YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

G. H. G. KHALSA COLLEGE OF EDUCATION

- Name of the Head of the institution

  Dr Pargat Singh Garcha

- Designation

  Principal

- Does the institution function from its own campus?

  Yes

- Alternate phone No.

  01624275228

- Mobile No:

  9815331234

- Registered e-mail ID (Principal)

  iqacghgedu@gmail.com

- Alternate Email ID

  ghg_edu@yahoo.co.in

- Address

  Gurusar Sadhar,Distt Ludhiana

- City/Town

  Ludhiana

- State/UT

  Punjab

- Pin Code

  141104

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

  Teacher Education

- Type of Institution

  Co-education

- Location

  Rural

- Financial Status   **Grants-in aid**

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

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

- Phone No.   **9915560719**

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

- Mobile (IQAC)   **9417000719**

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

- Alternate e-mail address (IQAC)   **manumehar@gmail.com**

3.Website address   http://ghgkce.org/

- Web-link of the AQAR: (Previous Academic Year)   http://ghgkce.org/files/education/aqar/aqar2020-21.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link: http://ghgkce.org/academic-calendars-edu/2/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.30**	**2017**	**30/10/2017**	**29/10/2022**

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

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Youth Welfare,PU Chandigarh	Zonal Youth Festival	Department of Youth Welfare,PU Chandigarh	20/12/2021	375000
NAAC Finance	Financial Assistance for organizing Seminar	NAAC,Bangalore	15/12/2021	30000

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

- Upload latest notification of formation of IQAC   View File

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   View File

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

- If yes, mention the amount

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

In order to sensitize the stakeholders of higher education institutions to changing educational, social and market demands College organized a two days National Webinar on the theme "Qualitative Initiatives and Best Practices in Higher Education Institutions" on August 27-28, 2021. The webinar was sponsored by National Assessment & Accreditation Council, Bangalore. To help Student teachers learn to write and demonstrate micro, macro, diary,

ICT, test based and teaching model based lesson plans, identify and use various audio visual Aids in their teaching in order to make it more effective, to get them acquainted with the real environment of teaching through simulated teaching practice Skill enhancement and Pre-practice programme was organized for the students of B.Ed. semester III from August 03-11, 2022 in the college campus To enhance Linkages and Collaboration and with the aim to enhance the professional abilities of the teachers and skills and positive attitude of students a seminar on Personality Development on March 11, 2022 in the college campus. College organized an "extension lecture on Awareness of the Present Banking System and the online Frauds" on August 02,2021,to orient them to different online tools in teaching- learning and assessment, College organized a seven day long workshop in collaboration with Paramarsh Scheme on the theme "Innovative Tools for Online Teaching Learning and Assessment" on September 15-22, 2021. "ICT based Initiatives in Schools" on October 9, 2021.To spread legal awareness and free legal aid"Concept of Free Legal Aid in India: Existing Regulations and its Applicability" under PAN India Awareness and Outreach Campaign on November 09, 2021,Best Practices in Internship" on December 27, 2021.To inculcate positive attitude among the students in order to help them in effective personality development College organizedCollege organized free online coaching classes for CTET/PSTET for the students of B.Ed. in collaboration with Bombay Teachers Training College, Mumbai from July 31, 2021 to November 30, 2021 through online mode. To celebrate Swachhta Pakhwara from August 1- 15, as per directions of NSS Directorate, Ministry of Youth Affairs and Sports, Govt. of India,host of activities were organized in the prescribed period taking full precautions of Covid -19 which included, preparation of banners and awareness marches in the nearby villages and door to door campaigning to spread the awareness about cleanliness. Students stitched cloth bags and distributed it to the community to spread the message of banning plastic. They also demonstrated recycling of plastic by using empty plastic jars for plantation. Tree plantations were done for environmental upgradation. Students undertook cleanliness drives to clean their surroundings, government and public premises. To help youngsters to showcase their talent and help in their overall development Panjab University, Chandigarh organizes youth and Heritage Festival on an annual basis in different zones.College hosted the Zonal Youth and Heritage Festival for Education Zone-B which was held from 04 to 08 December, 2021. Theme of the youth festival was "Love and Respect the Nature". A value added course on "Nonverbal Communication in Teaching and Learning" initiated for the students of B.Ed. Semester I and M.Ed. Semester I and III. The course commenced from January 07, 2022 and was completed by the students on January 10, 2022. During the

current session, a total amount of Rs.55500/- was disbursed among 13 needy students from the Students Aid Fund of the College and from Alumni Association fund. A total amount of 702,435 has been sanctioned and disbursed under PMS to 40 students of the college. A total amount of 342,000 has been received and disbursed under Sikh Human Development Foundation Scholarship. A total amount of 36,800 has been sanctioned and disbursed under National Scholarship.

