons, Discussion Lessons and other activities.
- Sister concern colleges and schools have collaboration with the college
 - GHG. Khalsa College, Gurusar Sadhar (Estd 1948, 'A' Grade by NAAC)
 - GHG. Khalsa College of Pharmacy, Gurusar Sadhar
 - GHG Khalsa Senior Secondary School, Gurusar Sadhar
 - Dasmesh Khalsa Senior Secondary School, Heran.
- District Institute of Education for Teachers (DIET), Jagraon
- Punjab Geographers' Association
- Panjab University, Chandigarh
- Art cave Printers, Gurusar Publication, SG Publications and Twenty first century Publications
- NCTE NRC, Jaipur
- Extension Library of Panjab University, Chandigarh
- Department of Education of many leading universities of the region
- BDPO office, Local Panchyat, Local Gurudwara Prabandhak Committee
- Youth welfare department of Punjab Government
- Red Cross Society
- IGNOU study centre at Gurusar Sadhar

3.5.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

The faculty members are continuously participating in International seminar and conferences. The College has developed links with the following International Organizations to carry on its academic, research and extension activities;

- British Library, Chandigarh
- American Embassy library, New Delhi
- All India Association for Educational Research
- International Institute of Education and Management, New Delhi.
- Council for Teacher Education
- The Heritage, Mohali for Indo British Teachers Exchange
- Toronto College of Teachers, Canada.

3.5.3. How did the linkages if any contribute to the following?

Curriculum Development:

- The faculty is taking part in the Board of Studies and Faculty of Education of Panjab University, Chandigarh, since 1988.
- Dr. H.S. Brar acted as convener board of studies and member RDC, PU, Chd
- Dr. Manu Chadha is member of Academic Council of PU Chd.
- Faculty members have organized and participated in various workshops on Two year B.Ed. curriculum development. Seven deans of different universities have given their inputs in the workshops.
- Dr. Pargat Singh was a team member who developed curriculum framework for Apee Jay Satya University.

Teaching:

- Members from different organizations deliver extension lectures on various topics.
- The linkage with the various institutions has enhanced the teaching skills of the faculty and student teachers.
- Faculty has improved and modified their teaching, developed innovative teaching and learning strategies from the interaction with these institutions.

Training & Practice Teaching:

- From various collaborations faculty members have updated their field knowledge and enhanced skills.
- Faculty is continuously participating in different programs organized by them. Every year we donate many teaching aids to the practicing schools.
- Eminent personalities from neighboring schools and colleges of education are invited as judges or panelists.
- Association with more than 25 practicing schools, DIET, CTE, AIAER, GERA helps us in realization of paradigm shift made by the state in secondary school curriculum which enable faculty to train our would be teachers in a desired manner.
- The excellent rapport with our practice teaching schools helps our student teachers to experience directly the functioning of a full-fledged school. This makes the internship programme effective and fruitful.

Research:

- Faculty has attained membership of international bodies which has provided them adequate exposure through various activities of these organizations.
- Research focused seminars are organized by these organizations.
- The colleges' linkages with various practice teaching schools, colleges of education, degree colleges & community centers help in data collection.
- We invite experts from other institutions to up-grade our research methodology and techniques.
- For accessing databases, the college has linkages with other colleges and university library helps in research.

- Publication of articles in various journals (print and on-line) and conference proceedings has improved the research conduction and research writing skills of the faculty members.

Consultancy:

- In order to share the expertise of the faculty members, the college has developed linkages with various institutions at local, state and national levels.
- Faculty provides consultancy to schools, Education Colleges, Police Academy, Phillaur etc.
- It also helps in enhancement of consultancy skills of the faculty.

Extension:

- Faculty provides extension activities to the village Sadhar, other institutions and invite member of these institution to interact with faculty and staff members.
- Through these linkages, we are able to sensitise our student teachers, besides creating community awareness and developing empathy.
- Faculty as well as students attend workshop in the other institutions.
- GHG Khalsa Colleges organize blood donation camps, free Medical Camps with collaboration of Red Cross Society, Premjit Hospital, Fortis Hospital, Dayanand medical College and Hospital.
- Social awareness campaign with Youth Welfare Department.

Publication:

- Linkage with various organizations like (CTE, AIAER, GERA) has enabled the faculty to publish their research or practice papers in national and international journals.
- Faculty members work as peer review members, Editorial board member and NAAC Peer team members.
- Till date we have published 6 issue of research journal from art cave printers, two books of seminar proceedings from Twenty first century publication and third is in process.
- Faculty members have published more than 11 Books.

Student Placement:

- The placement cell of the college invites and maintains linkages with various schools and colleges.
- Many of our students are selected in various schools of the region.
- Thousands of our students are in government and private schools since the inception of college in 1955. They are working as Teachers, Principals, District Education Officers, Science supervisors, DPI and many are state and national awardees.
- Students are also placed in USA, Canada, Australia and New Zealand etc.

3.5.4. What are the linkages of the institution with the school sector? (Institute-school community networking)

- School heads, senior teachers of reputed schools are invited in the college for extension lectures.
- School teachers are invited to act as expert during skill in teaching examinations. School Principals are invited in college function.
- Schools heads and teachers are participating in conferences, seminars/workshop.
- The College faculty is invited in nearby reputed schools as experts for the selection of teachers in different subjects in schools.
- The College teachers are invited by various schools to act as judge in various school competitions.
- The College teachers are invited for faculty development programme of various Govt. and self financed schools.
- Staff of the institution is often invited as in different functions and conferences organized by schools.
- Schools send their requirement for teacher in the placement cell.

3.5.5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, the faculty in actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching in following ways:

- Before the first phase of teaching practice in each session the faculty and student teachers interact with schools to chalk out the practice teaching program.
- Teaching practice is designed according to the need, requirement and expectations of the school.
- Student teachers discuss the syllabus of their subject with the respective teacher in the school before the start of teaching practice and the teacher of the respective subject observe the lessons and provide feedback to the students.
- Interacting and obtaining feedback from the school teachers for content enrichment of school level subject matter and methodologies.
- School principal also interact with the student teachers and give support guidance and feedback in meetings during teaching practice.
- Supervisor of the college also interact with the school teachers and encourage them for their professional development.
- The College Principal often visits teaching practice schools during teaching practice for supervision, guidance and encouragement of student teacher.

3.5.6. How does the faculty collaborate with school and other college or university faculty?

- Participating in the syllabus revision process, examination work, admission related work of Panjab University, Chandigarh.
- Teaching faculty of the college attend conference /seminar/workshop/symposium organized by other institutions.

- Faculty member of the Panjab University Chandigarh, Punjabi University Patiala, Kurukshetra University, HP University etc. regularly participate in the conferences, workshops, extension lectures and seminars organized by the college.
- Faculty of the college often visits the schools of the city as subject experts for selection of teachers to act as judge in various competitions of schools and to participate in school functions.
- The College faculty is also invited from other colleges of education/degree colleges to act as judge in various inter college competition such as Skill in teaching, competitions.
- Faculty members serve as member of Board of studies, Faculty of Education, admission committees of Panjab University Chandigarh.
- Many of the faculty members are paper setters of different universities of the region.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The Institution has adopted following new measures to improve quality of research Consultancy and extension activities.

- The College Publishes Half-Yearly research journal “GHG Journal of Sixth Thought”.
- A dedicated room for research work has been made available in the library and separate research cell is established. Computers with Wi-Fi facility, Printer etc. are available for research work.
- Promoting a high research mindedness in the college, which is evident through the fact that 10 faculty members are Ph.D. and 5 are pursuing their doctorates. Other faculty members are in process of pursuing their doctorates.
- Faculty members are engaged in pursuing minor research projects funded by UGC.
- Study leave is given to faculty members. T.A. and D.A. is paid for attending seminars.
- Students are guided to prepare diagnostic and achievement test in their subjects for extension activities in school.
- A research committee has been framed to guide and to solve the problems.
- Publication of books by the faculty.
- Consultancy services to different schools and education colleges and other institutes are provided by the faculty.
- The College has collaboration with practicing schools and the faculty members act as subject experts for extension lectures and interviews.
- Career Guidance is given to the students.
- Free coaching for various competitive exams like CTET, PSTET, UGC is given in the college campus to B.Ed. and M.Ed. students
- Awareness Rallies, Blood donation camp, medical checkup camps are regular features of the college.

3.6.2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution? Additional Information to be provided by Institutions opting for Reaccreditation/ Re-assessment

College follows many good practices in research and extension.

- Research cell and Publication of Research Journal.
- The College encourages its faculty to undertake research work, 09 teachers are Ph.D. and 05 are pursuing.
- Faculty members are Ph.D. and M.Phil. guides.
- Research papers of faculty are published in reputed journals.
- Dissertation has been made compulsory paper for M.Ed. students.
- Faculty also helps the other research scholars by filling their questionnaires and sharing their valuable suggestions with them.
- Other research scholars can avail the library facility.
- College organizes various awareness drives in the schools and holds rallies in the community.
- State of the art seven store central library and college library. Regular updating of library resources with latest books on research.
- Active NSS unit and Youth welfare department.
- Diversified community work ranging from social services at old age homes, surrounding villages and orphanages to rehabilitation centres and institutions catering to the differently-abled.
- Visiting various institutions to render consultancy services.

Additional information to be provided by Institutions opting for Re-accreditation/Reassessment

- 1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?**

Peer team Suggestions	Action taken up by the College
Institution can take up some research projects	Two research projects have been approved by the UGC. UGC has sanctioned grant to two faculty members for their minor research projects in 2016.
Faculty need to be encouraged to write research papers	Around 200 papers have been published by the faculty in seminar proceeding books, National and international Journals.
Faculty in the institution can develop teaching learning material	Power Point presentations, teaching aids, study material is developed by the faculty.
With such a qualified faculty, college is yet to develop consultancy services	College has started consultancy services. Faculty members have provided consultancy to various organizations.
College can conduct more outreach programme for the villagers around through a well devised plan	The college is organizing blood donation and medical camp every year for the community. Apart from this NSS unit and youth welfare club is active for welfare work in villages.
The institution can organize ICT literacy campaign in the rural and urban schools of the town.	ICT enabled environment has been created in the college. Student teachers are trained in the use of ICT, during teaching practice they organize ICT literacy campaign by using these ICT enabled teaching aids.
Institute can easily collaborate with different apex bodies to attract more research projects	The college has got two research projects from UGC. The college is getting financial aids from PU Chandigarh to organize seminars and workshops. The institution is also trying to get grants from apex bodies in near future. The college has also applied for grant from RUSA.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment an accreditation.

Quality Sustenance and enhancement measures undertaken by the institution are:

- Publication of Bi-Annual Research Journal “GHG Journal of Sixth Thought”.
- Publications of seminar proceedings in the forms of Books with ISBN.
- Publication of Morning Assembly Booklet and Internship file.
- Participation of Faculty in seminars and a good number of publications by the faculty.
- Dissertation was an optional paper for M.Ed. students. Now, It has been made compulsory for all students.
- Radio Link dedicated Lease Line for uninterrupted internet in campus and hostels.
- Language lab, Cyber Library & up to date labs.
- Use of ICT, Wi-Fi Campus, Addition of LCD projectors and smart board
- Collaboration with National and International organizations and Universities
- Research projects are approved by the UGC.
- Most of the faculty members are member of national and International organization, some of the faculty members are life members of CTE, AIAER, GERA etc.
- Research guidance at Ph.D. and M.Phil., M.Ed. level. 09 faculty members are doctorate and five are Pursuing their Ph.D.
- The college has played an active role in the development of Two year B.Ed. curriculum of P.U, Chandigarh
- Alumni Association, establishment of Youth club and active NSS Unit.
- Seminar, workshops have been organized.
- Consultancy services are being given by faculty.

The college has always remained in the fore front among 200 colleges of education in Punjab in the area of academic activities, research, extension, consultancy and other activities. As a result of this research culture our 14 erstwhile faculty is working as Principals in various educational and degree colleges of Punjab this is the reason the institution is popularly known as ‘Nursery of Principals’.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Yes, the institution has sufficient physical infrastructure for its students intake as per NCTE norms.

- The college campus is located in village Sadhar and is connected to the main highway i.e. Ludhiana-Bathinda Tollways just 28 Kms from Ludhiana.
- The college has two campuses-the main campus G.H.G. Khalsa College of Education (for B.Ed and M.Ed) has complete academic infrastructure with total built up area 11696.52 sq. mts. and the other campus comprising of boys and girls hostels, play grounds, 400 mtrs track, indoor shooting range, gymnasium, stadium, Central Library, IGNOU Study Centre, etc. are shared with its sister institutes i.e. G.H.G. Khalsa College and G.H.G. Khalsa College of Pharmacy. Both the campus and its hostels are Wi-Fi with “Radio Link Dedicated Lease Line.”
- The college has 10 Classrooms, Multi-purpose hall, Seminar hall, Library, Science Resource Centre, Psychology cum Guidance Resource Centre, Maths Resource Centre, Educational Technology Resource Centre, Method Lab, Art and Craft cum Music Resource Centre, Smart Classroom/ Learning Gallery, Health and Physical Education Resource Centre, Student Centre and Girls Common Room.
- The college has also installed digital security monitoring system spread over the college campus and separate in the library for administrative supervision. Infrastructure is developed and upgraded as per needs of new era of technological advancement.

Campus -I.

Type of Room	No. of Rooms	Facilities
Class Rooms	10	<ul style="list-style-type: none"> • Each class room has a dais, front chalk board, O.H.P., Flannel board, two white screens-one for display and other for OHP, practice black boards (for students), with required furniture for seating arrangement.
Multipurpose Hall	1	<ul style="list-style-type: none"> • Permanent stage fitted with sound system. It has a projector with motorized screen, LED. Seating capacity for more than 300 persons.

Seminar Hall	1	<ul style="list-style-type: none"> Fully air-conditioned, sound system, LCD projector with screen, whitwhite cum green board, 150 seating capacity
Science Resource Center	1	<ul style="list-style-type: none"> Models & Charts, e-learning modules O.H.P., Slide Projector, Desktop, Projector Microscope and Improvised apparatus prepared by the students, specimens chemicals etc.
ICT Resource Center cum Language Lab	1	<ul style="list-style-type: none"> 30 computers, Wi-Fi campus, 4 broadband connections, 5 Laptops, 2 Interactive board, 1 Visualizer, 9 LCD projectors, 12 Overhead projectors, 5 LED TV, 2 Photostat Machines, 4 Printers, 2 Reprographic Machines, 1 Fax Machine, 1 Samsung 8" Tablet, portable LCD projector
Learning gallery/Smart Classroom	1	<ul style="list-style-type: none"> Computer, Interactive Board, LCD with dish connect facility, Home Theatre, Video player, projector, OHP, display charts and heritage corner.
Library Cum Reading Room and cyber library	1	<ul style="list-style-type: none"> 25,666 Books with Titles-9970 (including text - books) with computerized catalogue 28 Educational Journals (National 21, international 01 NCERT 06) 28 Prescribed Magazines Encyclopedia- 25 452 Dissertations, 10 Ph.D. Thesis, 20 NAAC SSR's 1094 Back Volumes 11 daily newspapers in English, Hindi, Punjabi are available 65 e-books on various subjects/topics. Two international on-line e-journals besides membership of British Library. Book Bank facility (free books issued to students for the whole session) Libmann software is used in the library Seven P.Cs. with internet in the cyber Library. Photostat machine for student's use.

		<ul style="list-style-type: none"> • Two reading rooms, one research section, one Reference section, administrative and technical section, etc. • Special Research section, Rare Section.
Principal Office	1	<ul style="list-style-type: none"> • Computer, AC, Fax, Internet Connection, Telephone, Intercom, LED TV with Satellite Connection, Digital Security Monitoring System in the Principal's office
Staff Room	1	<ul style="list-style-type: none"> • Computer, Intercom, proper seating arrangement
Administrative Office	1	<ul style="list-style-type: none"> • Fully computerized.
IQAC & Career Guidance & Placement Cell	1	<ul style="list-style-type: none"> • Well equipped, records, career books, tools and tests, computer with internet and printer
Psychology cum Guidance Resource Centre	1	<ul style="list-style-type: none"> • Adequate apparatus and approx. 100 psychological tests, departmental library with furniture, computer with internet
Mathematics Resource Centre	1	<ul style="list-style-type: none"> • Well equipped with sufficient furniture, computer and didactic models and aids.
Method Lab	1	<ul style="list-style-type: none"> • O.H.P., Projector, Video Recording Camera, LCD, Laptop, Flannel Board, and Chalk Boards, White Board, Mirror
Art and Craft cum music Resource Centre	1	<ul style="list-style-type: none"> • Collection of Art-pieces, pictures, models, paintings, drawings, sculptures, computer, Easel and Canvas, and other painting material. Musical instruments like Harmonium, Tanpura, Tabla.
Educational Technology Resource Centre	1	<ul style="list-style-type: none"> • Audio-Visual Aids, Computer, 5 Laptop, 5 T.V.s, 12 O.H.P.s., Slide Projector, Visualiser, Maps, Tracing Tables, Barometer, Models, Globes, 9 L.C.D. Projector, Tata Sky Satellite Channel Connection, VCR., Calculators, Projection Screens, Geometrical Wooden boxes, Weighing Machine, Geometrical Figures, Prepared Slides for automatic Slide Projector, Educational C.D.s, Stop Watch, Stop Clock O.H.P. Markers, Transparencies, Thermometer, Barometer with Wooden Frame, Day & Night Apparatus, Tracing Machine

Health And Physical Resource Centre	1	<ul style="list-style-type: none"> Sports room Indoor games like chess, carom, table tennis etc. Outdoor sports facilities like the play grounds of Hockey, Football, Hand Ball, Kho-Kho, Volley Ball, Basket Ball, Badminton etc. and field tracks, Gymnasium, Shooting range and Archery, Equipment and modules related to Yoga Health club with height weight measuring system, physical fitness equipment like dumbbells, treadmill and exercise cycle, It also contains models of physical education, charts and other learning material concerning health and physical education.
Playgrounds		<ul style="list-style-type: none"> Hockey, Football, Hand Ball, Kho-Kho, Volley Ball, Basket Ball, Badminton etc. and field tracks, Gymnasium, Shooting range and Archery
Store-I	1	<ul style="list-style-type: none"> Old records and furniture
Store-II	1	<ul style="list-style-type: none"> Old records
Student center	1	<ul style="list-style-type: none"> Canteen for Seating capacity of approx. 80 students. Attached wash room, LED with DTH and a tuck shop, mess, RO water system
Girls' common room	1	<ul style="list-style-type: none"> Bed, Almirah with all the required amenities.
Parking Space	1	<ul style="list-style-type: none"> Separate parking area for teachers and students which is well guarded, small park with a fountain
Separate Toilet Facility for boys and girls	2+4	<ul style="list-style-type: none"> Well maintained
Mata Ganga Girls Hostel		<ul style="list-style-type: none"> 3 storeys with 5 blocks, capacity of more than 350 girls with all the amenities, WiFi, dining hall, guest dining hall, common room, play room, study room, computer room, mess, solar water heater and RO water facility
Guru Hargobind Boys Hostel		4 storey building with solar water heater, TV, mess, dining hall, common room
Staff Quarters		5 staff residences for Class IV employees, 2 for faculty and 1 for accountant

Campus II

The second campus (spread over 34 acres) is just one kilometer from the old campus and is situated on the main highway. It houses the Staff Residences, Hostels, Playgrounds, Indoor Shooting Range, Central Library, Nihang Shamsher Singh Hall, Dhillon Open air theatre, 400 mtrs track, Stadium Conditioning Centre, Gymnasium, Hockey Astro turf, Residence for non-teaching staff, Management Office, Director's Office, Registrar's Office and Guest House besides Degree College and Pharmacy College.

The main building is 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.

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure facilities to keep pace with the academic growth?

The College Management fulfills the required necessities of the students and the faculty every year by considering the proposals in the budget meetings and instructs its construction wing to follow the decisions.

4.1.3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports?