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

Plan of Action	Achievements/Outcomes
Enhance Linkages and Collaboration	With the aim to enhance the professional abilities of the teachers and to orient them to different online tools in teaching- learning and assessment, College organized a seven day long workshop on the theme "Innovative Tools for Online Teaching Learning and Assessment" on September 15-22, 2021. The workshop was organized under PARAMARSH Scheme of UGC. College organized an "extension lecture on the topic Best Practices in Internship" on December 27, 2021. The lecture was organized in collaboration with Bombay Teachers' Training College, Mumbai- a constituent college of HSNC University, Mumbai College organized free online coaching classes for CTET/PSTET for the students of B.Ed. in collaboration with Bombay Teachers Training College, Mumbai from July 31, 2021 to November 30, 2021 through online mode.
Value Added Course	A value added course on "Nonverbal Communication in Teaching and Learning" initiated for the students of B.Ed.

	Semester I and M.Ed. Semester I and III. The course commenced from January 07, 2022 and was completed by the students on January 10, 2022.
Skill Enhancement Programme and Finishing School programme to hone the professional skills of Semester IV Students	college organized skill enhancement Programme in collaboration with the alumni association from August 1,2022 to August 10.2022. Students were given exposure on writing different types of lesson plans, Tips for effective teaching, Developing classroom confidence.
Remedial Classes	definite criterion and planned strategies are formalized and implemented in the regular time table. Resources in the form of notes, question banks and sample answers are provided to the students
Curriculum Planning	keeping in mind the needs of students ,time and post covid constraints the Curriculum needs to be planned. Course outcomes, Unit planning was done and put on the website.Planning the schedule and mode of Orientation sessions for new comers were done.Analysis of Feedback from various stakeholders was put forth the core committee and relevant modifications in curriculum are made and henceforth implemented in the current session.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC Cell	11/03/2023

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	G. H. G. KHALSA COLLEGE OF EDUCATION
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• Designation	Principal
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• Mobile No:	9815331234
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• Alternate Email ID	ghg_edu@yahoo.co.in
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• City/Town	Ludhiana
• State/UT	Punjab
• Pin Code	141104
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• Location	Rural
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• Alternate e-mail address (IQAC)	**manumehar@gmail.com**
3.Website address	http://ghgkce.org/
• Web-link of the AQAR: (Previous Academic Year)	http://ghgkce.org/files/education/aqar/aqar2020-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC Cell	11/03/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	09/12/2022

15.Multidisciplinary / interdisciplinary

Teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, our teacher education institute is geared up to run teacher education programmes, in collaboration with Degree college our sister institution which is running in Campus II.This will allow the students to explore and study distinct subjects or curriculum from various fields. The teacher educators at GHGKCE are well equipped and mature to impart knowledge and skills in their learners and enrich their multidimensional skills and experiences. The teacher educators illustrate a lesson with the experiences gathered from the multiple disciplines.Currently in isolation also, Multidisciplinary approach is adopted by the college and is student friendly. Here each and every student is given ample opportunity to choose his or her subject from the divergent options and provides a platform for pragmatic and flexible teaching-learning experiences. It enhances the student's personality and character building process. Thereby developing necessary social values and ethics equipping and enhancing the scope of employability and jobs for students within the country and in abroad.Through varied activities involving multidisciplinary approach, the student teachers gain number of of skills—problem-solving, critical thinking, time management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work environment.

16.Academic bank of credits (ABC):

The university is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. There is, however, little scope to go beyond University norms for an affiliated College.The college however, is seeking an opportunity of converting the existing certificate courses/Value added courses into academic credit programmes (academic bank of credits) and

henceforth working on the process of meeting the eligibility requirements so as to register with Academic Bank of credits.

17.Skill development:

New entrants are given a coherent understanding of different Teacher Education programmes (B.Ed., M.Ed.) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. An Entry-level Assessment to generate baseline data of the students. An Entry-level Assessment to generate baseline data of the students. New entrants are made aware of Programme and Course Learning Outcomes. Visits to library are made mandatory for each and every student so that they get familiarize with the print as well as e-resources available in the library. Beside this, students are also made aware of culture, rules and regulations of the institution. The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field engagement, field trips, laboratory work, etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools. Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities.. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels. . Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language,

culture, using online course)

The college envisages to produce quality teachers and to serve as a podium for establishing a society based on ethics and excellence, marches with a mission statement of "Mann Neeva, Mat Uchhi" (Humility of mind, Mellowness of thoughts). Qualitative teacher education is transacted through varied subjects. Practical knowledge on Tools of Assessment, tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record, helps student teachers to gather data for internship, project and action research through curriculum of Assessment for Learning. Students are sent to observe and interact with students and teachers to understand the details of school functioning in different schools for school induction programme. Continuous mentoring, Comprehensive evaluation ,flexibility in teaching using varied mediums, Learning Enhancement and Enrichment,Remedial programmes, blended mode of teaching. A conceptual understanding of ideology of different philosophies and philosophical views is through the curriculum of Philosophical Bases Of Education Acquaintance with the Indian education system in post independence era, emerging issues in the field of education through the curriculum of Education In Contemporary India. Comparison of the salient features of educational system, teacher education program & recent trends and innovations in education in Comparative Education Paper and through interaction with experts of international repute.

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

The institution focusses on Outcome-based education. Mapping of each PO and CO with its learning outcome is under process. All programs PO's and CO's are framed and displayed on website, prospectus. Students are made aware about these PO's and CO's.Learning OBE is enhancing every teacher educator as well as students to think critically, and perform as per their capacity and focus on outcomes.The teachers enhance the curriculum and empower students to take more responsibility for their own learning. GHGKCE prepares a detailed calendar of teaching, learning and evaluation, integrating the co-curricular and extracurricular engagements as envisioned under the Engaged Competence Enhancement (ECE) paradigm. A good number of courses in all our programmes incorporate topics such as Professional Ethics, Gender, Human Values, Environment and Sustainability. We offer maximum electives/ specializations.While planning institutional curriculum, focus is kept on the Programme Learning

Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution,Prospectus,Student induction programme,Orientation programme for teachers.Outcome-based education is feasible in the institution as the institution follows a clear policy for measuring fluency/proficiency and is adaptive to student needs. It is shared with the students during Induction Programme as well as on the Website and during the course of two years teaching learning support is provided when and where it's needed most and Learners are given sufficient time to achieve mastery (Skill Enhancement /Finishing School Programme/ Post Internship)

20.Distance education/online education:

The institution developed its in-house ERP i.e. Enterprise Resource Planning system to ensure better control, supervision, transparency and an overall improvement in the institutional efficiency. The global inclination towards online learning and sudden pressures in wake of world-wide pandemic, were dealt with efficacy by procuring the world class Learning Management SystemMOODLE. Another contribution and one of the best practices adopted by the college is to maintain a YOU Tube channel through which the college has given an open window to share its e-content with the faculty and students all over the world. The session 2020-21 was itself a strategic year for the institution due to a sudden revolutionary shift from offline teaching learning mode to online teaching and learning. Teachers extensively use ICT online conferencing platforms, teaching, documentation, and editing tools and google workspace for effective teaching,ICT integration is optimally used in delivering lessons, preparation of ICT based lesson plans, preparation of assignments, seminars, attempting online quiz,exposure to usage of smart board/interactive board/recording room. Majority of the Taechers have already completed online courses on Open Educational resources and mooc courses. LMS Moodle is used for regular curriculum transactions. Learning management system has modules for assessing the performance of the students in the form of tests, quiz, question papers etc. The college has also purchased zoom subscription to facilitate the online teaching – learning and organising other academic activities like webinars, FDP's etc A recording studio to provide a supportive environment with all essential ICT equipment and necessary infrastructure has been set up for recording of e-lessons. In addition to smart boards, LCD

projectors and laptops already available in the college, other essential equipment like mikes, tripod stands have been purchased. A portable camera, Bluetooth enabled speaker have also been purchased.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**218**

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

2.2 Number of seats sanctioned during the year	**150**

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

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**71**

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

2.4 Number of outgoing / final year students during the year:	**108**

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

2.5Number of graduating students during the year	**108**

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

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

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

2.Institution

4.1	**51.59**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**51**
Total number of computers on campus for academic purposes	

3.Teacher

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

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2	**24**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Institution Plans for the curriculum before the commencement of the session, starting with the need assessment on the basis of feedback collected from various stake holders as well as experience gained by the faculty through participation in various

curriculum development workshops/ seminars/ conferences/ BOS/ Faculty of Education and Academic Councils Meetings.•In-house meetings for detailed discussions between Head, IQAC coordinators and other staff members.Discussing and finalizingProgramme learning outcome (PLOs) and Course Learning Outcome (CLOs). Preparation of Academic calendar. Time Table Preparation and division of workload• Unit planning.•Discussion about the teaching learning Resources.•Result Analysis of the previous year.•Preparation of Question banks.•Prepration of the Teaching Aptitude Tests.•Orientation programme for the staff and students.