The College has the following infrastructural facilities for various co-curricular and extracurricular activities:

- Art and craft cum Music room
- Multipurpose Hall
- Nihang Shamsher Singh Hall
- Learning Gallery cum curriculum laboratory
- Games and Sports Facilities-
- Indoor games like Table Tennis, Carom Board, Chess, Chinese Checker placed in the student center as well as in the boys and girls hostels.
- Outdoor sports facilities like the play grounds of Hockey, Football, Hand Ball, Kho-Kho, Volley Ball, Basket Ball, Badminton court etc. and field tracks, Multipurpose Gymnasium, Indoor Shooting range and Archery Range are in our parent campus.
- The college has badminton, Volleyball, Kho-Kho Ground in its own campus.
- The college conducts its Annual Sports Meet regularly in which students participate in long jump, high jump, javelin throw, tug of war, potato race, chalk race, three leg race, sack race, 50 m. to 800 m. races, disc throw, relay race etc.
- Gymnasium and a store in the campus in which all the sports items (badminton rackets, hockey, footballs, volley balls, hand balls, sports kit, net, short put, javelin etc.).

4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

- **Transport:** Seven College Buses are available for the students of Ludhiana, Mullanpur, Sandaur, Raikot, Mandi Ahmedgarh, and approximately 50 nearby villages (at a stretch of 100 km) at very nominal rates. Guarded Parking facility is available for students' vehicles.
- **Playgrounds:** Outdoor sports facilities like the play grounds of Hockey, Football, Hand Ball, Kho-Kho, Volley Ball, Basket Ball, Badminton etc. and field tracks.
- **Indoor Shooting Range:** Well equipped airconditioned 10 meter range with 25 working lanes. Membership of the shooting range is open to the people of the adjoining areas.
- **Archery:** Archery coaching caters to the needs of the college students as well as community members of the adjoining villages.
- **Conditioning Unit (Gymnasium Hall):** A well equipped conditioning unit cum Gymnasium hall is situated in S. Sardara Singh Sports Complex
- **Nihang Samsheer Singh Hall & Dhillon Open Air Theatre:** Nihang Samsheer Singh hall is in our parent campus and shared with our sister institutions i.e. GHG Khalsa College and GHG Khalsa College of Pharmacy, Gurusar Sadhar. It has a maximum seating capacity of 800 people. Dhillon Open Air Theatre is also in the main campus and caters to the needs of the students as well as for the extension services to the people of the adjoining areas.
- **Central Library:** The Central Library has an extensive stock of books, journals, encyclopedias on variety of subjects which can be accessed by staff and students of the three institutions.
- **Hostels:** There are separate hostel accommodations with ultra-modern facilities for male and female students. The hostels are situated in the main campus which is at a distance of just 1km. from the college. The hostels are common and shared with its sister institutions-Degree College & College of Pharmacy.
- In the women hostel (**Mata Ganga Hostel**), there is a separate wing for B.Ed. and M.Ed. students, which consists of 24 rooms. The total capacity of the girls' hostel is around 300. There is a separate wing for female teachers in the hostel. The hostel is furnished with a computer room with wi-fi connectivity. There are both Electric and Solar Geysers for the supply of hot water during winters. There is a separate sick room for the hostellers.
- Boys hostel (**Guru Hargobind Hostel**) has a unique and marvelous architectural 4-storeyed hostel located in the main campus. It has a separate warden, hostel superintendent and service staff. It has the capacity to accommodate more than 200 students.

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room for women, wash room facilities for men and women, canteen, health center etc.)

The institution has all the necessary facilities to ensure the health and hygiene of the staff and students. The facilities include:

- **Rest Room and Toilets:** The College has a separate rest room for women with attached wash room. Three more toilets have been added exclusively for women. There are separate toilets for male students & staff members. A separate toilet for transgender has been provided. Hygienic conditions are ensured by cleaning the toilets. Covered dustbins are placed at key places in the campus. Two permanent sweepers, one woman attendant and one gardener always make efforts to keep the institutional area neat and clean.
- **Student Centre (Cafeteria):** The College has a student center with a seating capacity of approx. 80 students. It has an attached wash room, LED with DTH and a tuck shop. There is a cafeteria with food items at nominal rates. The rates, quality and hygiene of the food items are supervised by a committee comprising of few staff members. It is under 24x7 surveillance.
- **Health Facilities:** Premjit Memorial Govt. Primary Health Centre is at a distance of one kilometer from the college and very close to the staff quarters and hostels. It was established by the President of Governing Council of the college in 1956. It provides 24 hours health services. College students, hostellers and members of teaching and non-teaching staff avail the health services from this hospital. The college has a first-aid box with necessary medicines, ointments, dressings etc. A female doctor is also available in the girls hostel.
- **Power / Water Supply etc.:** The College being situated in rural area, do not have public water supply system. The College has its own water supply system with a Submersible Pump and Water Tank. Water is available through 05 Water Coolers fitted with RO. It has three Electricity Connections (3-Phases) and a 40-KW/50 KVA Generator Set, a 20 KW Generator Set for uninterrupted power supply.
- **Gardening Area:** The space is reserved for the students who take up gardening as craft work. It is used for growing vegetables, flowers and other plants. With the change in B.Ed. pattern this area is now maintained by the gardener of the college.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, no. of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities etc.

Yes, College has hostels facility for boys and girls –

- There are separate hostel accommodations with ultra-modern facilities for male students (Guru Hargobind Hostel with an accommodation of 200 seats) and female students (Mata Ganga Hostel with an accommodation of 300 seats).
- The hostels are situated in the main campus which is at a distance of just 1 km. from Campus-I.

- The hostels are common and shared with its sister institutions-Degree College & College of Pharmacy.
- In the women hostel (Mata Ganga Hostel), there is a separate wing for B.Ed. and M.Ed. students, which consists of 24 rooms.
- It has a dining hall, tuck shop, common room with study tables, guest room, doctor's consultancy room, T.V., table tennis, & other indoor games, cyber lounge and child care centre.
- Daily newspapers and magazines are provided to the inmates.
- There is a full time warden, two superintendents and other service staff members.
- It has 24 hours power supply with the facility of Generator set.
- It has lush green grounds & flower beds. It has Volley ball, basketball and badminton courts.
- There is a separate wing for female teachers in the hostel.
- There are both Electric and Solar Geysers for the supply of hot water during winters.
- There is a separate sick room for the hostellers.
- There is a gurudwara in the hostel to inculcate spiritual values among the hostellers.
- Cultural and religious functions are celebrated in the hostel like Diwali, Holi, Lohri, Gurpurabs' etc.
- Boys hostel (Guru Hargobind Hostel) has a unique and marvelous architectural 4-storey hostel located in the main campus.
- It has all the facilities-Mess, Canteen, Dining Hall, Common Room, Sick Room, Guest Room, Wash Rooms, Generator Set, Play Grounds, Geysers and Solar System, Teacher's Wing etc. Daily news papers and magazines are provided to the inmates. It has a separate warden, hostel superintendent and service staff. It has the capacity to accommodate more than 200 students.

4.2 MAINTENANCE OF INFRASTRUCTURE

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- The major annual budget allocation and utilization of resources includes UGC development fund and the management fund. The college development committee ensures the optimal and proper use of budgetary allocations.
- The college has an internal and external audit mechanism. The college has a bursar who looks after each and every bill of the expenditure. All the bills are duly checked and attested by the concerned persons.

Year →	2011-12		2012-13		2013-14		2014-15		2015-16	
Heads ↓	Income	Expend	Income	Expend	Income	Expend	Income	Expend	Income	Expend
Building	2969414	233825	3380520	602303	2130925	2784709	2042400	2790864	2000100	463167
Laboratories	1051850	109076	850470	318123	956400	370485	1026470	589161	1037700	450505
Furniture	144600	71655	140100	168036	140400	308255	141600	19750	145450	12250
Equipment	-	112681	1988000	1988000	300000	374343	-	22410	-	93814
Computers	340500	174890	308200	191750	308800	538762	238234	191065	398000	584912
Transport	532000	192831	583900	1780747	527696	352397	771500	245289	516700	234353

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The facilities and infrastructure is planned as per the norms and requirements of NCTE and Panjab University, Chandigarh.

- The management has a separate department to maintain the infrastructure of all the institutions under its administration.
- There is a Director (Development), Registrar and a supervisor appointed to look after the development and maintenance work.
- The building is white washed / painted every alternative year.
- There is a workshop to handle the dilapidated work. The institute has a contract mechanism under which electric work, wood work, sanitary work etc. are accomplished.
- The college building is fully insured against any kind accidental damages. The hardware and software purchased from the market are maintained under the Maintenance Contract Agreement (AMC) i.e. Intercom, Photostat, Fax, Computers, Water Coolers etc. are covered under the maintenance agreements.
- The institution regularly spends a portion of its budget for the proper upkeep and maintenance of its infrastructure. Termite treatment is carried out from time to time.

Library

- Library is optimally used by the staff and students and also by the alumni.
- Library is computerized with 07 internet enabled computers and a reprographic machine.
- Publishers are invited every year to exhibit their books on the campus.
- Book bank facility is available and needy students are issued books for the whole session.
- Special periods are allotted in the time-table for library reading.

ICT Resource Centre

- ICT Resource Centre of the college has provision of 30 computers and other modern gadgets to aid teaching and learning to staff and students.
- ICT resource centre is used by students for making ICT projects and assignments, lesson planning, computer aided learning, slides on power-point with visual effects and research purposes.
- Students are also trained to use OHP's, LCD and Interactive board.

Learning Gallery

- The institution has a learning gallery which is used by both teachers and students.
- This gallery gives various visual, auditory and tactile learning experiences to match the teaching and learning styles of the pupil teachers.
- It displays printed information from various walks of life on the well maintained bulletin and flannel boards.

Language Laboratory:

- To develop language skills (listening & speaking) in all the three languages i.e English, Hindi and Punjabi among pupil teachers, the students are trained to develop modules.
- There is provision for special period in the weekly time table which is compulsory for B.Ed. and M.Ed. students.
- In B.Ed. class a new subject Language across the Curriculum has been introduced in session 2015-17 which engages all students in Language Lab.

Psychology cum Guidance Resource Centre

- To perform experiments related to compulsory subjects –Childhood and Growing up and Psychology for Individual and Social Development.

Multipurpose Hall

- Used for conducting various activities like-Cultural programs, various Workshops, Yoga classes, Seminars, Exhibitions etc.

Play Grounds (like Badminton, Volleyball, Kho-Kho, Table-Tennis and Athletics)

- Used for physical development of the students. Special periods are allotted in the time table for yoga and sports oriented activities.

ET Resource Centre

- Used as Audio Visual room is equipped with modern facilities to provide training in using technological devices in Classroom teaching. The student teachers are given hand in experience in using various equipments like visualizer , OHP, LCD projectors and Slide Projectors.

Method Lab

- Used by students for delivering their lessons which are recorded and later the students can see them on LCD and obtain their feedback.

Science Resource Centre

- Used for the demonstrations, preparation of teaching aids. Pupil teachers are issued models, specimen and charts for their practice teaching.

4.2.3. How does the institution consider the environment issues associated with the infrastructure?

The institution is eco friendly and is located in a pollution free area in a peaceful atmosphere away from the city's hustle and bustle. The institution keeps in view the

environmental issues and it is ensured that all the rooms are airy and well ventilated, spacious and well furnished with sufficient provision of fans and tube lights..

- A special event is organized for tree plantation every year, where 20-30 trees are planted in the campus, teaching practice schools and surrounding areas.
- The institution emphasizes on the minimum use of paper. Students are motivated to submit online assignments to reduce the use of papers.
- An awareness drive is conducted in the form of NSS and various extension activities to give knowledge regarding cleanliness and maintenance of campus and surroundings.
- Solar Lights and Solar Geysers have been installed in the college campus, installation of CFL in the classrooms is a step towards Energy Conservation.

4.3 LIBRARY AS A LEARNING RESOURCE

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services?)

- The institution has a very spacious library on the first floor of the student center building.
- It has a permanent qualified and experienced librarian (M. Lib., M.A., B. Ed.), a restorer, a technical assistant for the efficient functioning of the library (issue and return of books, Photostat facility, computers with internet facility).

4.3.2 What are the library resources available to the staff and students? (Number of books volumes and titles, journals – national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.)

The library has following resources for staff and students:

Numerous books are added to the college library stock every year. At present the college library has:

- 25,666 Books with Titles-9970 (including text - books) with computerized catalogue
- 28 Educational Journals (National 21, international 01 NCERT 06)
- 28 Prescribed Magazines
- 25-Encyclopedia
- 452 Dissertations
- 1094 Back Volumes
- 11 daily newspapers in English, Hindi, Punjabi are available
- 65 e-books on various subjects/topics.
- Two international on-line e-journals besides membership of British Library.
- Book Bank facility (free books issued to students for the whole session)
- Libmann software is used in the library
- Seven P.Cs. with internet in the cyber Library.
- Photostat machine for student's use.
- The library has two reading rooms, one research section, one Reference section, administrative and technical section, etc.
- The institute has a special Research section in the library to carryout the task of research in the field of education at the post-graduation level. It consists of number

of national and international journals, educational surveys, research books, dissertations, Ph.D theses, research oriented magazines etc. This cell provides the best resources to pursue the research work under one roof.

- In the library a Rare Section is maintained which has very old books.

4.3.3 Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

- Library plays a key role in supporting the academic activities of the institution. It supports the teaching and research programme by maximizing the access to information.
- The library consists of a reading hall with a seating capacity of 100 students, a reference section with computer facility and a research section It has 02 reading halls
- There are a number of almirahs and shelves, a magazine rack, display boards for the articles as well as for the new arrivals etc.
- The library has a computerized catalogue and internet connectivity. It also has a Photostat copier / printer for the exclusive use of readers.
- Students from other institutions also come to consult the available resources and learning material.
- Cyber library with 07 computers.
- Digital Security Monitoring systems are installed in the library
- Standalone inverter to ensure continuous power supply.

For updating and enriching the library, there is a Library committee comprising the Principal as its chairman, librarian and four faculty members which helps in selecting and purchasing the requisite material related to the library from the market. Even the individual faculty members can purchase new books from the market for their use which ultimately becomes the property of the library. The committee also takes decisions regarding modification of library services.

Composition of Library Committee

Dr. Sarbjit Kaur (Principal)

Mr. Ajit Singh (Librarian)

Dr. Manu Chadha (Associate Professor)

Mrs. Jasvir Kaur (Assistant Professor)

Dr. Pargat Singh Garcha (Assistant Professor)

Dr. Guneet Toor (Assistant Professor)

Dr. Ramandeep Sidhu (Assistant Professor)

4.3.4 Is your library computerized? If yes, give details.

Yes, the college has made the library computerized. Library data is maintained manually as well as with the help of computer management software Libmann.

4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the institution's library has the facilities of computers, internet and reprographic services. Adequate computers with free and unlimited internet facilities are available. Library has an e-corner which has provision of 07 computers with e-books related to the contents of the M.Ed and B.Ed course.

- Every staff member can access these sources in his/her free periods on all working days.
- Students access library during their vacant period and in their library periods and other free time (and after college hours during the examination days).
- There are two periods per week allocated to each section during which each student goes to the library and access various resources.
- Internet facility is available on the computers in the library for use of online course material for the staff and students.
- Reprographic services are also provided for the students and staff members.

4.3.6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The college has secured membership of information and library network (Inflibnet) centre which is an Autonomous inter-University Centre (IUC) of University Grant Commission (UGC) involved in creating infrastructure for sharing library and information resources and services among academic and research institutions.

- The college library has prescribed online international and national journals.
- Email id of the library is ghgedu.library@gmail.com.
- This mail id is used for library related correspondence.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day, etc.)

The college has spacious and well equipped library :

- It is open 7 hours per day (9.00 a.m. to 4.00 p.m.) on all working days.
- Students can access library facilities during summer vacations on all working days.
- The library functions for approximately 270 days in an academic year.

4.3.8. How do the staff and students come to know of the new arrivals?

- The new arrivals in the library are brought to the knowledge of students and staff by displaying titles on display boards and on the notice board.
- A Book Club has been formed which comprises of staff members and students who review books of different areas of interest.

4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the institution's library has a book bank facility for all the subjects related to B.Ed.and M.Ed. curriculum.

- It is a very old tradition which is regularly practiced in the institution.
- The needy students are issued books of all the subjects for the whole session.

4.3.10 What are the special facilities offered by the library to the visually and physically challenged persons?

The college library staff provides full assistance and cooperation to any physically challenged student admitted in the college. Such students are made books available on desk and full assistance is given in selection and retrieval of books.

4.4 ICT AS LEARNING RESOURCE

4.4.1 Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

- Information and Communication Technology has become an inbuilt system of the institution. Realizing the importance of ICT, the college authorities have laid a great stress on the effective use of ICT for academic and non-academic purposes.
- The college computer lab is a demarcating feature of the institution. The institution is enriched with the latest resources of ICT.
- The institution has 53 computers of latest configuration with 4 Broadband Connections, 3 laser printers, 9 LCD Projectors, 12 OHPs, 2 reprographic machines, 05 LED T.V.s and one Home Theatre.
- Each class room has its own OHP.
- Academia's SeroSoft ERP software has been initiated for college automation.
- Tally system as account maintaining software.
- The college has its own web-site, www.ghgcollegesadhar.org which is regularly updated from time to time in order to provide the required information.
- Online submission of research articles for research journal of the college i.e. "G.H.G. Journal of Sixth Thought".
- Online assignments are submitted by the students and the feedback to these are discussed in the classrooms.

ICT RESOURCE CENTER- ICT resource centre of the college comprises of the Education Technology lab, Learning Gallery, Method Lab, Computer Lab.

- All the regular faculty members have been provided with PC's for their exclusive use in their respective rooms /departments.
- The Education Technology Laboratory has LCD Projector, Visualizer, OHP, Desktop, TV, Film Projector, Slide Projectors and other equipments and vast variety of maps, globes, charts & instruments which teachers and students use for their teaching and learning purposes.
- There is a demonstration room (Learning Gallery) for displaying/presenting information through interactive board, laptop, LED TV, Home Theatre, DVD Player. CD's are shown to the small groups of students.

- The Method Laboratory of the college contains all the required equipment's i.e. O.H.P., Projector, Video recording camera, LCD, Laptop, Flannel Board, White board cum green board and other general aids.
- Students deliver their lessons which are recorded and later the students can see them on LCD and obtain their feedback.
- Each class room is equipped with OHP and Display Screen for ready to use at any time. The college has portable LCD projectors which are used in the class room as per the requirement.

4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

A compulsory paper "ICT – Skill and Development" is included in the B.Ed. syllabus in which basics, MS Office, Operating Systems, Internet basics, exploring different websites, learning from e - books etc are taught as skills to students.

There are computer periods in the time table for the students in which they are trained in digital literacy sand prepare and upload their assignments on the common email id- ghgassignment@gmail.com

4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

For curriculum transactional processes, ICT/new technologies like interactive Board, Smart Board, LCD Projectors, Web Camera and computers are properly used for following activities:

- Computer education is the compulsory subject for all the students.
- Communication skill development is a compulsory aspect.
- Extensive use of ICT in daily class teaching by the faculty.
- Interactive Board in the Learning Gallery and Visualizer in Educational Technology resource centre has been installed and is extensively used for teaching learning.
- Wi- Fi facility is made available to both students and faculty members.
- The faculty and student teachers make use of power point presentations, videos ,smart boards and CD's in teaching learning process.

4.4.4 What are major areas and initiatives for which student teachers use/ adopt technology in practice teaching? (Developing lesson plans, classroom transactions, evaluation, preparation of teaching aids)

The student teachers adopt technology for preparing teaching aids in the form of power point presentations, slides, transparencies, developing lesson plans, delivering lesson plans and giving seminars using interactive board and visualizer.

4.5 OTHER FACILITIES

4.5.1 How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

Yes, all the instructional infrastructure facilities are optimally utilized. The institution has an upgraded library, adequate number of classrooms, laboratories, computer facility and other learning resources. The classrooms are equipped with adequate furniture, computers and OHP and LCD projectors. Faculty and students make use of all these facilities for effective teaching learning process.

The institution shares its equipments in IT resources with the community e.g. the nearby schools often take teaching aids prepared by college students, the election office is lended with LCD projectors for election rehearsals, LCDs are also used by other teacher education institutions during Skill in Teaching Competitions.

4.5.2 What are the various audio/ Visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The Institution has adequate audio/video materials like Interactive Board, CDs & Educational Softwares, CD Player, OHPs, Computers, Television, Microphone, Chalk board/White board, Globe, Models & Charts, Maps of various types, LCD Projectors, Videos, etc.

The student teachers are encouraged to use the resources in the institution in the form of aids for developing their lessons. The teacher educators also use these aids in their daily teaching and demonstration lessons to make their lesson effective and interesting.

4.5.3 What are the various general and method laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The Institution has well equipped

- Method laboratory
- ICT cum language resource centre,
- Psychology cum guidance resource centre,
- Science resource centre,
- Mathematics resource centre,
- Educational technology resource centre ,
- Art and craft resource centre
- Learning gallery.

Each resource centre has a teacher in charge and instructor/assistant deputed for its maintenance and optimum usage. All the laboratories and resource centres are well equipped and optimally used.

4.5.4 Give details on the facilities like multipurpose hall, workshop, music and sports, transport etc. available with the institution.

- Well-equipped air conditioned Multipurpose Hall which has a fitted with latest sound system (amplifier and mixer) and a podium, a projector with motorized screen with a seating capacity for 300 persons.
- Art-cum-Music room is used for organizing co-curricular activities, seminar and workshops. College also has basic musical instruments such as Harmonium, Chimtaa and Tabla etc.
- Sports room with a provision of various Indoor games like chess, carom, table tennis etc. Outdoor sports facilities like badminton, Volleyball, Kho-Kho Ground in its own campus.
- Gymnasium and a store in the campus in which all the sports items (badminton rackets, hockey, footballs, volley balls, hand balls, sports kit, net, short put, javelin etc.) have been placed to be used by the players. It also contains models of physical education, charts and other learning material concerning health and physical education. Equipment and modules related to Yoga are also available in the health and Physical Resource room. A health club with height weight measuring system, physical fitness equipment like dumbbells, treadmill and exercise cycle .
- Seven College Buses are available for students from Ludhiana, Raikot, Mandi Ahmedgarh and Mullanpur and 50 other villages at very nominal charges on sharing basis with the sister institutes.

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, each room is fitted with a dais, front chalk board, O.H.P., Flannel boards, two white screens-one for display and other for OHP, practice green boards (for students),portable LCD projectors and computers with required furniture.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES:

4.6.1 How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

- The faculty practices diversity of instruction by using varied methods of teaching styles as required in different situations.
- The diversity of instruction is ensured through varied classroom techniques, use of electronic gadgets in classroom teaching, use of digital learning methods and materials, Online open source learning programmes, Micro learning modules, case studies and writings, discussion forums, quiz makers, peer reviewed assignments etc.
- Students are given instructions for practical and field work by optimum utilization of technologically well equipped laboratories i.e ET Laboratory, Method Laboratory and Computer Laboratory
- The students are encouraged to adopt these technologies in their practice teaching sessions, student seminars and presentations.

4.6.2 List innovative practices related to the use of ICT, which contributed to quality enhancement.

- The institution has introduced the concept of simulated learning / peer learning/ Cooperative Learning.
- In addition the staff also engages in E-Content development.
- Broadband with the unlimited internet connection
- Computerized library with e-resources
- College website with updates
- Enrollment in Infilibnet
- Language lab
- Automated office
- Develop power point presentations.

4.6.3 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/ adapted by the institution?

In addition to the foresaid practices other best practices adopted that leads to continuous improvement of infrastructure and learning resources are:

- Library software is used for providing documentation, bibliographic, hyper textual and other such service.
- Learning Gallery is equipped with interactive smart boards, Open Learning softwares, overhead projectors, digital audio video systems and wi-fi connectivity.
- Sharing of Multipurpose Hall and Playground by community.

Additional Information to be provided by Institutions opting for Reaccreditation/Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon? Observations by NAAC Peer Team in 2009:

The college has been accredited in 2009 with CGPA of 3.04 (‘A’ grade) and was adjudged as a ‘Leading College’ of the area. The college was appreciated for the well equipped infrastructure facility and learning resources of the college and following positive remarks were given:

- The institute has a spacious building with a school near its campus.
- College has good area marked for playground for organizing various sports events and outdoor games.
- There are separate laboratories for psychology, computer laboratory, smart class room, language laboratory, home crafts laboratory, science laboratory, and mathematics laboratory and educational technology laboratory.
- Separate hostel for boys and girls with requisite capacity.

- College keeps its campus clean and green. Cleanliness drives are organized with the help of students.
- Maintenance looked after by the director and a supervisor.
- Satisfactory allocation of funds exists for maintenance.
- The college has a good library with approximately 19376 books including 5440 textbooks, 948 reference books and more than 29 subscribed journals.
- The library has internet facility.
- The library opens on all working days from 9.00am to 4.30 pm.
- Photostat facility in the library may help the students to get more benefit of the books available in the library.
- There is good computer laboratory with the internet facility.
- Most of the staff members have been provided with desktops. There is requirement that each staff member is provided with internet nodes in their cabins.
- Efforts are needed that less stress is laid on hard copy. Creating paperless office is the need of the hour.
- There is a smart classroom concept to make students ICT savvy.
- There is book bank facility available for students.
- As modern gadgets that can be helpful for the development of self-learning material available in the institute.
- Publishers are invited every year to exhibit their books on the campus.
- Suitable infrastructure with good laboratories exists.
- ICT put to various uses.
- The college has tried to maintain and upgrade its positive aspects as remarked by the NAAC Peer team.

Actions taken:

The college has made the improvements based on the suggestions in the following way

- Whole campus has been made Wi-Fi. Each department has been issued their own PCs. Separate unlimited broadband connections for faculty and students.
- Automation of the office work has been done. Entire administrative and clerical work i.e. admission and fee collection has been made paperless. ERP has been installed for resource planning for the students, staff and for administrative planning purposes.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since previous Assessment and Accreditation with regard to infrastructure and Learning Resources?

Other quality sustenance and enhancement measures undertaken by the institution:

- Serosoft's Academia ERP software has been initiated for college automation.
- Interactive Board has been installed in learning gallery.
- Visualizer has been installed in educational technology resource centre
- Surveillance under digital security monitoring.

- Clean and clear water facility with RO Systems
- Library has been digitalized.
- E- Journals, e- books and Open Source learning software's have been made available in the library.
- College has adopted many innovative practices like each faculty member is attached with the family of a non-teaching employee for taking care of their health and general well-being. Blood donation camps, Eye and Health Check-up Camps are organized for all employees and local community.
- 7-Days regular NSS camp & two more One-Day NSS Camps are annual feature of the college
- Computer education is the compulsory subject for all the students.
- Online assignments are submitted by the students and the feedback is discussed in the classrooms
- Communication skill development is a compulsory aspect.
- Extensive use of ICT in daily class teaching by the faculty.
- To reduce the stress of the students yoga and meditation classes are a part of the time table.
- Continuous evaluation is part of B.Ed. and M.Ed. programme.
- Finishing School Programme has been incorporated in the college curriculum which was designed by the faculty to transform the personalities and boost confidence among the M Ed. & B.Ed, students. The programme endeavored to bring attitudinal changes and transformation in the future teachers.
 - Soft Skill Development:
 - Effective Communication Skills
 - Interpersonal Skills
 - Resume writing
 - Appearing in Interview
 - Etiquettes & Manners
 - Continuous Comprehensive Evaluation, Body Language, Dressing Sense.
- A Learning Gallery /Educational Museum has been established in the smart classroom which will help foster love for learning in the pupil teachers. This gallery gives various visual, auditory and tactile learning experiences to match the learning styles of the pupil teachers. The purpose of this gallery is to stimulate creativity, originality and thus open up new avenues of thought in the minds of the pupil teachers.
- Theoretical knowledge of different methodologies has always been an integral part of Teacher Education Programmes. Sensitizing this need, the college has introduced a method laboratory in the campus. This laboratory will give an opportunity to the pupil teachers to practice different methods and skills of teaching under close supervision of teacher educators.
- The college is proud of its ultra-modern hostel facilities made available, separately for males & females, at very reasonable charges.
- The campus has sufficient number of residential accommodations for the teaching and non-teaching staff at very nominal rates.
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- Pupil teachers are also trained in various language skills like listening, reading, writing and speaking. Apart from this pupil teachers are trained in typing textual material in regional languages (Punjabi, Hindi).
- In addition to mentor system for students, the college has also allotted teachers as mentors for non-teaching staff. The mentor teachers look after the issues related to personal and health problems of the assigned employee and his family.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

5.1.1 How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

- Admission process for M.Ed. is based on the entrance test conducted by the Panjab University Chandigarh which includes question items on General Awareness, Reasoning and Research/Teaching aptitude.
- At present the admission process in B.Ed. is based on the merit in qualifying examination and the entrance test (which includes general knowledge, teaching aptitude, reasoning test and language proficiency).
- The institution through its internal mechanism assesses the students' preparedness for the programme the following way:
 - Orientation Programme organized every year in the beginning of the session for 4-5 days in which interactions with the students are made. Staff is introduced, outline of course work, aims and objective, academic calendar are discussed with the students.
 - Student Profile Performa is prepared immediately after the admission.
 - Ice Breaking Sessions are organized in the mentor groups.
 - Talent search programme, which is spread over a week helps in recognizing the potentials of the students in areas like music, dance, theatre, literature, fine arts, creative writing etc.
 - Class Room Interactions in the beginning of the course.
 - The college organizes pre-practice teaching programme which comprises Model lessons, Micro and Simulated Teaching lessons.

5.1.2 How does the institution ensures that the campus environment promotes motivation, satisfaction and development and performance improvement of the students?

The college provides adequate infrastructural facilities to promote learning culture among student teachers.

The following activities & programmes play a significant role in motivation, satisfaction, optimum development and performance of student teachers.

Motivational Activities & Techniques	<ul style="list-style-type: none"> • Continuous appraisal of students learning is promoted through the timely evaluation, feedback, remedial programmes and enrichment activities. • Higher achievers are given certificates and special awards in annual function and convocation. • Teachers individually appreciate the achievement of the students in the classroom. • Issuing appraisal certificates for participants and winners of the various competitions.
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	<ul style="list-style-type: none"> • Encouragement of all students for participation in various activities. • Co-curricular and Extra-curricular activities are part of weekly schedule. • Achievements of students are published in the newspapers with their photographs. • Photographs of the college students of different sessions are displayed on the college walls & magazine (Miri - Piri). • Top achievers names are displayed on Roll of Honors Board. • Many types of scholarships are provided by the college.
Activities leading to optimum Satisfaction of student teachers	<ul style="list-style-type: none"> • Academic calendar is prepared well in advance to show the roadmap to the student teachers of tasks to be accomplished during each semester. • Central Student Council is formed every year which helps in active involvement in decision making in all major activities and functions. • Grievance redressal cell, Women cell and Anti Ragging committee is working actively. • College Library and Central Library is equipped with adequate number of Magazines, Journals, General books, Text & reference books. • Cyber Library is available. • Student teachers are provided with ample number of synopsis and dissertations of previous years for reference. • Healthy and hygienic food in the canteen. • Time table is framed keeping in mind psychological needs of student teachers. • Adequate time is given to the student teachers to complete their assignments.
Student Development Activities	<ul style="list-style-type: none"> • Mentor group wise morning assembly. • Students are divided into 5 different houses namely Glory House, Peace House, Harmony House, Joy House and Hope House. • Every student is allotted a mentor. Student queries are satisfied and problems are redressed by mentors at individual level. • Continuous improvement through assessment of student portfolio. • Organization of pre-practice teaching and practice teaching programme blended with internship to enhance students field based learning experiences • Career Guidance Programme • Linkage with NGO's and other Government agencies. • Undertaking the project with Department of Youth welfare and NSS dept. of Panjab University. • The institution organizes periodic seminars, debates, declamation contests and workshops to instill confidence in the students. • Use of regular, continuous and formative assessment to ensure the appropriate development of the students. • Timely organization of tutorials, remedial programmes, guidance and counseling services to support and ensure students progression. • Facility of group insurance policy for students.
Performance Improvement	<ul style="list-style-type: none"> • Remedial teaching is organized for slow and low academic achievers with an aim to enhance their academic and overall performance • Mentoring is provided with an aim to help students to overcome difficulties in learning.

	<ul style="list-style-type: none"> • Personal guidance is provided in mentor groups to above average achievers with an aim to enhance their academic and overall performance • Supervised Library Studies are organized in library period to promote group studies and Library studies. • Library facilities are extended during examination days. • Book bank facility is provided. • Timely feedback is given to help students for self reflection and improvisation. • Continuous appraisal of pre-practice teaching, practice teaching and internship is done by the faculty to sustain and enhance the quality of school based experiential learning programmes. • Experiential learning through visits, educational trips, community work, through laboratory work is provided. • Public speaking through morning assembly is developed in each student.
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5.1.3 Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The institution has a very low dropout rate. The gender-wise drop-out rate of students during the last five years is given below:

Drop-out rate of M.Ed. students during the last five years.

Academic Year	Total No. of Students			Drop-out No.			Drop-out (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	12	23	35	nil	nil	nil	Nil	nil	nil
2012-13	12	23	35	nil	nil	nil	Nil	nil	nil
2013-14	07	28	35	01	nil	01	2.85%	nil	2.85%
2014-15	08	27	35	nil	01	01	Nil	nil	2.85%
2015-16	06	25	31	01	01	02	3.2%	3.2%	6.4%

Drop-out rate of B.Ed. students during the last five years.

Academic Year	Total No. of Students			Drop-out No.			Drop-out (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2011-12	28	172	200	nil	nil	nil	Nil	nil	nil
2012-13	27	173	200	nil	4	4	Nil	2%	2%
2013-14	20	180	200	nil	01	01	Nil	0.5%	0.5%
2014-15	32	168	200	nil	02	02	Nil	1%	1%
2015-16	37	89	126	nil	02	02	Nil	1.58%	1.58%

Major reasons of dropouts are:

- Marriage especially in case of females
- Immigration to other states or countries

5.1.4 What additional services are provided to students for enabling them to competent for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

List of students appeared/qualified in SLET, NET, Central/ State services through competitive examination in the last two years

Year	Total No. of Students in SLET&NET			Total No. of Students in CTET and PSTET		
	Boys	Girls	Total	Boys	Girls	Total
2015-16	8	20	28	8	19	27
2014-15	10	16	26	12	17	29

College provides the following additional services for higher education of students:

- The placement cell establishes linkages with reputed institutions (schools and colleges) and refers students for job vacancies.
- Educational and vocational information is provided, special classes for development of Communication Skills.
- Lectures and workshops on resume writing and interview skills by Counseling cell.
- Library sources like Magazine, open library access, free internet, INFLIBNET, online journals, NET/SLET/TET books and books for competitive exams are provided.
- Placement cell disseminates information about job opportunities.
- Provision of special classes for NET (UGC) for M.Ed. students and TET classes for B.Ed. students in the time table.
- Free and unlimited access of computers and internet are provided to enable students to prepare for competitive examinations.
- The teachers teach the M.Ed. students by keeping in mind the syllabus of NET/UGC competitive examinations.
- Mock interviews are arranged for students.

5.1.5 What percentages of students on an average go for further studies/choose teaching as a career? Give details for the last three years.

Majority of teacher trainees opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching.

Details of the teacher trainees who went for further studies and opted teaching as profession is as follows:

Session	2012-13	2013-14	2014-15
Further Higher Education	60%	78.05%	68.65%
Teaching Profession	32.85%	17.68%	28.11%
Other Profession	7.15%	4.27%	3.24%

Note: Percentages have been workout from the available data

5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

- Library is open six days a week from 9 am to 4 pm and library facility is available for old students.
- Our old students faculty members from other education colleges come to refer research journals, research reports and thesis in college library.
- The passed out students seek help for resume writing and guidance before appearing for interviews.
- The ICT Resource center also handles queries and renders technical guidance to old students regarding preparing e-lessons and using smart boards etc.
- An online community on Facebook, Whatsapp has been created through which information on jobs, skills; current trends are shared with teacher trainees.
- The College website provides links to useful websites.

5.1.7 Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

- Yes, the college has an active Placement Cell since 2007 that provides guidance and placements services to students.
- The cell recommends present and passed out students to its sister concerns GHG Khalsa College Gurusar Sadhar, GHG Khalsa College of Pharmacy, Dashmesh Khalsa Senior Secondary school.
- Various job opportunities available are informed to the students by the Placement Cell.
- The cell recommends students to various schools (Teaching practice schools, and other Private and Govt. schools).

- In last two years 81 Students were placed with the help of Placement Cell in various schools.
- Placement cell is supported by providing computer with internet, books, periodicals and other placement related material.

5.1.8 What are the difficulties (if faced) by the Placement Cell? How does the institution overcome these difficulties?

Major difficulties are:

- Generally Course duration ends in June, but session of the school starts from April, this gap creates problems in timely recruitment of new candidates.
- TET and CET have created a challenge for placement.
- Process of recruitment of Govt. schools is channelized by the Govt. Only few PTA funded vacancies are available.
- The number of teacher trainees passing out with B.Ed. degree every year is more than number of jobs available in the state.
- Many students are not willing to accept job offers due to low salaries in unaided sector.
- The requirement of subject teachers of schools sometimes does not match with students available in that stream.
- Students are not able to accept a few job offers due to schools being in inaccessible areas.

The Placement cell makes various efforts to overcome such difficulties. Apart from practicing schools, placement cell makes liaisons with the Principal of private and public schools in neighborhood areas.

5.1.9 Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Yes, the Placement Cell and Teaching practice incharge of college have very good rapport with schools.

- The college forwards the data of pupil teachers to various teaching practice schools according to their requirements.
- College has collaborations with all the teaching practice schools
- Students are recommended to Private Teaching schools as per subject requirements.

5.1.10 What are the resources (financial, human and ICT) provided by the institution to the placement cell?

- Separate room is provided, one faculty members as In-charge (Dr. Manu Chadha) of the Placement Cell to arrange and co-ordinate placement activities.
- Required funds are provided to meet the expenses for postal, telephonic service, conveyance and organization of activities of cell. Some funds were provided by the UGC to establish.
- Required stationary, computer with printer and internet, table, Chairs, Book Racks, and Books for competitive exams are provided for smooth functioning of placement cell.

5.2 STUDENT SUPPORT:

5.2.1 How are the curricular (teaching-learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

<p style="text-align: center;">Planning & Implementation</p>	<ul style="list-style-type: none"> • The curricular framework developed by the affiliating body i.e. Panjab University, Chandigarh is made available and discussed in staff meetings. • Academic Calendar is prepared well in advance and disseminated to students. • Faculty development programme is organized in which course outline is prepared • Formations of Various committees • Need Assessment and Orientation Programme before start of the academic session. • Co-curricular and extra curricular programmes to be organised are displayed on college notice board. • Talent Hunt, Inter House Quiz competition, Speech, Poetry Recitation, Drama, Skit, Drawing & painting competitions etc. are also planned. • Utilisation of community resources as well as community services programmes is organised. • Extension lectures from experts are arranged. • Organization of morning assembly every week. • Celebration of important days. • Planning of indoor and outdoor sports games. • Regular meetings with management, Staff and Student Council. • Interaction with community resources and planning extension activities • Various co-curricular & extra-curricular activities including extension lectures, community service programmes.
<p style="text-align: center;">Evaluation</p>	<ul style="list-style-type: none"> • Feedback forms (about the college, course work and faculty) are filled by the students at the end of session. • Feedback from Alumni, Parents & other stakeholders. • Class room observation, test, house tests & university results. • Feedback received in visitor's book. • Feedback from external examiners. • Satisfaction of local community members. • IQAC meetings and subsequent action plan. • Feedback and suggestions are sought from staff, students & practicing schools to evaluate the curricular framework and identify gaps if any.
<p style="text-align: center;">Revision</p>	<ul style="list-style-type: none"> • Flexibility as per needs of the students. • Remedial classes are arranged. • Variety of evaluation techniques and retest of absentees and low scorers. • Working on suggestions from experts, externals examiners and community members.