Reviewing includes Analyzing Feedback received from various stake holders.•Analyzing Placement Records,Identifying the demands of global market as well needs of the local community. Conducting SWOC Analysis.

•Revision in the light of suggestions received through various stake holders. •Conducting Faculty Development Programme at the Institutional level.

•Conducting and Participating in Syllabus revision workshops in and outside the campus. Implementing the decisions made in the BOS and Academic Councils Meetings.•Incorporating the latest trends (Technology driven, blended learning,inclusive practices).•Adding new courses (Certificate, diploma, value added, self study etc.). Modifying the evaluative strategies. Adaptation to the local context involves identifying the needs of the rural student population and incorporating skill based course and enterpreunership programmes.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.ghgkce.org/outcomes-bed/2/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

27

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.ghgkce.org/time-tables-edu/2/

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

109

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

109

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

42

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

42

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Fundamental and Coherant Understanding:

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

Creating Procedural knowledge •Pre Internship training for 2 weeks, Demonstration of Micro and Macro teaching skills, internship for one complete semester.•Skill enhancement programme (inviting academia, employers, alumni)•Micro skills training sessions.•Model lessons.Simulated Teaching

Capability to extrapolate :•Pre-internship for one week.•Internship for the period of 4months.Discussion lessons•Model making and Skill in teaching competitions (zonal and inter-zonal level).•Extension lectures, seminars, workshops, field trips, educational tours, visit to special education centers, employment exchange, career talks.craft options to develop the basic employability skills among the students.•Provision of value added courses related to the ICT, Drawing and Painting, communication, research etc. •Self study courses.

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

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

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

•**Introducing diversity through the compulsory course papers and optional papers like School Management, Education in contemporary India, Knowledge, Curriculum and Understanding Disciplineat B.Ed and Comparative Education and Educational Management and policy planning at the M.Ed level.**

students are exposed to the environment of different boards of school (CBSE, PSEB, ICSE) under their pre internship programme and have to prepare a report on school plant, time table, school records and register, critical analysis of the curriculum, co-curricular activities etc.

different modes of Assessment like(Formative assessment, summative assessment, continuous and comprehensive evaluation classroom tests, assignments, quizzes.

training regarding various tools of assessment like questionnaire, rating scales, intelligence tests, personality inventories, checklists, case study, cumulative record card, anecdotal record.

Knowledge about Norms and standards for different boards of education like Grading system including CGPA, SGPA, percentage, continuous and comprehensive evaluation, midterm exams, summative evaluation.

State wise variation and Diversity in terms of international and comparative perspectivethrough different core papers like Comparative Education, Educational Management, Perspectives in

Education etc. and through conducting state, national and internationalworkshops, conferences and seminars on emerging trends in education

Comparison of the salient features of educational system, teacher education program & discuss recent trends and innovations in education of U.K., Finland ,U.S.A., China and India in Comparative Education Paper and through interaction with experts of international repute.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

- In the beginning of academic session the institution prepare an academic calendar comprising of curricular and co-curricular activities for wholesome personality development of the students.
- Central student's council is formed with the motive of developing leadership traits and accountability among students as qualities of a good teacher.
- Formation of various clubs and houses to engage in vstudentsarious activities to develop an insight about taking this profession beyond classroom teaching and learning.
- Engaging studentsin various community programmes through NSS camps, moral and value based learning (blood donation, Gurbanigyan, literary and cultural participations, Naitik Shiksha Exams etc.)
- Organizing tours, trips, field visits and excursions to develop various interpersonal skills like sharing, cooperating, organizing, problem solving and getting the first hand experiences.
- Using art and craft as a medium for aesthetic development

and making them self reliant.
- **Skill enhancement programme for developing the needed competencies based on the socio, economic and personal demands of the environment.**
- **the institution organizes pre Internship,Internshipand Field attachment programmefor students todevelop all the necessary skills for being a successful teacher.**
- **Organizing Finishing school Programme,Career counseling and Placement drives.**
- **Visit to vocational and rehabilitation centers, special schools are also arranged to give the real time exposure to the students.**
- **Sports and athletic activities,training in life skills for the effective functioning in the society.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