5.2.2 How is the curricular planning done differently for physically challenged students?

- Reservation policy according to Punjab Govt norms.
- Barrier free access to Classrooms and toilets.
- Flexibility and extra assistance is given in the completion of their assignments, projects, lesson plans.
- Books and other learning material is made available on the desk to such students.
- Extra time is given to them during examination as per the University rules and regulations.
- There is adequate scope for flexibility of learning experiences for physically challenged students. Such students are allotted sections on ground floor for their convenience.
- Physically challenged students are allotted nearby schools for teaching practice.
- Bus facility is also provided to these students for reaching their concerned practice schools.
- College has facility of wheel chair for physically challenged students.

5.2.3 Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, Mentoring system is followed in the college.

- Total numbers of students are divided into small groups headed by staff members.
- There is a provision for Mentor period in the time table.
- Small group interactions and personal care is provided in mentor groups to share their experiences and discuss their problems.
- Mentors provide counseling to the students for their educational, personal, psychological, vocational, emotional problems.
- Mentors motivate students to develop positive attitude and participate in curricular and co-curricular activities.
- Morning assembly is organized by each mentor group in which all the students of the group participate, such an activity instills confidence for public speaking.
- All the mentor incharges prepare a cumulative record profile of the students to keep a track of their development.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

- Separate rooms for regular faculty with table, chair, almira, computer with Wi-Fi internet facility are provided.
- Staff is given study leave and duty leaves to attend seminars, conferences, workshops and engage in research work.
- The college has provisions of Wi Fi facility for access to internet for referring to content and reflections of international trends.

- College is technology enriched as it has Educational technology lab, Learning Gallery, Psychology Lab, Computers, Smart board, Overhead projectors in each classroom, smart TV, 5 LCD projectors etc. which are available for staff as well as students.
- The college organizes faculty development programmes for the faculty and encourages staff to participate in such programmes.
- Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new topic /concept introduced by the university.
- The faculty has contributed immensely in the preparation of observation schedule for lesson observation which has proved to be very useful.
- Workshops are organized on new trends, new syllabus, evaluation criteria etc. in which the faculty members participate constructively along with the faculty members of other colleges.
- There is a provision of unlimited internet access to the faculty members for updating their knowledge.
- The institution has a central library, cyber library and enriched resources in college library for effective teaching and mentoring.
- Mentor groups are formed in which 10 to 12 students are assigned a mentor.
- Mentor groups meet during the mentor periods weekly and as and when they have some personal or study problems.
- Central student council which includes class representatives of B.Ed. and M.Ed. also put forward their queries and problems during meetings with the Principal and faculty.
- Grievance redressal cell helps in resolving student grievances.
- Suggestion boxes have been installed at strategic places.
- Feedback from various sources is taken at the end of the academic year.

5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

- The institution has its own website i.e. www.ghgcollegesadhar.org
- SeroSoft's Academia ERP has been installed for automation of the college. A radio link has been established with the main campus.
- The website provides useful information regarding establishment of college, courses offered, Vision & Mission of the college, details of governing body, profile of head & faculty, admission procedure, activities & functions, outline of syllabi, academic calendar, committees, achievements, vacant posts, circulars and notices. It is updated as and when required.

5.2.6 Does the institution have a remedial programme for academically low achievers? If yes, give details.

- Academically low achievers are identified on the basis of class test and house tests.
- Supplementary exams are organized for low scorers and absentees.
- Books and simplified study material is made available for them.
- Mentor teachers assist low scorers.
- Individual help and special help is given after college hours.

5.2.7 What specific teaching strategies are adopted for teaching?

a) Advanced Learners b) Slow Learners

Specific Strategies adopted for teaching:

Advanced learners	<ul style="list-style-type: none"> • Participation in discussion sessions. • Power Point presentations. • Extra reading material is made available. • Involving them in team projects. • Encouraging them to participate in brain storming sessions. • Suggesting reference books & extra reading material. • Engage them in online learning at advanced levels. • Encourage them to participate in seminars and conferences. • Encourage them to participate in Youth Festivals and Skill in teaching Competitions. • Peer tutoring, Membership of central students council and editors of various sections and magazines of 'Miri-Piri'. • Tips for resume writing, appearing for an interview and preparing presentations are given during finishing school programme.
Slow learners	<ul style="list-style-type: none"> • By solving language problems especially English communication • Arranging remedial teaching. • Provisions of extra time for submissions of assignments and tasks. • Special notes and handouts to make understanding easier. • Peer- assistance and cooperation provided in class room situations. • Problems discussed with parents and feasible solutions found for improvement. • Assistance in mentor groups • Re-examination of low scorers • Extra care by the faculty by giving special attention. • Personality development program through finishing school program.

5.2.8 What are the various guidance and counseling services available to the students? Give details

The college has Guidance & Counseling Cell to provide educational, personal & career guidance to students and counsels them on various issues.

- Guidance to choose optional subjects.
- Guidance to select subject combinations as per demands of the job sectors.
- Personal problems are redressed to help students improve their performances.
- Peer issues are redressed and students are counseled for the better group behaviors.
- Occupational and vocational guidance is provided by experts.
- Facility of Cyber library, online reading material and use of ICT.
- Books for different entrance tests are issued to students.
- Students are guided regarding needs & demands of the global job markets.

**5.2.9 What is the grievance redressal mechanism adopted by the institution for students?
What are the major grievances redressed in last two years?**

- Grievance Redressal Cell
- Mentor Groups
- Women Cell
- Anti ragging committee
- Central Student Council
- Suggestion Boxes are installed in the College

Main grievances redressed in last two year.

- The main issues redressed by the cell are the financial problems of the students & their inability to pay fee in time. Such students have been helped by allowing them to submit fee in small installments.
- Special help from student aid fund and alumni aid fund are provided to such students.
- Personal and marital issues were addressed by giving personal counseling and individual attention by mentors.
- Improvements in hostel facilities by providing hygienic food and recreation facility.
- Concessions in college Bus fees.

5.2.10 How is the progress of the candidate at different stages of programs monitored and advised?

- The College ensures monitoring of student programmes through a continuous and comprehensive system of evaluation of theory and practicals.
- Every student's progress is monitored and discussed in staff meeting after each house exam.
- Student's performance is checked regularly through class tests, house tests, class presentations, assignments, projects, competitions, seminars and group discussions.
- Performance of the students is analyzed and progress is communicated to the students and in special cases to their parents too.
- Feedback is given to students on the basis of their performance.

5.2.11 How does the institution ensure the students’ competency to begin practice teaching (pre-practice preparation details) and what is the follow up support in the field (practice teaching) to the students during practice teaching in schools?

<p style="text-align: center;">Pre-practice Preparation</p>	<ul style="list-style-type: none"> • Two week Initiatory Teaching Practice in schools to acquaint them with school. • Students are given an opportunity to practice in method laboratory in simulated conditions, where there is a provision of video recording of lessons for feedback. • Before allocating schools for teaching practice, students preferences based on the location and medium of instructions followed in the school are taken on a prescribed performa. • Orientation about teaching subjects and school syllabii is discussed. • Discussion of various methods and techniques of teaching. • Providing knowledge about preparation and usage of various teaching aids. • Acquaintance and practice of micro skills. • Demonstration of 2-macro lessons by subject teacher/ old students/ winners of the skill in teaching in previous years. • Preparation and presentation of macro lessons by teacher trainee’s/in simulated situation. • Teacher Educators feedback on students lesson plans • Video recorded feedback to students on Micro lessons and Macro lessons
<p style="text-align: center;">Follow up support in the field (Practice Teaching)</p>	<ul style="list-style-type: none"> • The teacher trainees go to various schools for actual teaching practice under the guidance of teacher educators. • Daily attendance record is maintained. • Subject teachers observe the performance of teacher trainee’s in teaching, preparation and the appropriate usage of audio visual aids. • Suggestions are given in note books with regard to teaching at every step for improvement. • Initially the teacher educators check their lesson plans before and during delivery of the lessons and later on while the lesson is being delivered in the class. • Discussion lessons are delivered by teacher trainees and observations are made. • Peer group observation is also done during teaching practice. • School teachers and heads of the school give regular feedback • Week end reflections and discussions are held in every school. • Best teacher trainees participate in Panjab University Skill in teaching and Teaching Aid Preparation Competition.

5.3 STUDENTS ACTIVITIES:

5.3.1 Does the institute have an alumni association? If yes,

- I. List the current office bearers.
- II. Give the year of the last election
- III. List Alumni Association activities of last two years
- IV. Give Details of the top ten alumni occupying prominent positions
- V. Give details on the contribution of alumni to the growth and development of the institution

Yes, The Institute has an Alumni Association.

(i) List of current office bearers

- | | |
|--------------------------|---|
| Patron: | 1. Dr. H.S. Brar, Principal (Retd) |
| President: | 2. Mr. Santokh Singh Gill, State Awardee,
District Science Supervisor, Ludhiana |
| Vice Presidents | 3. Dr. D. J. Singh, Joint Director (Retd.) Punjab Police
Academy, Phillaur |
| | 4. Dr. Swarnjit Singh Deol, Principal, GHG Khalsa College
Gurusar Sadhar |
| | 5. Dr. Khushvinder Kumar, Principal, M. M. Modi College,
Patiala |
| Gen. Secretary | 6. Dr. Maan Singh Toor, Prof. of Economics & Sociology,
PAU Ludhiana |
| Working Secretary | 7. Mr. Rachhpal Singh Gill (Asstt. Prof)
GHG Khalsa College of Education, Gurusar Sadhar |
| Advisors: | |
| | i) Daya Singh, Mohie, DEO (Retd.) Now in Vancouver,
Canada |
| | ii) Principal Sarbjit Singh Toor, Dy. Director (Phy. Edu.),
Punjab |
| | iii) Sh. Ramparshad, Social Worker, Panchayat Member,
New Abadi Akalgarh |
| | iv) Gurnam Singh, Retd. Head GSSS Lalton |
| | v) Nachhatar Singh Hans, Lecturer |
| | vi) Parminder Singh Brar, DEO, Faridkot |
| | vii) Sukhdev Singh, Sr. Lect. DIET Jagraon |
| | viii) Gurmukh Singh Pohir, Principal, AFS Halwara |

Executive Members

Name	Address/ Institute
Dr. Joginder Singh Rana	Principal, MBBG RGC Girls College of Edu. Mansowal, Hoshiarpur
Dr. Kuldeep Singh	Dept. of Edu. Punjabi Uni. Patiala
Dr. S.S. Sangha	Principal , Dashmesh Girls College of Edu., (Former Dean, Education, Fellow P.U. Chandigarh)
Dr. Tarlok Bandhu	Principal, Khalsa College of Edu. Muktsar (Fellow, PU CHD)
Gurmeet Singh	Principal, Govt. High School, Aitiana
Gurdial Singh	SS Master Govt. Middle School, Chuaharpur
Jasvir Singh Akalgarh	SS Master Govt. Middle School , Leel
Prabhjot Sohi	Science Master Govt. Sr. Sec.School, Hans Kalan
Jaswinder Singh	Punjabi Master Govt. Sr. Sec. School Burj Littan
Jagjit Singh	Science Master Govt. Middle School,Birk
Kamaljit Kaur	Punjabi Mistress, Govt. Sr. Sec. School, Khanna
Seema Rani	Govt. Primary, School, Surja Goraya
Manvinder Singh Chahal	Govt. Sr. Sec. School, Galib Kalan
Rajdeep Singh	Govt. High School, Malak
Mohinderpal Singh	Govt. High School, Mallah
Rupinder Singh	Govt. High School, Nurpura
Kanwaljeet Singh	Govt. High School, Dholan
Mandeep Singh Sekhon	SS Master Govt. High School Dakha
Rajinder Singh	Govt. High School Bharowal Kalan
Lakhvir Singh	Ramgarhia Sr. Sec. School, Miller Ganj
Falwinder Singh	Govt. High School Sujapur
Jaskaranjit Singh	Govt. Sr. Sec. School, Khosa Pando, Moga
Gurbeer Singh	Govt. Sr. Sec. School, Alamgir
Amanbir Singh	Speaking Café, Pakhowal Road Ludhiana
Karamjit Kaur	Govt. Sr. Sec. School, Alamgir
Satwinder Kaur Gill	Sacred Heart Convent School, Jagraon
Ramandeep Kaur Sidhu	Asst. Prof. GHG Khalsa College of Edu. Ludhiana
Sunil Kumar	Headmaster, JSSA School, Kaunke
Varinder Kumar	Principal, Govt. Sr. Sec.School, Sanghera
Hardeep Singh	Govt. Sr. Sec. School, Daherka
Gurpreet Singh	Market Committee , Raikot
Birpal Singh	Life Insurance Corp. Jagraon

(ii) Give the year of the last election

Formal Alumni association was formed on May 18, 2003 under the Patronage of Dr. J.S.Brar. Alumni Association Membership was renewed in the year 2014.

(iii) List Alumni Association activities of last two years

1. Every year alumni association gives scholarships to the needy students from Alumni Association fund.
2. The Alumni Meet was organized in the college campus in which more than 200 members participated. The office bearers of Alumni Association were re-elected during the meet.
3. Extension lectures by renowned alumni were delivered.
4. The Members of Alumni Association were invited during Annual Convocation, Prize Distribution Athletic Meet and other important occasions.
5. Model lessons were delivered to the teacher trainee's by the Alumni.

(iv) Give details of the top ten alumni occupying prominent positions.

1. S. Santokh Singh Gill, District Guidance Counsellor, Ludhiana
2. S. Dharam Singh Mohie (DIG) Retd. Punjab Police
3. S. Pritam Singh Khalsa, DPI (Schools –Punjab)
4. Dr. D. J. Singh, Joint Director (Retd.) Punjab Police Academy, Phillaur
5. Dr. Swarnjit Singh Deol, Principal GHG Khalsa College Gurusar Sadhar
6. Dr. Khushwinder Kumar, Principal M. M. Modi College, Patiala
7. Dr. Maan Singh Toor, Prof. of Economics & Sociology, PAU Ludhiana
8. S. Daya Singh, Mohie, Retd. DEO (Retd.)
9. Mr. Sarbjit Singh, DEO (Secondary), Ludhiana
10. S. Parminder Singh Brar, DEO Secondary, Faridkot.
11. S. Sarbjit Singh Toor, Dy. Director (Phy. Edu.), Punjab
12. Dr. Joginder Singh Rana, Principal, MBBG RGC Girls College of Edu. Mansowal, Hoshiarpur
13. Dr. Kuldeep Singh, Asst. Prof., Deptt. Of Edu. Punjabi Uni. Patiala
14. Dr. S.S. Sangha, Fellow (P.U. Chandigarh) Principal, Dashmesh Girls College of Edu., Former Dean, Education, Fellow P.U. Chandigarh.
15. Dr. Tarlok Bandhu, Fellow (P.U. Chandigarh) & Principal, Khalsa College of Education, Muktsar.
16. Dr. Gurmit Singh, Fellow (P.U. Chandigarh) & Assoc. Prof, Malwa Khalsa College of Education, Ludhiana.

(v) Give details on the contribution of alumni to the growth and development of the institution.

The details on the contribution of Alumni through their feedback and constructive suggestions to the growth and development of the institution are as follows:

- Every year scholarship to needy students is provided from alumni association fund account.
- The alumni contribute books to the book-bank of the college.
- Alumni facilitate linkages with the community.
- Alumni facilitate linkages with other academic institutions where they are working.
- Participate as delegate, resource person in seminar and workshops in the college.

- Provide valuable feedback, suggestions regarding working of the college and regarding requirements of teaching profession.

Scholarship from alumni association fund is given every year to financially needy students:

Session	Amount Disbursed
2014-15	Rs.78000/-
2015-16	Rs. 25,000/-
2016-17	Rs. 64,000/-

5.3.2 How does the institution encourage students to participate in extracurricular activities including sports and games? Give detail on the achievement of students during the last two years?

The institution encourages students through motivated talks by the activity in-charges. Every possible help is provided to the participants and their contributions are recognized at various platforms. Students who participate in Panjab University sports championships are given TA/DA, the participants of Zonal/Inter-Zonal youth festivals are given refreshment and free hostel accommodation during practice days

Extracurricular Activities (Sports and Games)

The college has won Panjab University Athletic Championship 22 times and Overall championship 13 times and Overall runners up (Second position) 3 times.

Participation in Panjab University Annual Athletic Meets and Sports Championships

Event			
	2014-15	2015-16	2016-17
Relay Race (Boys)	-	-	Gold
100 mts (Girls)	-	-	Bronze
200 mts (Girls)	-	-	-
400 mts (Girls)	-	Silver	-
Shot put (Girls)	-	-	Gold
Long Jump (Girls)	-	-	Silver
Relay Race (Girls)	-	-	-
100 mts (Boys)	-	-	-
High Jump (Boys)	-	-	-
200 mts (Boys)	Silver	Gold	-
400 mts (Boys)	-	-	-
800 mts (Boys)	-	-	Gold
1500 mts (Boys)	-	-	Silver
Long Jump (Boys)	-	-	Bronze
Javelin Throw (Girls)	Bronze	-	-
Discuss Throw (Boys)	-	-	Bronze
Football(Boys)	Gold	Silver	Gold
Kabaddi(Boys)	Silver	Silver	Silver
Badminton(Boys)	Bronze	Bronze	-
Volley ball(Boys)	Bronze	Bronze	Bronze

Other Achievements in Sports

- Have Won All over Runners-up Trophy in Panjab University Annual Athletic Championship consecutively for three sessions i.e. 2014-15, 2015-16, 2016-17.

Extracurricular Activities (Cultural)

The college students participate in Panjab University Zonal/Inter-zonal/Inter-varsity Youth and Heritage festival every year and attain remarkable achievements

College bagged 26 prizes in total including 6 first prizes, 11 second prizes and 9 third prizes

Name of Item	Position in 2014-15	Position in 2015-16
Malwai Giddha	First	Second
Bhangra	First	First
Bhangra (Individual)	First	First and Second
Mime	First	-
Mime (Individual)	First	-
Dasuti	First	-
MalwaiGiddha (Individual)	Second	First
Bhand (Individual)	Second	First
Bhand	-	First
Quiz	Second	Second
Giddha	Second	Third
Giddha (Individual)	Second	Third
Creative Writing	Second	First and Third
Installation	Second	-
Cartooning	Second	-
Poster Making	-	Third
Baag	Second	Third
Pakhi Making	Second	Second
Group Folk Orchestra	-	First
Group Folk Orchestra (Individual)	-	First and Second
Folk Instrument	Third	Third
Kali	Third	-
Kavishri	Third	-
Gazal	Third	Third
Folk Song	Third	Second
Mehndi Designing	Third	Second
Crochet Work	Third	-
Rangoli	Third	-
Group Singing	--	Third
Instrumental Music	--	First
Skit	--	Third
Debate	--	Second
Guddian Patole	--	Third

Tokri Making	--	Third
Rassa Vatna	--	Third
Knitting	--	First
Vaar Singing	--	Second
Malwai Giddha (Intersarsity)	Second	Second

Extracurricular Activities (Skill-in-Teaching Competition)

The college students participate in Panjab University Zonal/Interzonal/ Skill-in-Teaching and Teaching-Aid-Preparation Competition every year. The college students bagged 17 prizes in 2014-15 and 12 prizes in 2016-17.

Sr. No.	Subject	Position in 2014-15		Position in 2016-17
		Zonal	Inter-Zonal	Zonal
1.	Teaching of Punjabi	First	Second	
2.	Teaching of Geography	Second	First	
3.	Teaching of Mathematics	First	-	First
4.	Teaching of Physical Education	First	Third	Second
5.	Teaching of Hindi	-	-	Third
6.	Teaching of English	-	-	-
7.	Teaching of History	Third	Third	Second
8.	Teaching of Economics	Consolation	-	Consolation
9.	Teaching of Science	-	-	Third
10.	Teaching of Social Studies	-	-	Third

Extracurricular Activities (Teaching Aid Preparation Competition)

Sr. No.	Subject	Position in 2014-15		Position in 2016-17	
		Zonal	Inter-Zonal	Zonal	Inter-Zonal
1.	Teaching of History	-	-	Second	-
2.	Teaching of Economics	Second	First	First	-
3.	Teaching of Geography	First	First	-	-
4.	Teaching of Physical Education	Third	-	-	-
5.	Teaching of English	-	-	-	-
6.	Teaching of Hindi	Second	Third	Third	-
7.	Teaching of Mathematics	-	-	-	-
8.	Teaching of S.St.	-	-	-	-
9.	Teaching of Punjabi	-	-	-	-
10.	Teaching of Science	-	-	First	First

OTHER ACTIVITIES

- Seminars and Workshop on various topics is a regular feature of the college. B.Ed. and M.Ed. Students also take part in the classroom seminars.
- Mentor System and Morning Assembly
- Talent Search Programme
- One day and Seven days NSS camps
- Extension Lectures by eminent scholars
- Formation of Clubs like science club, social vision club, literary club, cultural club etc. are also formed to ensure the participation students in different activities.
- College celebrates important days like Independence Day, Republic Day, Teachers Day, Punjab Day, Hindi Divas etc. Various festivals like Diwali, Lohri, Gurupurabs etc. are also celebrated every year.

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazines and other. List the major publications/materials brought out by the students during the previous academic session.

- The institution engages students in work related to publishing material of the college like brochure, college magazines, wall magazines and research journal etc.
- Student editors are selected for college magazine for all sections.
- Students maintain the college wall magazines and bulletin boards with their creative works & writings.
- Students contribute creative articles to college magazine 'Miri-Piri'.
- A contribution of all the students in the morning assembly is published in a book form under title "Morning Prayers."
- Some students share their articles in leading newspapers, blogs, facebook and other social media.

5.3.4 Does the institutions have a student's council or any similar body? Give detail on-constitution, major activities and funding.

- Yes, institutions have a Central Students Council to ensure democratic functioning in the college. It comprises elected members along with three staff advisors.
- The Council share students' issues and grievances.
- The council assists the staff in smooth conduct of curricular and co-curricular/extra curricular activities.
- They help in maintenance and beautification of campus and to ensure discipline in the college.

- Central Students Council's year wise detail is given below:

Sr. No.	Name of House	Name and Roll no. of C.R.		
		2013-14	2014-15	2015-16
1.	Harmony House (M.Ed.)	Ramandeep Kaur (308)	Sudhir Kumar (301)	Kamaljeet Kaur (512)
		Varinder Singh (322)	Navjot Kaur (310)	Satnam Singh (521)
2.	Hope House (B.Ed. Sec. A)	Jatinder Kaur (49)	Navjot Kaur (13)	Baby (160)
		Nishant (97)	Satnam Singh (237)	Harjinder Singh (13)
3.	Peace House (B.Ed. Sec. B)	Maninder Kaur (194)	Avinash Kaur (102)	Neha (179)
		Ajay (122)	Ujjawal Saggar (218)	Gurwinder Singh (05)
4.	Joy House (B.Ed. Sec. C)	Seema (87)	Bhawanpreet Kaur (103)	Amritpal Kaur (09)
		Davinder Singh (219)	Mandeep Singh (127)	Prabhjot Singh (108)
5.	Glory House (B.Ed. Sec. D)	Talwinder Singh (84)	Pardeep Kaur (168)	
		Medha Syal (220)	Hardeep Bassi (236)	

5.3.5 Give detail of the various bodies and their activities (academic and administrative), which have student representations on it.

The various bodies and their activities which have student representation are as below:

- Central Student Council solves the problems of teacher trainees with the help of Principal and faculty.
- Central student council is a part of the IQAC and participate in strategic decision making.
- Discipline committee maintains discipline in the institution.
- Grievance Redressal committee has student membership to help redress student's grievances.
- Refreshment committee arranges refreshment during functions for guests and students.
- Cultural committee motivates the teacher trainees to take part in different activities and help in organization of various cultural programmes.
- Co-curricular & Sports Committee motivates the teacher trainees to organize and participate in various track and field events.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduate and from employer to improve the preparation of the programme and the growth and development of the institution?

- Yes, the institution seeks suggestions and feedback from students during the session and at the end of the session.
- Feedback is also taken from the school heads & teachers during teaching practice.
- Suggestions are also sought from Student Council regarding the programme, organizational set-up and institutional practices.
- Suggestions are sought from prospective employers in the form of Feedback on performance and through meetings and discussions.

5.4 BEST PRACTICE IN STUDENT SUPPORT AND PROGRESSION:

1. Give details of institutional best practices in student support and progression?

- Mentor Group System
- Organization of Weekly Morning Assembly and its publication in a form of booklet.
- TET coaching for B.Ed. and M.Ed. students and NET coaching for M.Ed. students
- State of the art seven story Central Library and Book Bank Facility
- ERP system
- Finishing school Program
- Working of Method Lab
- Organization of NSS camps
- Maximum Participation and prizes in Co-curricular activities (Cultural, sports and others)
- Maximum Participation and prizes in Panjab University Skill in Teaching and teaching aid preparation competitions at Zonal and Inter Zonal Level.
- Scholarship to needy students from college funds

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What are the evaluation observations made under student Support and Progression in the previous assessment report and how have they been acted upon?

The peer team appreciated the work done by the institution in regard to Student Support and Progression.

Peer team Suggestions	Action taken up by the College
Placement cell of the Institution needs to be further strengthened	<ul style="list-style-type: none"> • Placement Cell has collaborated with reputed schools. • Proper record of student information is maintained. • Advertisements of vacancies are displayed on notice board. • CTET and PSTET and UGC-NET coaching for free of cost is provided to the students.
A formal grievances redressal cell is required in the institution	<ul style="list-style-type: none"> • The College has a grievance redressal cell that redresses problems and difficulties of the students. Grievances communicated through suggestions box, student council, feedback performa and issues discussed/shared by students with head and staff members are reviewed and analyzed. • Mentor Groups are working efficiently. • Women Grievances cell is established. • Anti Ragging committee is formed. • Central Student Council is working efficiently.
Some formal system to help the needy students by way of fee concession will be good thing in such an institution	<p>Students Financial Aid Committee is formed which approves scholarships to needy students. In last years along with State Merit Scholarship/Post-Matric Scholarships/scholarships for Minorities, the students were provided financial aid from the Students Aid Fund of the College and from Alumni Association fund in each session.</p> <p>Apart from this Late Sardarni Tarsaimjit Kaur Memorial Scholarship of Rs. 1000/- per month was given to a deserving student of B.Ed. drawn out of Principal's (Dr HS Brar) Sumptuary Allowance.</p>

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Student Support and Progression?

- The institution has enhanced its placement services
- Placement Cell has collaborated with reputed schools
- Proper Record of student information is maintained.
- Alumni Association's active involvement.
- Faculty development and career progression
- Financial help/ scholarships to the needy students. details are given below:

Session	Type of Fund	No. of students benefited	Total Amount
2014-15	Student Aid Fund	29	105682/-
	Alumni Association Fund	13	78000/-
	Post Matric Scheme	43	1221666/-
	P.U. Means Cum Merit	12	96000/-
	State Merit Scholarship		
	Late Sardarni Tarsaimjit Kaur Memorial Scholarship	1 (10 months @1000)	10000/-
2015-16	Student Aid Fund	11	46000/-
	Alumni Association Fund	8	25000/-
	Post Matric Scheme	88	641119/-
	P.U. Means Cum Merit	21	168000/-
	State Merit Scholarship		
	Late Sardarni Tarsaimjit Kaur Memorial Scholarship	1 (10 months @1000)	10000/-
2016-17	Student Aid Fund	8	82000/-
	Alumni Association Fund	7	53000/-
	Post Matric Scheme	--	Not received yet
	P.U. Means Cum Merit	--	Not received yet
	State Merit Scholarship	--	Not received yet

Besides **State Merit Scholarship/Post-Matric Scholarships/Scholarships for Minorities**, the students were provided financial aid from the **Students Aid Fund of the College and from Alumni Association fund** in each session. Apart from this **Late Sardarni Tarsaimjit Kaur Memorial Scholarship** of Rs. 1000/- per month was given to a deserving student of B.Ed., drawn out of Principal's (Dr. H.S.Brar) Sumptuary Allowance. Students Financial Aid Committee approved scholarships to needy students.

CRITERION VI GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

6.1.1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Purpose: The institution aims to fulfill its Vision, Mission and attain excellence in teacher education, moving steadfast on its value system through the following

Objectives:

1. To provide quality in professional education for the preparation of secondary school teachers as well as teacher educators.
2. To sensitize the would-be teacher for the sustenance of value-oriented education.
3. To provide varied learning experiences and specified knowledge to produce skilled and devoted teachers in various specialized areas.
4. To provide equitable opportunities to the disadvantaged sections of the society.
5. To sensitize the pupil-teachers towards social and environmental issues and community development.
6. To equip future teachers with latest (ICT) technology and its effective use in teaching-learning and evaluation.
7. To provide opportunity to the faculty for continuing professional development.
8. To provide training in Multi- Skill development including Communication, Leadership training and Life skills for better employment opportunities.
9. To develop aesthetic sensibilities among teacher trainees.
10. To synchronize institutional goals and ventures with regional, national and global needs and aspirations.
11. To carry out research and extension activities in the field of education.
12. To adopt innovative practices for excellence in widening educational spectrum.

Vision: The College envisages producing 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 and devotion to the profession. To provide qualitative teacher education to meet the ever impinging demands of 'knowledge society', to contribute towards 'knowledge economy', preparing teachers who are 'reflective' and 'affective' practitioners equipped with IT tools, fit to economically survive in the globalized and competitive educational world at the local, regional, national and international levels.

Mission: G.H.G. Khalsa College of Education, Gurusar Sadhar 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.

Values: G.H.G. Khalsa College of Education is associated with the name of sixth Sikh Guru, Guru Hargobind Sahib Ji, who donned the swords of “Miri-Piri” that symbolize temporal authority. The purpose behind the establishment of this college was to cater the needs of the youth of rural areas in the right spirit of service and sacrifice as taught and practiced by the Sikh Gurus. The college motto “**Humility of mind, Mellowness of thoughts**” clearly reflects its value oriented approach towards teacher education. The college conscientiously strives to inculcate in the pupil teachers all desirable values as enshrined in our constitution:

- Democratic values of justice, equality, fraternity and freedom.
- Intellectual knowledge and quest for attainment of truth towards self upliftment and achieving excellence.
- Social values of conforming to social norms and sensitivity towards social needs and punctuality for deeds.
- Cultural values of tolerance, humility, dignity of labour and upholding Indian ethos.
- Value of integrity of character.
- Spiritual values of faith on almighty, His sovereignty and commitment towards teaching profession.
- Moral values of honesty, truthfulness, contentment and moral stability.
- Aesthetic values of appreciation and adoption of beauty and goodness.
- Basic physical values of health efficiency and beauty of physical life.

The Vision, Mission and the values are made known to the stakeholders through College Website, prospectus, College magazine and Bulletin boards etc.

6.1.2. Does the mission include the institution’s goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education Institution’s tradition and value orientations?

Yes, the mission includes the institution’s goals and objectives in terms of addressing the following:

- **Needs of the society:** Working for rural upliftment, up-keeping national and global standards to establish a learned society equipped to meet all exigencies of human development.
- **Needs of the school sector:** Providing dynamic and competent secondary school teachers as well as teacher educators.
- **Institution’s Traditions and Value Orientations:** Mission statement ‘Mann Neeva, Mat Uchhi’ (Humility of mind, Mellowness of thoughts) Keeping student teachers abreast with Indian ethos, modern educational technologies, imbued with ‘die-hard’ spirit of selfless service to the cause of education.

6.1.3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning process (functioning and composition of various committees and board of management, BOG, etc.)

The institution is managed by the “Governing Council GHG Khalsa College, Gurusar Sadhar” which is a registered body under the Societies Registration ACT XXI of 1860, registered since May 30, 1952, comprises of dedicated, educated and dynamic visionaries from the local area. The management takes keen interest in the development of the institutes under its care, i.e.,

1. GHG Khalsa College, Gurusar Sadhar. (Estd. 1948) NAAC ‘A’ grade college
2. Dasmesh Khalsa Senior Secondary School, Heran. (Estd. 1952)
3. GHG Khalsa College of Education, Gurusar Sadhar. (Estd. 1955) NAAC ‘A’ grade in 2009
4. GHG Khalsa College of Pharmacy, Gurusar Sadhar. (Estd. 1984)
5. Khalsa Collegiate Public School (10+2 Science, Commerce)

Historically, the institutes, GHG Khalsa Colleges are associated with the name of Guru Hargobind, the sixth Sikh guru who once visited this place in 1688. It was started as a gurmukhi pathshala in 1921 which became high school in 1928. An intermediate college was started in 1948 which developed into a degree College. Later on B.Ed (B.T.) was started in 1955 and M.Ed class was started in 1982. The degree college was shifted from the old campus to the new campus in 1960 which now houses the Management Office, College of Pharmacy, Degree College, Hostels, Play Grounds, Stadiums, Gymnasium, Indoor Shooting Range, Central Library, Nihang Shamsheer Singh Auditorium and Staff Quarters etc.

- College has a Managing Committee comprising the President, Vice-President, Secretary, Director, Registrar, Principal (as Ex-Officio), two Staff Representatives, Treasurer and other members of local community.
- The management under the able leadership of Mr. Manjit Singh Gill (President) is committed to provide leadership for the betterment of the institutions.
- It monitors the developmental activities, transaction of teaching and learning activities, class results, financial transactions, human resource management and ensures the availability of all that is required for the smooth functioning of the institutes.
- The management has also established a directorate for planning development activities of the institutions being run and maintained by it.
- The management holds the meetings of the Governing Council, Managing Committee, coordination committee and other bodies periodically as well as whenever necessity arises.

6.1.4 How does management and head of institution ensure that responsibilities are defined and communicated to the staff of the institutions?

- The management plays a very constructive, supervisory role and institution enjoys full autonomy to grow and expand with least interference from the stakeholders.

- The management reviews the activities of the institution by informal visits and is also formally invited for meetings, functions or any other get together.
- Principal holds regular meetings to identify responsibilities keeping in view the abilities, competencies and work load of the staff.
- In the beginning of every session, a meeting of staff and principal is organized to review the activities of the previous session.
- Important duties and responsibilities are assigned committee wise according to the events and activities to be held in current year. Minutes of meeting are recorded.
- Academia's Serosoft ERP Software has been initiated for the college automation.
- Principal ensures that each faculty member is equally involved in all college activities.

6.1.5 How does the management/head of institution ensure that valid information (from feedback and personal contact etc.) is available for the management to review the activities of the institution?

- The governing body, faculty and administrative staff meet at regular intervals to analyse, review and restructure the activities
- The Head of the institution vigilantly observes the functioning of all the aspects of the institution. Feedback of all stakeholders (students, staff, practicing schools, parents, alumni and community) is sought through Self Prepared Performa's.
- Feedback is analyzed by the review committee and the same is presented by the Head to the management. The Management gives suggestions wherever required for improvement.

6.1.6 How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Collective efforts by the management, head of the institution and the faculty, produces quality decisions and take more firm and progressive steps for bringing about an overall improvement in the system and identify the barriers.

- Systematic analysis, designing and developing feedback and evaluation of the system is done from time to time and modifications are made to produce desirable results.
- Regular observation and analysis of functioning, accountability and performance of various committees, councils, clubs and societies through interactions and meetings with coordinators, alumni meet, and feedback from different stakeholders and through suggestion box.
- Vision, mission and goal based planning and implementation of the curricular activities.
- Remedial strategies for identified barriers.

6.1.7 How does the management encourage and support involvement of the staff for improvement on the effectiveness of the institutional process?

- The management treats the staff like an extended family which helps to create a feeling of belongingness. Such conducive and supportive environment encourages involvement of the staff for improvement on the effectiveness of the institutional process.

- The management ensures democratic work culture. Two elected staff representatives take active part in the proceedings of the meetings. There exists a very cordial and democratic relationship between the management and teaching/non-teaching employee.
- Each teaching staff acts as a mentor to one non-teaching staff member and his/her family and regularly monitors his families progress like their children's education, family health well-being etc.
- Essential facilities such as transport, hostel and support facilities are provided to staff.
- Management supports professional growth and development of the staff and encourages staff to engage in online learning and pursue research work and higher education.
- Participation in Conferences, Seminars, Workshops and Faculty development programs is encouraged through provision of duty leave and rich reference books in the library.
- Requisite infrastructure, latest teaching and learning technologies, uninterrupted internet connectivity is made available.
- One of the noteworthy feature is that the employees are paid salary regularly in spite of the irregular and less grant received from the government under 95% deficit grant-in-aid scheme. The management is also paying all the retiral benefits to its employees on attaining superannuation. Dues of all the retired employees (gratuity, leave encashment etc.) have been distributed.
- Teachers working against regular posts are being given UGC pay scales as per norms. They are also placed in the next higher grade/scale whenever applicable. The DA, Medical allowance etc. are paid as per state government rules.
- The management has given enough autonomy to the Head to manage the internal working of the college. The powers of the internal management have been decentralized by giving proper recognition to the senior staff members, staff representatives, coordination committee and staff committees.
- The institution has formed Forums and organizes workshops, conferences, seminars, workshops and FDPs which enhance organizational skills of the staff and give them required exposure.
- Appreciation for innovative practices and ideas.
- Group insurance scheme for all the teaching and non-teaching staff has been launched by the management.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The role of the principal is multifarious as follows:

- Provides academic and administrative leadership.
- Works as a liaison officer between the management and the faculty, the university and the management, the DPI colleges and management as well as staff and other such bodies like NCTE, UGC etc.
- The management gives functional autonomy to the Principal in all academic matters
- The Principal is the Member of Board of Studies of Panjab University, Chandigarh.
- Takes initiatives to start anything new, supervises the staff, admissions, teaching, co-curricular activities, office work, payments, maintaining office records, distribution of work, correspondence and communication, purchase of material and equipment.

- Organises staff meetings, forms staff committees. Allocates the duty according to the interest and abilities of the staff members.
- Organises periodical meetings with the Central Students Council and seek their advice and participation in college functioning.
- Manages and coordinates the utilization of labs and library, extension activities, research activities etc.
- Supervises the disbursement of scholarships to needy students.
- Takes feedback from faculty, students and other stakeholders to improve the teaching learning process.

6.2 Organizational Arrangements:

6.2.1 List the different committees constituted by the institution for the management of different institutional activities? Give details of meetings held and the decisions made regarding academic management, finance, infrastructure faculty, research, extension and linkages and examination during the last year.

The college functions with the help of various committees.