109

2.1.1.1 - Number of students enrolled during the year

109

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

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

63

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

63

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

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

31

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

31

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

2.2 - Honoring Student Diversity

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

The students' learning levels, potential, academic background and their linguistic skills are assessed by teachers using marks secured by the candidates in entrance test as well as entry behaviour testing, group discussion and personal interviews in the

orientation session as well as initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented. The faculty follows an integrated approach. A Mentoring system is in place to assess the level and needs of the freshers and help to resolve them. Every student is allotted a mentor for guidance.Value added courses and Enrichment classes are organized for students to provide special coaching in areas where they need support. Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject.Personal, academic and career-related counselling is given from time to time. 'Talent Hunt' is organised in the beginning of the session to recognise talent in varied literary and fine artitems.Students are motivated to join various clubs of the College which help to inculcate the value of service in them.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

18

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

2.3 - Teaching- Learning Process

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

The institution strongly believes that student-centric learning methods enhance the lifelong learning skills of students making them more self reliant and motivated..

Experiential Learning:

- Through practical sessions.

- Internship to expand the knowledge on teaching learning process

- Add-on Courses

- Case Studies, Model Making, Visual Aids usage

- Skill in teaching and teaching aid preparation competitions

- Projects,Excursions, surveys and field visits.

Participatory Learning:

- Cooperative/collaborative learning

- Seminars,offline and online assignments reflect students' understanding of the concept and aid in planning teaching strategies.

- Group Discussion, Debate, Role Play, Quiz, art competitions to trigger self-confidence of the students

- Seminars, conferences, workshops,group discussions on contemporary topics.

- NSS and extension activities

Problem-solving methods:

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

- Research projects and paper presentations by MEd students .

- Academic cum Cultural Competitions ascertain the level of understanding and problem solving abilities of students.(literary activities enhance creativity etc)

- Tutorial Sessions

- Brainstorming sessions

- Sessional Work

- Peer Group Teaching

- Quiz Sessions

Brainstorming:

- Mind mapping techniques

- Word games

Focused group discussion:

- Discussions in Ability groups

- Joint collaborative academic and cultural activities(MOU COLLEGES)

Online mode:

- Learning management system-MOODLE

- **ERP**

- **INFLIBNET subscribed central computerized library**

- **Lecture capturing system**

- **Youtube videos**

- **Allocation of separate library period for self-study,**

- **Group learning/peer discussions,**

- **Webinars/ seminars.**

- **Power-Point aided Presentations and ICT based lesson plans.**

- **Consulting online articles/ journals**

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

14

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

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

210

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

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

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

Continual mentoring is an important aspect of student development in institutions, where teachers play a vital role in helping students build the skills, knowledge, and attributes needed for success in their careers.Mentors may also encourage students to take an active role in their teams, such as leading discussions or taking on leadership positions.They may facilitate team-building

exercises, provide guidance on how to resolve conflicts, and help students understand the importance of effective communication and collaboration.Mentors may work to create an inclusive and culturally competent learning environment, helping students understand the importance of valuing and appreciating differences in backgrounds and perspectives.

The mentors may provide guidance on how to maintain a professional demeanour, navigate workplace dynamics, and communicate effectively with others. They may also discuss the importance of ethics and professionalism, helping students understand the values and behaviors that are expected of them in their careers.

By providing guidance on how to manage stress and maintain a healthy lifestyle, mentors can help students avoid burnout and stay motivated and focused on their goals.

Mentors may provide guidance on how to stay informed about the latest trends and best practices in education and related fields, and may encourage students to engage in ongoing learning and professional development opportunities. They may also provide resources and support to help students keep up with the changing demands of their careers.

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

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

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

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

The college plays a vital role in inculcating Creativity, innovativeness, intellectual and thinking skills, empathy, life skills through Multiple modalities in Teaching Learning Process.

Digital cum flipped modes of interactions, Concept Mapping, problem based practicums.The Learning management system is adopted by the college which includes the basic and advanced aspects of the teaching learning process such as lecture notes, PowerPoint presentations on topics, related videos, quiz, assignments, attendance, discussion forums etc. which helps in developing the cognitive and intellectual skills of the students and put on MOODLE. Google Classroom is also used by faculty members and assignments/quizzes are assigned.Develop good Communication Skills-participate in seminars and conferences,competitions,Morning assembly,panel discussion, review writings, story writing,finishing school programme nurtures intellectual and thinking skills.Many students of the college have enrolled themselves in various certificate courses. The College provides value-added courses to gear the students' interest in diverse directions.The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds.Empathy is another quality that is nurtured through the teaching-learning process. By creating a safe, inclusive, and supportive learning environment, teachers help students to develop the skills they need to understand and appreciate the perspectives and experiences of others.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group

All of the above

activities Performance tests Oral assessment Rating Scales

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement	All of the above

in preparatory arrangements
Executing/conducting the event

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

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

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

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

Two weeks Pre-internship is carried out during the first two semesters in nearby schools followed by 16 weeks Internship in third semester.The allocation of schools to internees are decided by the higher authorities (DGSE, DEO and school principals) as per the request and desire of the internees keeping in mind the distance,availability and accessibility. Orientation to school principal/teachers is facilitated by the Principal,Internship Incharge and Teacher incharges regarding the activities to be conducted during Internship and their role, guidance and support

during internship. Orientation to students going for internship-Two week Pre internship programme, give an idea about the functioning of school,current demands,requisites,overall Philosophy, aim and vision of the school, Organization,Management &Curriculum byobservingclasses engaged by the experienced schoolteachers Prior to Internship,Model lessonsof experts followed by Simulated teaching for 10 days,orientation regarding Planning and Facilitating Teaching Learning,Assessment of Students' Performance,Participation & OrganizingSchool Activities&PTA meeting Streamlining Assessment Mode-Achievement test,Peer observation rubrics,Reflective journal preparation,Self evaluation. Teachers accompany the student teachers toschools. Mentors are selected from each school. Attendance Register is given to schoolheads to take the daily attendance. PTA meeting is organized before sending the student teachers to the schools.

The Teacher Supervisor evaluates the copies of the student teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group.

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

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

2.4.9.1 - Number of final year students during the academic year

108

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural	Nine/All of the above

events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	

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

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

The internship lasts for 20 weeks (School internship 15 weeks and field engagement with school and community 4 weeks). Two composite discussion lessons and 60 lessons in each subject are prepared by interns. During the entire internship, teacher educators monitor all the activities at regular intervals and provide at least sixty percent suggestive feedback on their respective subject files. They verify whether the students rectify the correction given in the previous observation. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees.

During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students.. The internship is duly certified by the head of the practising school after ensuring that each student has completed all the activities.

The student teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and

corrective measures are suggested to them.

Peer groups observe at least 20 lessons (10 per subject) delivered by each student teacher and provide feedback making them aware of their strengths and weaknesses.

Observation of College Teacher Incharges:The observations are given at the beginning, middle and at the end of the practice teaching

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

2.5 - Teacher Profile and Quality

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

18

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

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

13

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

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

219

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

219

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

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

Institutional Climate and facilities: In addition to conducive and a democratic climate for personal and interpersonal growth, the institution provides different instructional,infrastructural facilities and resources for professional updation of the staff.

Faculty orientation-cum-development programme: The institution organizes a faculty orientation-cum-development programme in the beginning of each session for 10 days with the motive to acquaint them with the latest happenings in the field of education and to encourage in-house cross disciplinary sharing of ideas.

Career Enhancement Programmes:Teachers engage in inhouse sharing and discussion of ideas, and alsoo update themselves with national developments by regularly attending UGC-HRDC sponsored orientation and refresher courses or by other govt. And non govt. organisations.

Seminars, Workshops, Conferences and FDP's: Teachers organise seminars at national and international levels in the college where resource persons of local, national and international repute and faculty from other institutions are invited for discussions and deliberations

Research & Publications: 3 faculty members are approved Ph. D. guides.The college research committee is religiously engaged in editing and publishing research work of inhouse faculty and across the nation through College research journal. The Advisory and editorial board includes in house and outside experts which share inputs for the publication of the journal.

Faculty members holdMembership of professional bodies

Activities undertaken with institutions under MOU's and

collaborations/linkages: Teacher exchange programmes, acting as resource persons, inviting experts in educational discussion forums are other initiatives taken by staff for sharing and upgrading knowledge and expertise.

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

2.6 - Evaluation Process

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

The College follows the Panjab University guidelines for distribution of weightages to internal and external evaluation. Internal evaluation however is an essential feature of teacher education curriculum. It is formative and continuous in nature and focuses on those abilities and activities which cannot be tested in external examinations- leadership qualities, values, attitude, punctuality,, initiation, innovation, creativity, research aptitude and commitment towards work and society.