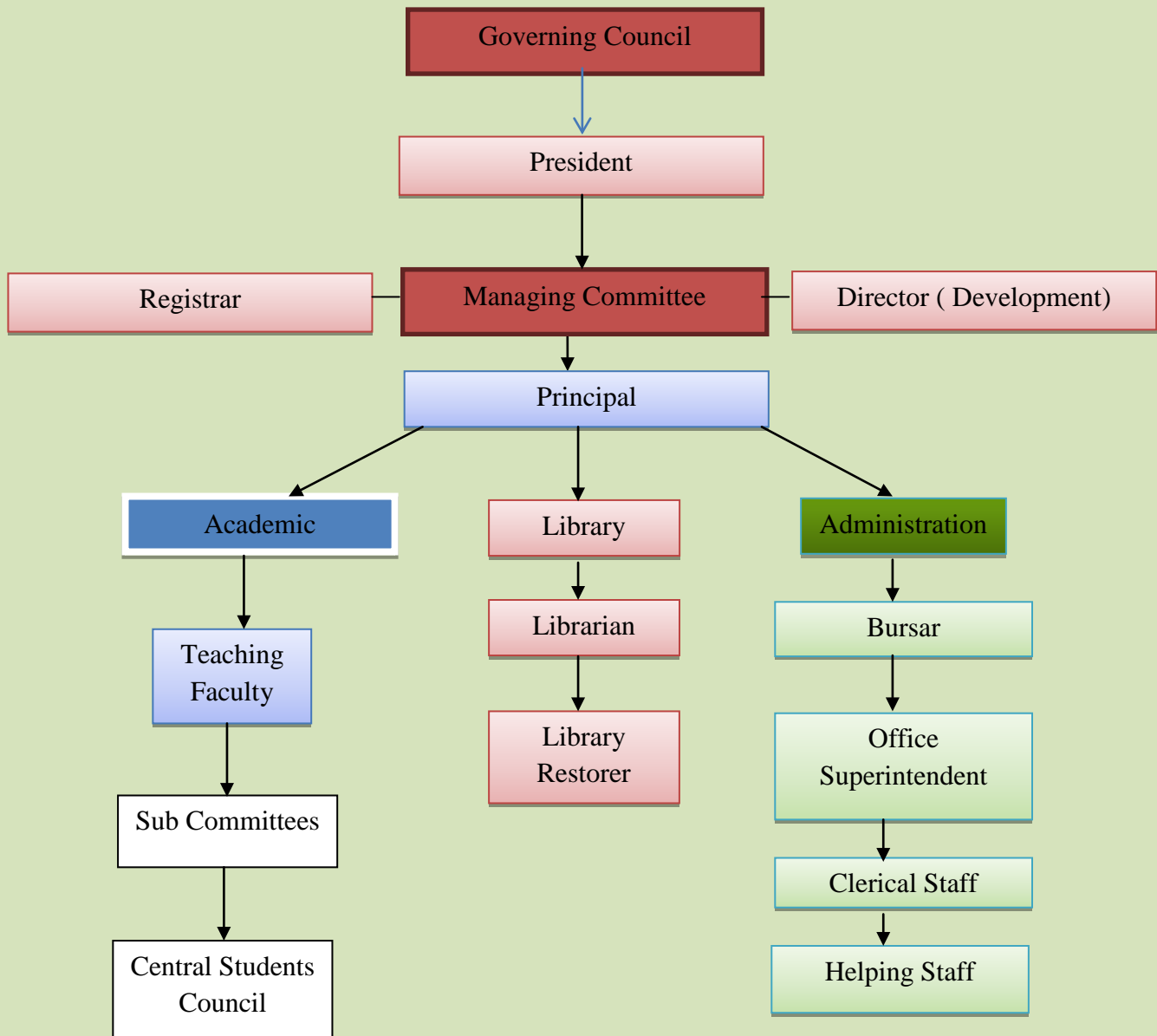
S.No.	Name of the Committee	Functions	Name of Members
1	Admission Committee	The committee maintains admission record for the new session, verifies and checks the documents of the newly admitted students, allots them sections and address their initial queries and publication of prospectus	Mr. Ajit Singh Dr. Sarbjit Kaur Ranu Dr. Manu Chadha Mr. Rachhpal Singh Mrs. Jasleen Kaur Dr. Guneet Toor Mrs. Jasvir Kaur Dr. Pargat Singh Garcha Dr. Guneet Toor
2	Library Committee	Selects and purchase books and journals, e-learning resources for the college library. Meetings are conducted regularly to improve and enrich the library resources.	Mr. Ajit Singh Dr. Sarbjit Kaur Ranu Dr. Manu Chadha Mrs. Jasvir Kaur Dr. Pargat Singh Garcha Dr. Guneet Toor Dr. Ramandeep Kaur
3	General Purchase Committee	Purchase items pertaining to infrastructure, ICT, essential items of the college and plans the estimated expenditure to be incurred on various curricular and co-curricular activities	Dr. Manu Chadha (Bursar) Mr. Rachhpal Singh Mr. Gurpartap Singh Dr. Guneet Toor Dr. Pargat Singh
4	Cultural Committee	Prepares students for Youth Festival, Inter and Intra College, Inter University Cultural activities	Dr. Sarbjit Kaur Ranu Mr. Rachhpal Singh
5	Teaching Practice – Incharge	Maintains liaison with school, prepares schedules for teaching practice, allocation of schools.	Mr. Rachhpal Singh Dr. Ramandeep Kaur

6	House Examination – Incharge	Sees to the arrangement of examinations	Mrs. Jasleen Kaur Mrs. Jasbir Kaur
7	N.S.S. – Programme Officers	Engage students in community activities	Mr. Rachhpal Singh Mrs. Jasvir Kaur
8	B.Ed. Internal Assessment – Incharge	Prepares Internal Assessment records	Dr. Manu Chadha
9	M.Ed. Internal Assessment – Incharge	Prepares Internal Assessment records	Dr. Sarbjit Kaur Ranu
10	Report writing & record of college news & activities / Staff Meetings/P.U.News	Reporting and recording activity and academic programme	Mrs. Jasleen Kaur Mrs. Mini Sharma Mrs. Sukhjital Kaur Mrs. Rupinderjit Kaur
11	Discipline Committee	Maintain discipline in the college during academic and cultural activities	Mr. Gurmeet Singh Mrs. Jasvir Kaur Mr. Ajit Singh Dr. Ramandeep Kaur
12	Women Grievances Committee	Discuss the problems and grievances of women students and staff	Dr. Sarbjit Kaur Ranu Dr. Manu Chadha Mrs. Rupinderjit Kaur
13	Liaison with Media/Press	Reporting the news of the college activities to the newspapers	Mr. Ajit Singh Mr. Rachhpal Singh Mr. Gurpartap Singh
14	Student Bus Pass & Scholarship	Holds responsibilities related to Bus Pass for students & Scholarship for SC/OBC & Minorities	Mr. Ajit Singh
15	Guru Gobind Singh Study circle	Inculcates moral and spiritual values along with the competitive spirit among students	Mrs. Jasvir Kaur
16	Sports Committee	Encourages and help in training and coaching students for sports activities, Annual Athletic Meet, PU sports committees	Mr. Gurmeet Singh Mr. Rachhpal Singh Mr. Gurpartap Singh Dr. Ramandeep Kaur Ms. Sukhjital Kaur
17	Morning Assembly	Helps in harmonious development of students. On every Wednesday this committee organizes morning assembly in the Assembly hall of the college where students recite prayers, discuss current news, thoughts and talks on various societal and current issues and publication of Morning Assembly Booklet (Mentor wise)	Mrs. Rupinderjit Kaur (Co-ordinator) Mentor Group Incharges
18	Time Table Incharge	For smooth conduct of academic calendar	Dr. Manu Chadha
19	Transportation	For ensuring convenience in daily communication of staff and	Mr. Rachhpal Singh

		students	Mr. Gurmeet Singh Mr. Jagtar Singh
20	Prize/Awards Committee	For recognizing outstanding performance and motivating the students	Dr. Manu Chadha Mrs. Guneet Toor
21	Placement Cell	Maintain the records related to the placement of the students in the various fields and also intimate students regarding job opportunities in various institutions.	Dr. Manu Chadha
22	Career & Counseling Cell	The cell organizes career talks and placement services for the outgoing pupil teachers and provides vocational and occupational guidance to the students.	Dr. Manu Chadha
23	Student Aid Fund/ Amalgamated Fund Committee	It involves in deciding the utilization of resources according to the felt needs of students	Dr. Sarbjit Kaur Dr. Manu Chadha Mr. Gurmeet Singh Mr. Rachhpal Singh Mrs. Rupinderjit Kaur Student Representatives
24	Refreshment Committee (during function)	Sees to the preparation and serving of refreshment during all college function and get together	Ajit Singh Mrs. Jasbir Kaur Ms. Sukhjitpal Kaur
25	College Magazine	Collects various pieces of creative writings from the students in different subjects and publish them in the college magazine (MiriPiri)	Dr. Sarbjit Kaur (Chief Editor) Dr. Manu Chadha (Science Section) Mrs Rupinderjit Kaur (Punjabi Section) Ms. Sukhjitpal Kaur (Hindi Section) Mrs. Mini Sharma (English Section)
26	Research Committee	Focus on research related activities. College has research journal 'GHG Journal of Sixth Thought' which takes into account various research papers and articles reviewed by the research committee	Dr. Pargat Singh Garcha (Coordinator) Dr. Sarbjit Kaur Dr. Manu Chadha Mrs. Jasleen Kaur Dr. Guneet Toor As Editorial Board/ Review Committee Members
27	ERP Committee	To integrate data and information regarding administrative and academic aspects of the institution for college automation	Mr. Gurpartap Singh
28	Bursar	To monitor the college accounts and funds	Dr. Manu Chadha

6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.

The college academic and administrative bodies are headed by the Principal. The Principal delegates duties and responsibilities to these bodies for effective administration. The structure of organization and details of the academic and administrative bodies of the institution is as follows:



Administrative Structure

Level-I	President
	Vice President
	Secretary
	Treasurer
	Members of the General House
	Principal (Ex-Officio Member)
	Staff representatives
Level-II	Managing Committee
Level-III	Principal
	Faculty (Teaching & Non-Teaching)
	Helping Staff

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the college is decentralized in the following way:

- Governing body assigns administrative powers to the Principal.
- Principal forms various staff committees for supervision and conduct of various college activities.
- A Central Student Council is formed which comprises of two class representatives from each house (One male and one female) which assists the Principal and the Faculty in the college functioning.
- Meetings are held with the Class Representatives regarding administrative activities.
- Suggestions of faculty and students are sought while taking administrative decisions.

6.2.4 How does the institution collaborate with other sections / departments and school personnel to improve and plan the quality of educational provisions?

The College maintains a healthy relationship with Schools, District Education Office, Panjab University and other Social and Academic bodies in the following ways:

- The Institution is a Life Member of various Professional and Research bodies like AIAER, CTE etc.
- Membership of Ludhiana Management Association (LMA) - a body of Industrialists, Business Houses and Managements.
- CICU Membership (Chamber of Industrial and Commercial Undertakings)
- Staff members are also individual members of these and other professional bodies.
- Avails assistance and grants from UGC viz. developmental grant, grant related to infrastructure and equipment and grant for seminars and research projects.
- Links and Collaborations with NCERT, NCTE, CTE, CDC, Panjab University, Chandigarh, to organize international and national seminars, workshops, faculty development programmes.

- Institution also collaborates with social bodies like Guru Gobind Singh Study Circle, Youth Welfare Club etc for enriching the co-curricular aspect of education.
- Strong links with the school sector and practice teaching is conducted in nearby schools.
- Organization of cultural and sports activities, guidance services, etc at various school levels during the teaching practice programme.
- Staff members act as resource persons and perform judgment duties in various competitions organized by the schools.
- Collaboration with schools even in curriculum designing and conducting theory and practical examinations at University levels.
- Linkages with other Teacher Education Colleges for Faculty exchange in the form of Extension Lectures, Workshops (Curriculum Revision, Internship Programme) etc

6.2.5 Does the institution use the various data and information obtained from the feedback in decision making and performance improvement? If yes, give details.

The institution has developed Feedback performas for the Staff, Students, Practice teaching schools and Alumni Feedback performas.

- The data and information is obtained from suggestion box, meetings and informal interactions and remarks by guests in the visitor book is incorporated in decision making and helps in performance improvement.
- The suggestions are obtained from stakeholders in the form of feedback. The analysed feedback is used extensively for decision making, improving the work culture, promoting co-operation, introducing new facilities etc.
- Improvement in teaching practice, compulsory library period in the time table, Faculty Development Programme on ICT, wifi campus and hostels, language flexibility, paying fees in installments are some of the reforms brought about as a result of feedback collected from above sources.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovation and empowerment of the faculty? (Skill sharing across department's creating/providing conducive environment)

The institution makes initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty in the following ways:

- Staff interactions and presentations are organized for knowledge sharing and interdisciplinary learning.
- Promotes cooperation, sharing of knowledge and empowerment of faculty.
- Motivates teachers to participate in institutional policies and plans.
- Organizes seminars, conferences and workshops for their professional growth.
- The institution also provides instructional facilities like well-equipped Language Lab, Computer Lab, Science Lab. Method lab, Math Lab, Psychology Lab, Learning Gallery cum Curriculum lab, Educational Technology lab, Art and Craft Resource Centre, ICT Lab etc. to make the teaching learning process more innovative and efficient.

- The Research journal of the college is edited by a peer review committee which comprises of faculty members from various departments.
- Faculty development programme is a major platform for inter-departmental sharing, unit planning and sharing expertise.
- The experts and staff members from sister institutes are occasionally called upon to discuss related areas and current issues.
- Democratic set up is provided in decision making and implementation of policy and institutional planning.
- Faculty members are head of different college committees and they are given decision-making power.
- Teacher educators are also given enough liberty in classroom management.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT:

6.3.1 Has the institution an MIS in place, to select, collect align and integrate data and information on academic & administrative aspects of the institution?

College has a Management Information System (MIS) which is in operation to collect, align, integrate and communicate data and information on academic and administrative aspects of the college.

- Annual Budget meeting is held regularly to discuss the income and expenditure of the academic year.
- Biannual meetings are held in which the President, Vice President, Secretary, Registrar, Director, Members of the Management, Principals and Staff Representatives of the four institutes discuss the academic and administrative aspects of the institutions. Occasional meetings of the management are held whenever required.
- Academia Serosoft ERP Software has been installed to monitor academic, administrative, financial, attendance, results, performance of students, staff, salary and all related activities, student profiles etc.
- The College has a digitalized Library along with institutional website which contains all the important information like programmes offered by the college, the course content, list of faculty member, infrastructure available, mission and vision of the Institution, the details of facilities available, library and curricular and co-curricular activities of the institution, syllabus, examination results etc.
- Feedback from the students and other stake holders is also obtained and the information is used for better administration and academic reforms by the management.
- Students are divided into mentor groups where their mentors maintain their cumulative record profile.
- Annual Confidential Reports of the faculty also helps to monitor their professional growth.

6.3.2 How does the institution allocate resources (human & financial) for accomplishment and sustaining the changes resulting from the action plan?

The management/governing body gives due consideration for all the financial and infrastructural needs of the institution and provide necessary and adequate resources to perform all the activities.

- The Institution allocates the human and financial resources as per the goals and objectives of the institution, feedback collected and norms of the University/NCTE in the institution.
- Human resources are best used by sharing all the academic and administrative responsibilities among the staff through formation of staff committees and periodical meetings.
- Staff members are allocated duties according to their interests and abilities for accomplishing the set objectives.
- In addition to teaching duties the staff members are also engaged in extension activities.
- Mobilization of resources is practiced for rich and varied inputs of all staff members.
- A budget is planned ahead of each session and the financial requirements are met accordingly.
- Amalgamated Fund is maintained by the Principal of the college for organizing various student related activities

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institution ensures availability of sufficient human and financial resources to support the implementation of the mission and the goals in the following way:

- The major source of income is students' fee and funds, others being the salary grants of the staff covered under 95% grant in aid scheme, UGC development grants (under 5 year plans).
- The appointment of the staff is strictly as per the norms and standards set by NCTE, DPI, PU and UGC.
- The Managing Committee has clear cut policy to appoint human resources (teaching) on merit basis and fills the vacant posts as per the requirement.
- Planning of all resources is done as per needs and requirements. The gaps in the resources are identified and made available on priority.
- There is a directorate for planning development activities of the institution to plan and implement the Human and Financial resources.
- A Coordination Committee comprising of Principals of the four institutes, Director Development, Registrar, Vice-President and Secretary of the Management and the two hostel wardens act as a link between the three colleges.
- The college finances are maintained regularly and efficiently. Annual Budget meeting is held at the beginning of every financial year to assess the income and expenditure of the previous year and proposals for the new financial year are prepared.
- Separate accounts are in operation under each head –UGC Account, 95% Grant-in-Aid Account, Student Account, Management Account, NSS Account, Alumni Account and

Scholarship Account in the local Nationalised Bank i.e. Indian Overseas bank, A.G. Sadhar.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

For planning the academic activities for the whole session following procedure is followed:

- The management of the college holds an Annual meeting in which the President, Members of the management, Director, Registrar, Principals of all the institutions, Staff Representatives, Accountants, Bursars etc discuss and prepare an outline of the academic activities to be organized in the forthcoming session.
- In the beginning of each session an Academic Calendar is prepared by holding a meeting of the Principal and the faculty members and printed in the prospectus.
- Faculty Development Programme is organized at the beginning of each session. Unit planning and sessional activities for the whole year are designed.
- In the case of practice teaching, yearly planning is done by visiting the concerned schools and conducting meetings with the headmaster and the teachers.
- Permission of the D.E.O is sought to conduct teaching practice in schools. Dates and schedule of teaching practice is planned accordingly.
- During meetings with School Heads, the educational needs of the schools and the policy directions are communicated and they give their suggestions about the internship programme.
- School teachers are oriented about guiding and assessing student performance.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The functioning of the college is so planned that all the employees are integrally involved in all the aspects related to the institution:

- Collective decision making is the sine qua non of the college administration.
- Staff meetings are organized and duties are assigned.
- Non-Teaching representatives are also communicated about their duties.
- Every individual has dedication and responsibility for institutional development and is accountable.
- The college website, notice board, circulars, magazine, prospectus etc. are various means of communication to communicate the goals and objectives at all levels of administration.
- The innovative ideas from the faculty are always welcomed resulting in effective institutional development.

6.3.6 How and with what frequency are the vision, mission and implementation plans, monitored, evaluated and revised?

The vision, mission and implementation plans are monitored, evaluated and revised continuously throughout the session in the following way:

- Planning of the various curriculum related and other activities is done before the beginning of the session.
- The Director Development and Registrar of the managing committee monitor the planning of various curriculum related activities.
- The evaluation is done in the form of house tests, by organizing various curricular and co-curricular activities. Feedback from various sources is another useful tool to evaluate the implementation of the plans.
- The staff meetings are regularly held which is a strong tool to assess the quality of academic programme, to evaluate and objectives of the programmes, to share views and to take decisions.
- In the light of suggestions received from the management, faculty and other stakeholders the institution revises and improves its functioning.

6.3.7 How does the institution plan and deploy new technology?

Institution is always at its best in the purchase and use of latest technology. The planning and deployment of new technology is designed through

- ERP Software for monitoring of three colleges.
- Need Assessment
- Quantum of grants received from UGC and other funding agencies.
- Deployed as per curricular demands and global trends.
- Tally Accountancy Software for accounts.

The institution has well equipped ICT Network Resource Center which has 53 computers wi-fi campus, 4 broad band connections, 5 Laptops, 2 Interactive Boards, visualizer, 9 LCD projectors, 12 overhead projectors, 5 LED televisions in addition to other equipment.

6.4 Human Resource Development

6.4.1 How do you identify the faculty development needs and career progression of the staff?

- The need for faculty development is identified from the Self Appraisal reports; the observations by the Principal and feedback given by the students.
- Faculty members actively participate in various seminars, conferences, workshops, etc., held by the college or other colleges/universities.
- Most of the faculty members are associated with various research and educational bodies (AIAER, CTE etc.) and participate in their activities leading to enrichment of experiences in the field of education and research.
- Staff is encouraged to participate in Faculty Development Programmers to keep them abreast with the latest learning technologies.

- Study leave is given to the faculty members going for Refresher Course, Orientation Course or higher studies.
- The faculty members participate in curriculum revision workshops. The faculty members are honoured by the management on the completion of their Ph.D. work and research supervision.

6.4.2 What are the mechanisms in place for performance assessments (teaching, research and service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluation to improve teaching, research and service of the faculty and other staff?

- Ph.D. candidates are preferred in appointments.
- Additional increments are given to staff (ad hoc) with experience.
- The self-appraisal performance is filled by all the staff members after the completion of each session and is evaluated by the Principal.
- The record of the performance appraisal is regularly maintained by the college.
- The performance of the college as a whole and performance of each staff member is also assessed by the students at the end of the session. The students fill in the exit performance, their feedback about the institute, its facilities, curricular and co-curricular programme.
- The review committee analyses the Feedback for assessment and improvement and communicates it to the staff. The institution uses the evaluations to improve teaching, research and service of the faculty and other staff by organizing faculty development programme, workshops, seminars etc.

6.4.3. What are the welfare measures for the staff and the faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

The institute provides a conducive, friendly and democratic environment for efficient team work.

- 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 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 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, conferences. Study leave is given to the staff members going for refresher course, orientation course or higher studies.
- Providing admission to eligible wards of the staff of the college in the B.Ed/ M.Ed course and in other institutions run by the management
- 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 that looks after his/her welfare along with the family.