The prescribed syllabus, the criteria and weightages for evaluation in each semester are made explicit and transparent. A clear notion of internal assessment is given to the student teachers at the very outset of the course during the orientation sessions.

Class attendance, Participation of the student in class discussion,Written assignments,Snap tests,General behavior, Preparation of practical files. Online evaluation of assignments submitted by students, regular class tests, House examinations, Student Seminar Group discussions, PowerPoint presentations, debate competition, dissertations, tours and report preparation, assignments etc.

Fairness and unbiasedness are two principles which guide the CIE process. Due credits are given for talent and diligence in every college activity. The behavioural aspects are also observed throughout the session and aptly awarded. Thus the CIE process is a true representation of the all round personality of the the trainees.

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

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

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

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

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

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

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

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

- **Academic calendar is prepared well in advance to show the roadmap of the tasks to be accomplished during each semester.**

- **It is ensured that the academic calendar allows for CIE effectively. The schedule is planned in such a way as to facilitate effective and efficient delivery of curricula and to assess and evaluate, regularly and continuously the learning outcomes of the students.**

- **Regular assessment of student performance is done on various parameters such as attendance & regularity in work, in house and final exams, teaching skills of students, content awareness, participation in cocurricular activities, assignments, projects and involvement in bridge courses .**

- **The aim of the institutional academic calendar is to provide information regarding the schedule of activities of the institution. The College informs students about the university notices and circulars related to the examinations**

from time to time through student notice boards, college website, mentor groups, whatsapp groups.

- In the college academic calendar a schedule of curricular and co- curricular activities for its students are prepared. Internal assessment dates are also provided by the college in the proposed academic calendar, which is uploaded on the college website.

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

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

2.7 - Student Performance and Learning Outcomes

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

The institution has well framed PLO's and CLO's which are drawn out of the vision & mission of the college, guidelines of the regulating bodies (UGC, NCTE & PU, Chandigarh).

- Curricular transaction-theory and practicum are also well planned and guided by the PLO's and CLO's.

- Talent hunt programs help to identify talents and provide opportunities to hone them. The students are given training to improve their abilities and ensure harmonious development of their personalities

- Students are encouraged to indulge in discussions, brainstorming, problem solving and constructivist and creative activities to ensure that they become reflective learners.

- **Morning Assemblies, publication of Miri - Piri activities of various clubs, Awareness and sensitization programs,NSS, RRC, Guru Gobind Singh study circleTrips and excursions also help to achieve PLO's and CLO's and inculcate social, cultural, literary, moral and spiritual values in them.**

- **Pre-Internship, Internship and Post internship programmes,Communication skills arethe thrust areas as they provide field training and prepare the pupil teachers for employment.**

- **Finishing school programmes, carried out at the termination of the course is a very useful tool to achieve the PLOs in the true spirit. A complete overhauling of student personality is carried out in this programme and a variety of aspects like magnifying talent, using e- resources, establishing community linkage, new educational policy developments, out of box thinking, constructivist and experiential learning, resume writing, interview etiquettesPortfolio management etc.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	[View File](#)
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File](#)
Any other relevant information	[View File](#)

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

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

The attainment of course outcomes is measured through:

- Personal and Classroom interaction,

- Attendance

- Class tests

- Assignments

- House exams

- University exams.

- Viva Voce

- Project works

- Practical work

- Research work (M.Ed Synopsis & Dissertation)

- Pre-internship & internship programme

- Students cumulative record profile

- Teacher's observation

- Feedback from practicing schools

- Skill in teaching and teaching aid preparations(B.Ed)

- Field Attachment programme(M.Ed)

- Finishing School Program

- Participation in co-curricular activities:-

- Talent hunt

- Club activities

- Youth festivals

- NSS

- Celebration of Days and festivals

- Red Ribbon Club

- Guru Gobind Singh study circle

- Morning Assembly

- Contribution for College Magazine

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

The role of each input is effectively analysed and the outcomes are discussed in the Staff meetings. The policies and strategies are framed in these meetings to encourage better performance in the future.

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

2.7.4 - Performance of outgoing students in internal assessment

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

108

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

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

The initial learning needs of the students are identified in the first few weeks of the commencement of the course through informal interactions with the parents and students at the time of admission as well as during the orientation/student induction programmegives a fair assessment of the socio-economic background, cultural & linguistic background,family support available to the students,their previous knowledge & skills.