6.4.4 Has the institution conducted any staff development program for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Yes, institution has conducted following staff development programme for skills up-gradation and training of the teaching and non-teaching staff:

- A one day national seminar on the theme “**Transforming Teacher Education in Changing Scenario**” on March 5, 2015.
- An extension lecture on “**Personality Development**” delivered by a team of experts from “Enhancers IELTS Spoken English Styling Personality Study Overseas, Ludhiana” on March 12, 2015 .
- Faculty Development programme is a regular feature of the college for faculty up-liftment in which there are special session for “**ICT skills training and Research Methodology**”.
- Curriculum Development Workshop for “**Two Year B.Ed Programme**” on June 4th-6th, 2015 was held in the college.
- Workshop on “**Internship in Teacher Education and Strategies**” was held on January 22, 2016.
- National Seminar on “**Role of Research in Quality Education**” was held on November 19, 2016
- Special training is given in using **ERP software, Library Software** to the non-teaching staff.

6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the instruction align those with the requirements of statutory and regulatory bodies?

The college has a Principal, 02 Associate and 14 Assistant Professors in Education, 3 instructors (health and physical education, art, drama and music) 1 computer Assistant Professor. Besides college has one regular and qualified Librarian. There are three office clerks, one library restorer, one library attendant, 6 supporting staff, chowkidar, a driver 2 Hostel Superintendents and 1 Technical Assistant.

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 take the interview and select appropriate candidate based on the merit prepared according to the API scores as per UGC. Reservation Policy of the state government is followed. There is no gender, ethnic

bias in the selection process. The selection process is fair and transparent. 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 is given UGC pay scale with all benefits.

Designation	Scale in Rs.
1. Principal	37,400-67,000+10,000AGP
2. Assoc. Prof.	37,400-67,000+9000AGP
3. Asst. Prof.(Selection Scale)	15,600-39,100+8000AGP
4. Asst.Prof (Senior Scale)	15,600-39,100+7000AGP
5. Asst.Prof	15,600-39,100+6000AGP

The candidates with Ph.D. get two advanced increments and M.Phil with one increment at the time of joining the service. Annual increments and dearness pay and medical allowance are also provided as norms.

As far as service conditions are concerned, all the staff members are allotted 18-21 teaching periods per week and the minimum stay of the teaching faculty in the college is 40 hours per week (six days week). Teachers are assigned teaching work, supervisory work, evaluation work, tutorials etc. they also organize various curricular and co-curricular activities and are incharges of various committees. The library is open from 9.00 a.m. to 4.00 p.m. The college employees teaching as well as non-teaching retire at the age of 60 years. They can be re-employed, the college has re-employed the former Principal, Dr. H.S. Brar as the Registrar of the Managing Committee. The non-teaching staff also gets an opportunity for re-employment, the college gardener Sham Lal and the peon Nirmal Singh have been re-employed. The pay perks and other allowances to the teaching and non-teaching staff are paid as per the prevailing Government norms. The leave rules are in accordance with the civil service rules of the state government.

The college adopts a secular and democratic approach in its functioning thus providing a congenial atmosphere for people of all regions and religions to work in cooperation.

6.4.6 What are the criteria for employing part time/adhoc faculty? How is the part time / Adhoc faculty different from regular faculty? (e.g. salary structure, workload, specializations).

All the additional staff vacancies have been filled by appointing lecturers on adhoc basis or full time. There is no part time employee. The adhoc faculty is employed against the vacant grant-in-aid post. These posts are advertised in the leading news papers. Selection of the appropriate candidate is done by the selection committee comprising of the President, the Secretary of the management and the Principal. Each adhoc Asst. Prof. gets the basic scale as per UGC. They are given increments on the basis of their teaching experience in the college.

The staff members working on regular or adhoc basis have the same teaching work load. Normally, 18 to 21 teaching period per week are allotted. The expertise of the faculty whether Regular or Adhoc in a specific field is utilized by giving them responsibilities in those activities.

6.4.7 What are the policies, resources and the practices of the institution that support and ensure the professional development of faculty? (e.g.budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local state, national and international professional associations.)

The institution promotes the professional career development of the faculty in many ways:

- Duty leave is given to the staff for participation in Workshop, Seminars, official meetings, conferences and external work related to teaching or evaluation or research.
- Faculty members take loan from the provident fund accounts.
- Study leave is given to the staff members going for refresher course, orientation course or higher studies.
- Faculty members are encouraged to attend seminars, workshops, conferences, FDPs etc.
- The faculty members are honoured by the management on the completion of their P.hd work.
- The college maintains a rich collection of journals, reference books, encyclopedia for reading and consultation.
- Institution has links with local, national and international organisations which help in the professional development of the staff.
- Staff is actively involved in extension activities, they act as subject experts for interviews and also perform judgement duties in neighbouring schools.
- The faculty is encouraged to pursue research and take membership in various academic bodies and professional associations.

6.4.8 What are the physical facilities provided to faculty? (well-maintained and functional office, instructional and other space to carry out their work effectively)

The institute provides a conducive, friendly and democratic environment for efficient team work.

- The college has a well maintained and functional office which is completely automated as well as maintained manually.
- The college takes care in providing all necessary facilities to the faculty i.e.
 - Individual rooms have been provided to all the regular staff members
 - Intercom and telephone connectivity in their respective rooms
 - Well- furnished and well ventilated staff room with lockers, air conditioner, computers, printers, micro wave oven, refrigerator facility etc.
 - Wi-fi Facility
 - Well -equipped labs like ICT resource centre cum language lab, psychology cum guidance resource centre,Art and craft cum music resource centre, Learning Gallery, Placement Cell, Method laboratory, Educational Technology resource centre, IQAC and Research Cell etc.
 - Transport facility
 - Hostel facility
 - Parking facility

- Library (enriched with excellent text books, reference books, journals, magazine, newspaper etc.
- Free Internet access
- Residential accommodation is provided to the staff.
- Class IV employees receive free uniforms every alternative year.

6.4.9 What are the major mechanisms in place for faculty and other Stakeholders to seek information and make complaints?

The major mechanisms to seek information and/or make complaints are:

- College website
- College prospectus.
- A Suggestion box is placed in the college lobby for suggestions (if any) from the students, faculty and non-teaching staff.
- Students can discuss their problems with their mentors in the mentor group.
- Periodic meetings of student council with Principal and staff is also used as a source to seek information and make complaints (if any)
- Anti-ragging Committee is active as per UGC guidelines.
- The college has a Women Grievances Cell comprising of five female members which takes up the case related to female grievances if any.
- Feedback from different practicing schools during teaching practice.
- Feedback from students in written form at the end of the academic session.
- Personal interaction of the Principal as well as faculty during formal and informal meetings.
- Feedback from alumni and other stakeholders through meetings, mails, e-mail and telephone.
- Written notices circulated by the head of the institution.
- Reporting the news of the college activities to the leading news papers.
- Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with school and community engagement.
- The staff members working on regular or adhoc basis have equal teaching periods as per UGC norms.
- Teachers are assigned teaching work, supervisory work, tutorials etc and also organize various types of curricular and co-curricular activities.
- They are in-charge of various subject wise societies/ clubs and are members of various committees i.e, library committee, purchase committee, refreshment committee, amalgamated fund committee etc.
- Teachers are engaged in community development programmes and prepare the prospective teachers for various competitive exams.
- They act as supervisors for Ph.D., M.Phil and M.Ed research work. Teachers also undertake research projects (minor) funded by various agencies.

- Nearly all the staff members have completed their doctoral degrees and others are pursuing.
- Faculty members perform various external and internal examination duties like, viva-voce, paper setting, evaluation and centre and assistant superintendents in University exams.
- The Teaching faculty mentors a group of 8-10 students for the whole session which meets weekly.
- They also act as mentors to non-teaching staff.
- The faculty is engaged in providing career counseling to students of teaching practice schools and also provide other extension services like acting as judges, subject experts, resource persons in school programmes.
- The faculty is actively involved in various community activities like blood donation camp, medical check up camps, election duties.

6.4.11 Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the institute rewards and motivates staff members:

- The expertise of the faculty in a specific field is utilized by giving them responsibilities in those activities.
- Providing feedback to the teachers at the end of the session on the basis of exit performa filled by the students.
- Sanctioning duty leaves for attending workshops, seminars, conferences etc for their professional growth.
- Annual increments
- Financial needs incase of emergency is advanced by the management of the institution.
- Management always encourages merit by felicitating the achievements of the staff.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If No, give details of the source of revenue and income generated.

The college is a grant-in-aid institute which receives financial aid from the State Government under 95% deficit grant-in-aid scheme. It meets its financial obligations from student's fees and funds besides the grants received from the State Govt. The share of the State Government is decreasing year after year, which is constraining the resource mobilization at the college level. However the management is providing every possible financial support to meet the unavoidable expenditure of staff salaries, retrial benefits, development activities and other obligations. Detail of the grants received during the last three years:

Head	2013-14	2014-15	2015-16
State Salary Grant (95%)	Rs.11545750	Rs 6020920	Rs. 6454939
UGC Grants	Rs.300000	Rs.1250000 (released in 2016-17)	
P.U. Grants (CDC)	Rs.30000	-	Rs.65000
Govt. Scholarships (SC/ Minority)	-	Rs.1221666	Rs.211410

6.5.2 What is the quantum of resources mobilized through donations? Give information for last three years?

- Some donations from philanthropists of the area and from alumni are received by the managing committee office for scholarship to needy students.
- College Alumni Association donates funds to the needy students every session.

6.5.3 Is the budget of the institution adequate to cover the day to day expenses? If no, how is the deficit met?

Our institution has a directorate of planning which monitors all the financial transactions. The excess expenditure is managed by the management.

6.5.4 What are the budgetary resources to fulfill the mission and offer quality programs?

Our budgetary resources to fulfill the mission and offer quality programmes are from the UGC grants, state government grants, University funds and management funds.

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits.

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

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

- Deputy Controller (Finance and Accounts) Ludhiana
- Internal Audit Association, Amritsar
- Accounts General (Audit), Chandigarh (Pb.)

- DPI Colleges (Pb.) Chandigarh.

The above mentioned authorities check the official records at least once a year. The audit reports are prepared which mention the objections raised by the auditors. There is no pending objection regarding college accounts.

6.5.6 Has the institution computerized its finance management system? If yes, give details?

Yes, all accounts of the institution are computerized including fee account, salary account, annual expenditure and budget also. The institute is using computer to generate income expenditure statements, budget and other statement records.

6.6. Best practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and Leadership carries out by the institution?

- The management works with a missionary zeal. It considers the education as an instrument of social development and runs the institutions for no commercial benefits. The management adopts very liberal attitude towards genuine demands of its employees and provides maximum possible facilities. The college management meets its financial obligations to keep the staff salary payments regular and updated. It also provides funds for the infrastructure expansion. Rules and regulations are strictly followed as per provisions of the university calendar, DPI Colleges, NCTE & UGC.
- The Director Development and Registrar have been appointed by the management to monitor and guide the Principal and faculty in the college developmental activities.
- The internal administration of the college is fair and smooth. There is democratic and human environment prevailing in the campus. There is a good rapport between the Principal and the Staff members.
- Decentralized administration and participatory approach are major features.
- Transparency in decision making and execution is ensured. ERP software has been installed for instant information and feedback.
- The responsibilities of every staff member are communicated to them so as to ensure their role in the implementation of any given assignment. Work is allocated to the faculty according to their expertise and interest.
- Staff is given opportunities for attending orientation courses, seminars, refresher courses, paper presentations etc.
- The college is putting its earnest efforts to compete with the best in the area of teacher education. The faculty and the students have access to latest technology in the campus.
- Transportation facility is also provided to the staff and the students.
- Financial help and fee concession is given to students as per their need.
- Book bank facility is available for all B.Ed and M.Ed students.
- Suggestions and feedback from teacher trainees, teacher educators, alumni, practicing schools and different stakeholders are employed for further enriching the governance and leadership of institution.
- Placement service provided through placement cell helps in facilitating the entry of the students in the world of work.

- The college is situated in a rural area where the residential facilities for the staff and students are recognized by the management. It has separate hostels for male and female students.
- Apart from the lecture method of teaching, group discussion, field studies, debates, tutorials, seminars etc. are adopted for proper understanding of the subjects.
- Remedial Classes for the students.
- Helping students to draft question banks on the basis of previous years question papers.
- Fully computerized library.
- Formal training to administrative staff to understand the technicalities pertaining to working on the technology.
- Informal interaction between the students and the Mentor/Principal.
- Faculty members have been assigned one non-teaching staff to whom they act as mentors.
- A women grievance redressal cell has been established.

Additional Information to be provided by the institution opting for Re-accreditation/Re-assessment

1. What were the evaluative observations made under Governance and leadership in the previous assessment report and how have they been acted upon?

Evaluative Observations

1. Institutional vision and Leadership

- The college has been established with the objective to provide education to boys and girls of the rural area.
- Good leadership is provided

2. Organizational Arrangements

- The institute ensures access to information pertaining to objectives, its implementation and evaluation and performance to various stakeholders through its website.
- The management process is sensitized to management concepts such as planning teamwork and monitoring through different committees.

3. Human Resource management

- Reservation in selection of teachers is followed as per laid down policy of the government.
- Faculty is being facilitated for undertaking professional assignments.

4. Financial Management and resource mobilization

- Fee is charged for the course as decided by the affiliating university
- Unit cost has been worked out
- Accounts internally and externally audited

5. Best practices in governance and leadership

- Teaching staff and non-teaching staff of the college are devoted to the cause of the development of the institute.
- College functions through various committees.

Suggestions given by NAAC Peer team 2009 and the actions taken by the college

Aspect	Suggestions	Action Taken
Institutional Vision and Leadership	Participation of beneficiaries like students and their parents in the various decision making bodies of the college can help in improving ambience of the college.	Participation of the beneficiaries like students is sought in the form of feedback through Mentor groups, suggestion boxes, Women Grievance Cell etc, and this is used by various decision making bodies of the college for better administration and academic reforms. Before taking any remedial action about students who are weak in studies or are found irregular in college activities, their parents are called upon and meetings are conducted at length to resolve and remediate their problems thus involving them in decision making about these students.
Strategy Development and Deployment	Perspective plans need to be developed	The college has initiated its automation through Serosoft's Academia ERP Software to monitor academic, administrative, financial, attendance, results, performance of students, staff, salary and all related activities, student profiles etc. The college management prepared a comprehensive plan to make additions to the existing course e.g. B.A.B.Ed.(4 year integrated course) has been started in our degree college with effect from 2016-17. Other courses namely BP.Ed, B.Voc (Food Processing and Management, Medical Lab Technology) have been introduced. College of Education has applied for three year B.Ed&M.Ed (integrated course) in 2015.
	Management's active involvement in planning and execution of projects.	The College has a coordination committee comprising of President, Vice-President, Secretary, Director, Registrar and other members to provide leadership for the effective administration. It monitors the developmental activities, transaction of teaching and learning activities, class results, financial transactions, Human resource

		management etc. ERP software has been installed in the college for integrating data and information regarding administration and academic aspects. The management gives due consideration for all the financial and infrastructural needs.
Human Resource management	Need to make faculty Regular	The Institute has filled one vacant post (in Education) on regular basis in the year 2012 and three posts (Teaching of Economics, History, Punjabi) in the year 2013. Three posts on the regular basis in the year 2015 and three in 2016 has been filled by the college under 95% grant in aid scheme as the govt. lifted the ban imposed on these posts.
	Provision for Group Insurance etc.	Teaching and non-teaching faculty and students have been covered under the Group Insurance Policy undertaken by the efforts of the management.
Financial Management and resource mobilization	College needs to mobilize its resources through donations	Some donations from philanthropists of the area and from alumni are received by the managing committee office for scholarship to needy students. College Alumni Association donates funds to the needy students every session.

3. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to governance and leadership?

- The institution continues to strive for excellence in all its endeavours with decentralization and participatory approach.
- Efforts are taken to enhance physical resources and increase the use of ICT and internet in both administrative and instructional activity.
- The management of the institution always strives to put best efforts for quality sustenance and enhancement and takes various measures for the same. The management has appointed the Director development and Registrar to monitor and guide the Principal and faculty in undertaking developmental activities of the institution and also maintaining its tradition of providing quality education.
- Enterprise Resource Planning Software has been installed in the institution for integrating data and information regarding administration and academic aspect.
- Institution is maintaining healthy tradition of providing opportunities to the faculty for attending orientation courses, seminars, refresher courses etc. and thereby putting its best efforts for quality sustenance and enhancement.

CRITERION VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Establishment of IQAC:

The College was accredited with an “A” grade by NAAC on June 15, 2009. As per the requirements of NAAC and to maintain and enhance the quality and standards of excellence, Internal Quality and Assurance Cell was constituted on July 22, 2009.

Composition: (at present)

1. Chairperson: Dr. Sarbjit Kaur
2. Member, Managing Committee Dr .S. S. Thind, Secretary,
Managing Committee
(Prof. Dept. of Food Science
& Nutrition, PAU, Ludhiana)
3. Administrative Officers Dr. V.K. Thind (Director),
Dr. H.S. Brar (Registrar),
Managing Committee, G.H.G. Khalsa Institutes
4. Members of the Alumni
(i) Mr. Santokh Singh, Principal & District Counsellor, DEO Office, Ldh
(ii) Mr. Jaskaranjeet Singh, Maths Teacher in Govt. School
(iii) Mr. Gurbeer Singh, Maths Teacher in Govt. School
5. Community Representative Mrs. Aneeta Kundra, Principal, Greenfield School,
Ghuman (Ludhiana)
Dr. Swaranjit Singh Deol, Principal, GHG Khalsa
College, Gurusar Sadhar
6. Members (Faculty) Mr. Ajit Singh (Assoc. Prof) Librarian
(i) Mr. Rachhpal Singh (Asst. Prof.)
(ii) Dr. Pargat Singh Garcha (Asst. Prof.)
7. Student Members Central Student Council (10 student representatives)
8. Coordinator Dr. Manu Chadha (Assoc. Prof)

Objectives of Internal Quality Assurance Cell

- To design and implement annual plans for institutional level activities- for quality enhancement.
- To arrange for feedback responses from students for quality related institutional processes.
- To develop and apply for quality benchmarks/ parameters for the various academic and administrative activities of the institution.
- To organize workshops and seminars on quality related themes and promotion of quality circles in institution-wide dissemination of the proceedings of such activities.
- To develop and apply innovative practices in various programmes/ activities leading to quality enhancement.
- To enhance creation of a learner-centric environment conducive for quality education.
- To work for the development of internalization and institutionalization of quality enhancement policies and practices.
- To act as nodal unit of the institution for augmenting quality related activities.
- To prepare focused Annual Quality Assurance Reports(AQARs)

Major Activities Undertaken

- Qualitative assessment of the institutional functioning.
- Continuous upgradation of ICT resources and training of staff in ICT skills
- Encouraging computer assisted instructions and development of e-content
- Faculty Development Programme organized each year to encourage intra-departmental sharing of knowledge and expertise
- Finishing School Programme has been introduced to increase employability skills and over all personality development of the students.
- Range of pedagogical activities like celebration of important days, national festivals.
- Organising Inter college and intra college skill in teaching and teaching aid preparation competitions
- Community Participation and Social Sensitisation of pupil teachers through NSS camps, Red ribbon club, blood donation camp
- Sharing of resources with the community
- Organising educational trips
- Organising extension lectures on curricular and social issues eg schools of Philosophy, Learning Theories, Banking, Corruption etc
- Spreading medical and health awareness by organising free medical camp, inviting doctors for check up.
- Encouraging research activities among the staff, guiding Ph.D. Research scholars, Publication of research work, participation in seminars, conferences, refresher courses
- Organising National Level seminars in the college and inviting resource persons of national eminence
- Improving college administrative supervision and security of infrastructure by installing digital security monitoring system.

- Ensuring conservation of natural resources by using renewable sources of energy by implanting solar lights and solar geysers
- Active Career and counseling Cell
- Establishment of language laboratory, learning gallery, method laboratory
- Computerisation of Library
- Computerization of administrative blocks
- Remedial classes for the students and meetings with their parents
- Financial Aid to the needy students
- Grievance Redressal through Women Grievance Redressal Cell and Central Student's Council

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The college has a regular system of monitoring and evaluating the functioning of all the constituent sub-systems

- The college has a functional and active IQAC which ensures the quality in college functioning. It appraises the working of various sub systems. The members meet regularly to discuss upcoming agendas and implement new practices to enhance effectiveness of college programmes. Dr. Manu Chadha, Associate Professor, is the coordinator of the cell.
- The Principal, Faculty and the Central Student Council meet once in a fortnight to discuss the progress of students in academics. The college council meets once in three months to discuss various matters on the college particularly on student progression. The suggestions and feedback from the officials helps in amendment and improvement of policy decisions and take measures to improve academic performance of the students.
- At the end of each session the students are given a confidential feedback proforma to fill in where by they have the liberty to give free feedback on college functioning, classroom teaching and infrastructural and learning resources. The feedback forms are scrutinized later on to ensure that weaknesses pointed out by the students are removed and useful suggestions implemented.
- Self Appraisal Reports submitted by the faculty members at the end of each session reflect upon their achievements, involvements in curriculum transaction, participation in professional development programmes, research activities undertaken.
- The effectiveness of the teaching learning process is evaluated through the results obtained in University exams and achievements in co-curricular activities and sports.

7.1.3 How does the institution ensure the quality of its academic programmes?

The quality of the academic programme is ensured by the joint efforts of the College Management, Faculty and the students.

- The College authorities grant duty leave and encourage the staff to attend inservice courses, seminars and conferences for professional upgradation.

- A well planned college academic calendar is prepared in the beginning of each academic year and all pedagogical activities are organized accordingly.
- A Faculty development programme is organized each year to encourage intra-departmental sharing of knowledge and expertise
- The college forms numerous committees viz research, cultural, examination, library, student amalgamated fund committee, Continuous Comprehensive Assessment, extension activities, refreshment, skill in teaching etc to ensure the smooth functioning and conduct of activities throughout the session.
- The central student council is formed which comprises of class representatives of B.Ed and M.Ed classes and a few faculty members, which meet regularly to ensure democratic functioning and ensuring student participation in policy making.
- Student Aid is provided to economically backward students to ensure their continuity and completion of the course. They are also provided flexibility in paying their fees through installments.
- The suggestion dropped in suggestion boxes installed at various points in the college campus are also a useful tool to collect feedback on college functioning.
- Finishing School Programme to upgrade the teacher education programme a unique concept of Finishing School Programme has been incorporated in the college curriculum. Modules covered under this programme are-
 - Soft Skill development
 - Effective communication Skills by arranging extension lectures
 - Interpersonal Skills
 - Resume Writing Sessions by experts
 - Mock Interviews
 - Continuous and Comprehensive Evaluation
 - Placement cell provides vocational guidance to the pupil teachers and keeps a track of the placements.
- The college has geared up its resources to meet the demands put due to globalization of education like increasing the ICT resources, training the staff and the students in ICT skills. The college has well equipped ICT section which includes a computer lab, language laboratory and educational technology laboratory.
- Remedial teaching and peer tutoring are other measures to ensure quality in academic aspects.
- Annual prize distribution function is organized each year to recognize the achievements of meritorious students in academics and co-curricular fields
- The Research Cell of the college publishes a Biannual Research Journal and all the staff member are actively engaged in research activities, nearly all the staff members have completed their doctorate degrees. Some of the staff members are supervisors to Ph.D. and M.Phil Research scholars.

7.1.4 How does the institution ensure the quality of its administration and financial management?

Strategies to ensure Quality in Administration

- By regular monitoring of all aspects of the administration.

- Appointment of qualified staff as per U.G.C, P.U. and NCTE norms.
- Enterprise Resource Planning (ERP) software has been installed for ensuring transparency in administrative and financial process.
- Staff meetings, meetings with central student councils, help in bringing to forefront the various problems encountered in conduct of programmes and implementation of policies.
- Decentralisation and delegation of duties by forming various committees.
- Admission process and reservation policies are as per the Panjab University / Punjab Government norms.
- Installation of CCTV cameras at strategic places in the campus has also facilitated administration and supervision.

Strategies to ensure Quality in Financial management

- Allocation and utilization of funds is discussed in the Annual Budget Meeting.
- Salary transaction is through bank accounts.
- Regular internal and external audit of its financial matters. Audit by government auditors and local bodies, provision of Bursar.

The Management, Principal, Bursar, staff representatives monitor the administrative and financial processes and share their observations and suggest improvements.

7.1.5 How does the institution identify and share good practices with various constituents of the institution?

The good practices of the college are shared at all the levels viz Management, Teaching staff, Administrative Staff students and other stakeholders.

- Core Committee comprising of the Principal and a few Faculty Members discuss the important issues before any decision making is done.
- An Academic Calendar is prepared and printed in the college prospectus and also put up on the college website.
- Faculty Development Programme organized each year to encourage intra-departmental sharing of knowledge and expertise
- Curriculum revision workshops are regularly organized in the college campus.
- Staff meetings on regular basis and specially during the organization of important events ensure the discussion and feedback about activities, problems encountered during classroom teaching and suggestions on ongoing practices.
- Regular meetings with the central students' council are organized for student feedback and participation.
- The achievements and good practices of the institution are put forth in the Annual Report which is presented during special functions.
- The community is informed about the college achievements through media reports.
- The college maintains liaison with the community and renders its extension services like career talks, providing panel of experts for school teachers selections, staff members also act as judges in various competitions organized by nearby schools and colleges.

7.2 Inclusive Practices:

7.2.1 How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

- Right from the time of admission the college follows the inclusive practices. The college follows the Punjab Govt. Reservation policy for disabled students.
- The admission is done according to Panjab University norms and equal opportunity is given to students seeking admission irrespective of caste, religion, culture and gender differences.
- The minority groups, the SC/ST/BC are also given their reserved quota and provided scholarships.
- The college also provides scholarships and student aid to the needy students from its Amalgamated as well as Alumni fund.
- Teacher educators as well as pupil teachers are trained in inclusive practices like classroom management, seating arrangement, special furniture, special evaluation of students with special needs.
- The institution encourages the teachers to participate in seminars related to inclusive education.
- Staff members are actively engaged in research projects and activities related to inclusion.
- The college encourages the inclusive practices in its curriculum design and planning. All pedagogic activities are flexible in approach and cater to the demands of special students. Each year the college admits students with disabilities who seek admission in the college. The college has also appointed staff members with disability and provided all facilities to make their stay and work comfortable.
- The College is a Co-Educational institution and has created an environment of gender equity by giving equal treatment and opportunities.

The college has 15% reservation for students other than the state of Punjab. Air Force Station, Halwara being in the vicinity of the College, each year there are many students from Bihar, U.P., Kerala etc seeking admission in the college. In addition to this, the college being situated in a rural set up, most of the students are from rural background. This diversity gives rise to difference in method of teaching which are addressed and catered to by the teachers by adopting three language formula while teaching.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- The allocation of students to various sections is done Roll no. wise using a mathematical technique to ensure mixed ability grouping in each class.
- The theoretical and practical components of the syllabi also support inclusive practices. Students are taught about this component and special visits to schools of special children are also organized to sensitise the faculty as well as pupil teachers and to prepare them to cater to the needs of this vital section of educational population.
- The students prepare case studies on children with special needs.

- Various extension lectures and videos on inclusion and sharing of views in morning assemblies help pupil teachers to gain understanding.
- Project work, debates, panel discussions on gender sensitive issues like female foeticide, women equality, dowry system etc are organized.
- The college itself promotes a gender unbiased approach and females are given equal opportunity in all events.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Social interaction is the basis for quality teacher training programme and the college makes special efforts to provide learning environment and motivation to foster such healthy interactions. Activities are organised inside and outside the campus wherein community involvement is sought.

Social Interaction	Active Engagement in Learning	Self Motivation
Cooperative learning/Peer Tutoring	Learner Centred teaching, Simulated Teaching, Micro Teaching	Morning Assemblies
Social Surveys, Awareness Rallies on Environmental Conservation, Health and Sanitation, Social Evils	Workshop on Teaching Aid Preparation	Participation in Co-curricular activities
Blood Donation and free Medical camps	Library Periods	Inspirational Talks, Leadership development through Central Student Council
Activities of Red Ribbon Club, Cultural Society, Sports Club, NSS, Social Vision Club	Internship Programme	Felicitation of high achievers in various fields during college functions

7.2.4 How does the institution ensure that student teachers develop the proficiency for working with children from diverse backgrounds and exceptionalities?

- Practical experiences are provided to pupil teachers through visits to the centers, catering to the needs of the deprived segments (Nirdosh School for mentally challenged and Vocational Rehabilitation Training centre, Ludhiana)
- Case studies are also prepared to acquaint the student teachers about various exceptionalities, follow up and remedial programmes.
- Various Co-curricular activities organized to make them aware of towards exceptionalities and gender differences.
- Videos & films on the success stories of exceptional children are shown to these students in their tutorial groups to develop empathy.

- The theoretical and practical components of the syllabi also support inclusive practices. Students are taught about this component and special visits to schools of special children are also organized to sensitise the faculty as well as pupil teachers and to prepare them to cater to the needs of this vital section of educational population.
- Pre-Internship Programme helps in identifying the nature of the school, classrooms and individual differences in the class room.
- Observation of school mentors in handling the children from diverse backgrounds and exceptionalities.
- Student Teachers give their reflection of Teaching Practice and share their difficulties in working with these children.
- Undertaking Action Research by pupil teachers on identification and solution of various classroom problems.
- Guidance from mentor teachers in classroom management skills.
- Various extension lectures on inclusion and sharing of views in morning assemblies help pupil teachers to gain understanding.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

- In addition to pedagogical arrangements, the institute has barrier free access to the classroom for physically handicapped students.
- They are provided with a wheelchair by the college to move freely within the campus.
- Ramps have been made at the entry points in the classroom and verandahs.
- As far as possible they are handed over the required facilities like books etc in their seats.
- Such students are given hostel accommodation on the ground floor to ease their movement. They are given assistance during transportation in college bus.
- They are given extended time for submission of assignments.
- Extra time is given to them during examinations.
- College provides special Scholarships to these students.
- Convenient school allotment during teaching practice.

7.2.6 How does the institution handle and respond to gender sensitive issues(activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college is a co-educational institution and as such has maintained a healthy atmosphere ensuring the respect of both the genders.

- The college has a women grievance redressal cell which functions to safeguard the interests of woman and ensure a safe and secure stay of the inmates.
- It also provides personal counseling to women to handle problems and ensure their safety.
- Anti-Ragging Cell of the college is functional as per the UGC rules.
- Separate hostels, common rooms, rest rooms for boys and girls.
- Equal opportunities are given to both the genders in college activities.

7.3 Stakeholder Relationships

7.3.1 How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?

The institution has a transparent working pattern and uses the following modes to keep the stake holders posted about the performance of the institution.

- College website: www.ghgcollegesadhar.org The college website has been professionally designed, wherein there are various sections viz academics, achievement, infrastructure etc to keep the viewers (stakeholders) informed regarding college functioning. The website is regularly updated and latest events and information is added upon.
- College Brochure/Prospectus: The college prospectus is made available to the students at the time of admissions. The prospectus has detailed information about the college history, its achievements, infrastructure, rules and regulations, outline of the courses and curriculum.
- The college achievements are published in University news letter and leading news papers.
- Annual activity record of the institution and creative inputs of the students are compiled in the college magazine Miri-Piri
- Class Representatives: The students are given due representation in the college administration, the class representatives meet periodically with the Principal where they are informed about important events and functions to be organized in the college. Their opinion and suggestions are taken in decision making process
- Mentor Period: The mentor periods are another place to disseminate information to the students and ask for the suggestions on college working and administration.
- Alumni Meetings: The alumni association organizes alumni meets in the college campus wherein the old students from different batches participate actively in discussing about college functioning. The alumni incharge presents the annual performance of the college, the achievements and important decisions taken.
- The college activities and achievements are posted and shared on the social networking sites like Facebook and Whatsapp.
- Display on Bulletin/Notice boards: All the important news, decisions and other relevant information for the students is displayed on the notice boards. Information like administrative decisions, useful information like datesheets, competitions, time table are put up on the the notice boards.
- Annual Reports: A comprehensive report about college activities, achievements, university results, faculty progression, scholarships disbursed etc is prepared and presented during Annual Convocation and Prize Distribution functions. Copies of the report are distributed among the community members and parents attending the function.
- Meeting with heads of practicing schools: The college Principal and teaching practicing incharge arrange meetings with heads of practicing schools and inform them about rules and regulations regarding teaching practice. Other relevant information, like change in course, pattern of conduction teaching practice etc is also shared with them so that their useful suggestions could be considered during decision making.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The feedback collected from the various sources (feedback performa, suggestion boxes, meetings of class representatives, feedback from local community, parents, alumni meetings, heads of practicing schools, university inspection teams) is analysed properly by the Principal and Staff, the suggestions of the stake holders are noted down and the viable and feasible suggestions are incorporated to improve college functioning.

- High Achievers and meritorious students in various fields are awarded during college functions. The management recognizes their talents and suitably rewards such students which acts as a source of motivation for further excellence.
- In case there is a general failure of certain policy or teaching methodology or in any such pedagogical area, the reasons for failure are located by intensive discussions in staff meetings.
- Teacher evaluation done by students is also analyzed and results are shared with the staff by the Principal in a constructive manner so as to help the Teachers improve upon.
- Reframing of objectives and policies is also done in the light of the feedback Academic results and cultural performance of the teacher trainees.
- Grievances and suggestions of the students and stakeholders are attended to and necessary action is taken.
- Low achievers are motivated to improve upon and individual guidance and remediation is offered through training and practice.

7.3.3 What are the feedback mechanisms in vogue to collect, collate data from students, professional community, Alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

The institution has various feedback mechanisms to collect, collate data and analyse and use the results for qualitative improvement.

- **Feedback Performa:** The best and the direct source of feedback from the students is the feedback Performa which is filled by the students at the end of each session. This feedback performa has detailed sections on curriculum transaction, teaching learning interactions, ICT usage, use of instructional aids, infrastructural facilities. Students also evaluate teacher performance in these feedback performa. The feedback is taken in a confidential manner and students feel free to give their opinion.
- **Suggestion Boxes:** The college has installed suggestion boxes at different places like library, canteen, corridors where students can drop in their suggestion, feedback, complaints any time during the session. These boxes are also confidential and the Principal opens them periodically and collects the feedback given by the students.
- **Meetings of Class Representatives:** As mentioned above class representatives meet with the Principal and discuss important issues and problems which are of concern to

the students. Their reactions and suggestions on new policies and programmes implemented in the curriculum and pedagogy are taken.

- **Feedback from local community:** The institution was born out of the efforts of the local community, the community members under the leadership of Late Nihang Shamsheer Singh established this seat of learning. Therefore the institution owes a lot to the local community. Many members of the management are from the local community and they participate in the decision making process. During the regular meetings of the Governing Council the progress and performance of the institution is discussed and suggestions are incorporated.
- **Feedback from parents:** Parents of the students also meet the Principal in case their wards are having educational, personal or any other adjustment problems. These meetings are also a valuable source of feedback for improvement.
- **Alumni Meetings:** Alumni of the college are a useful source of feedback and constructive criticism, during alumni meets the old students freely express their opinions on the college performance and suggest ways of improvement.
- **Feedback from heads of practicing schools:** A special form has been designed to collect feedback from the heads of the practicing schools wherein they give their suggestions about the internship programme, the performance of teacher trainees, the use of ICT by them, teaching methodologies used, their involvement in the school activities, organization of cocurricular activities, supervision of the trainees by teacher educators etc. The heads of the school inform about their general satisfaction/dissatisfaction from the conduct of teacher trainees and suggest ways and means of improvement.
- **Feedback from University inspection teams and NCTE:** The periodical inspections by Panjab University and NCTE are another reliable source of feedback and a reflection upon the functioning of the college. The suggestions given by these professional teams help in a lot of improvement in different areas.
- **Social Networking sites** like college Facebook page, Alumni Facebook page, Whatsapp groups are open platforms for receiving suggestions from all the stakeholders.

As mentioned above the feedback from these sources is analysed and interpreted to bring about improvement in the weak areas and replace or change the policies where failure has been met. The pedagogical areas where the college is performing well are further strengthened to bring excellence. The college is implementing ERP also.

Additional Information to be provided by the institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

The institution has a strong inbuilt value system which synchronizes with the core values of NAAC. The college pays a lot of thrust on harmonious development of the inmates couple with intensive efforts to prepare them for global competition.

Core value-1 Contributing to National Development

- Sensitization of the student teachers towards national needs and goals by celebrating national days and festivals.
- Social Service activities
- Community related activities
- Encouraging them to discharge constitutional obligations
- Adopting democratic and egalitarian processes in college functioning

Core value-2 Fostering Global Competencies among Student

- Internship programme for skill building and field engagement
- ICT embedded curriculum transaction for fostering ICT skills
- Mock interviews, CV writing and communication skill development programmes for preparing the students for job market
- Coaching for competitive exams like TET, NET, SLETetc
- Personality development sessions and Finishing School Programmes

Core Value-3 Inculcating a Value System in Students

- Morning assembly for spiritual, moral and religious value inculcation
- Activities of NSS and social vision club for social value building
- Participation in Youth festivals and other competitions for building cultural and aesthetic values
- Democratic values through the functioning of Central Student Council
- Ecological values through environmental awareness programmes
- Extension lectures on value building

Core Value – 4 Promoting the Use of Technology

- Technologically equipped laboratories viz Educational Technology Lab. Language Lab. Method Lab, Computer Lab, Learning gallery, Seminar hall
- ICT demonstration through Classroom discourses i.e. use of projectors, visualisers and interactive boards
- Computerised office, digitalized library and WIFI campus
- ICT training to staff and students
- Communication skill enhancement through use of language lab
- Online Assignments, developing and delivering ICT based lessons

Core value-5 Quest for Excellence

- Continuous monitoring of progress of the institution and reframing of policies and objectives in the light of feedback and results
- Promoting Research culture – Publication of College research journal, rendering research consultancy services, pursuing research at various levels
- Faculty Progression through organization and participation in seminars, conferences, workshops at national/ state levels
- Identification of bright students and offering them extra assistance for further excellence
- Honoring excellent performers in college functions
- Inviting men/women of eminence for motivational talks

PRESENT SCENARIO OF TEACHER EDUCATION IN PUNJAB

Teacher Education has a long history in the state of Punjab, after independence, there were 7 Teacher Education institutions, G.H.G. Khalsa College of Education, Gurusar Sadhar was among these pioneers. The number of colleges increased to 16 in the 1970's, 22 in 1990's. With the establishment of NCTE in 1995, the state witnessed a spurt in the growth of Teacher Education Institutions for B.Ed, M.Ed and E.T.T. courses. The total number of Colleges of Education providing B.Ed course in Punjab in 2008 was 165 which included 4 government colleges of education, 15 grant-in-aid and 146 self-financed colleges. Currently, there are more than 200 Colleges of Education in Punjab.

The colleges of education in Punjab are affiliated to Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar. However, some private universities like Lovely Professional University, Desh Bhagat University, Chitkara University, Rayat and Bahra University, B.B.S University, CT University have also Department of Education providing B.Ed. & M.Ed. courses.

Admission to the B.Ed course is through Centralised Counselling on the basis of state level Joint Entrance test with a requirement of minimum 50% marks in graduation. The students are admitted on the basis of merit and reservation policy of State Government. The M.Ed admission is also on the basis of an Entrance Test and Centralized Counseling by Panjab University, Chandigarh.

The unchecked mushrooming of self-financed teacher education institutions led to deterioration of quality. The profit driven private providers started accommodating the non-attending takers, hence, presenting a challenge to the government and grant-in-aid colleges in admissions. These institutions have also lowered the standards by recruiting non NET faculty and paying low salaries to them. The introduction of two year B.Ed and M.Ed programme has lessened the popularity of the courses thus creating a severe challenge in both admission and retention of students in all the three types of teacher education institutions viz. Government, Aided and Self-Financed.

The job market is not offering any promising future for the prospective teachers, the courses have become expensive but the salaries being offered both in government and private sector are quite low. Moreover, the nature of recruitment is contractual which has reduced the job security among the seekers. Thus the Teaching Profession in Punjab is not as attractive as it was in the past.

Despite all these handicaps, the college adheres to the norms of the regulatory bodies and has always tried to uphold its values, ever striving to provide quality teacher education.