Socio - economic needs are assessed through Mentor -mentee interaction, anecdotes, applications and interviews to SAF Committee.

Communication skills, punctuality, Theoretical understanding, time management, conceptual clarity, retention of the students are assessed through Class tests/house tests/university examinations by analyzing the Scores obtained and standing amongst the peer group.

Creativity & innovativeness, problem solving, language proficiency, psychomotor skills are addressed through Sessional work,Submission of projects /assignments/practical work.

Interpersonal and social skills, cooperative attitude, teamwork,Leadership training, organising & convincing abilities, time & resource management are addressed by organising and conducting Seminars, panel discussions, housewise competitions, morning assemblies, peer learning, participation, club activities, trips and excursions

Pre-internship, internship & skill enhancement Professional abilities & attitude, teacher mannerisms, pedagogical skills, organising abilities, understanding learner and learning needsis implemented through Visit to schools, observation of school plants, records & register,Organising morning assemblies and other co-curricular activities.

Techno-pedagogical skills are addressed by active involvement of students in ICT lab work, sessional submissions, integration of ICT in teaching/ co-curricular activities

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

01

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

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

0.5

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

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above

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

3.2 - Research Publications

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

08

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

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

13

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

39

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

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

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

189

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

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

129

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

129

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

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

The institution organizes a range of outreach activities for welfare of the community and multifaceted development of students. Our College organizes and participates in various outreach activities with a dual objective of not only sensitizing students about various social issues but also contributing to community and strengthening community participation.

College organizes blood donation camps, free medical checkup camps, health campaigns in collaboration with the Red Ribbon Society. In addition, this institute organizes various activities like gender sensitizations, awareness programs, celebration of

important days for students in the college campus as well as internship schools.

The institute participates in the government's initiatives such as Swachh Bharat movement, health awareness and in collaboration with local community as well as internship schools. Important national and international days and weeks are also celebrated and special morning assemblies are conducted in order to sensitize students towards various social issues.

These outreach activities benefited communities as well as students of the institution. They develop civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students for their overall personality development. These kinds of programs sensitize the students toward community benefits.

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

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

08

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

3.4 - Collaboration and Linkages

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

07

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

07

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

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

08

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**All of the above**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

- **The college has 7 Classrooms, Multi-purpose hall, Seminar hall, Library Cum Reading Room and cyber library, Science Resource Centre, Psychology cum Guidance Resource Centre, Maths Resource Centre, Educational Technology Resource Centre, Method Lab, Art and Craft cum Music Resource Centre, Learning Gallery/Media Lab, Health and Physical Education Resource Centre, Principal Office, Staff Room, Administrative Office, IQAC & Career Guidance &Placement Cell, Student Centre, Girls Common Room, Separate Girls & Boys Hostel, Staff Quarters, Separate toilets for boys & girls, Separate Common room for boys and girls, Playgrounds & Stores.**
- **Multi-purpose hall has Permanent stage fitted with a sound system, a projector with motorized screen, LED. Seating capacity for more than 300 persons.**
- **Both the campus and its hostels are Wi-Fi with "Radio Link Dedicated Lease Line."**
- **Maps and charts and audio-visual aids like LCD and overhead projectors, Slide Projector, e-learning modules, Interactive board, 1 Visualizer, Microscope and Improvised apparatus prepared by the students, specimens chemicals remain available to students for better understanding of topics.**

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

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

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

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

12

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

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

4.39

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

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

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

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

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

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

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The institution has a very rich and resourceful library with a rare collection of books, journals and magazines. The college library is automated and all the books are barcoded thus enabling easy functioning of library, acquiring, organizing, preserving, retrieving and disseminating information to the users, especially the circulation system. The library catalogue is OPAC and is used

for systematizing library resources, facilitating the process of issue –return and exhibiting their availability. This online database of library resources can be used with free remote access by the students and teachers to locate resources available in the library and their circulation status. The college ERP is used to support the OPAC of the library. IFLIBNET gives authorized access to N-LIST through user ids and passwords given to faculty and students. N-LIST offers e-resources-e-books and e-journals to students, researchers and faculty and can access e-resources and download articles required by them directly from the publisher's website.

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

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	All of the above

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

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

2.64

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

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

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

3156

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://ghgkce.org/college-library/2/
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained	**Three of the above**

as gifts to College

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

4.3 - ICT Infrastructure

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

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

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

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

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

4.3.2 - Student – Computer ratio during the academic year

4:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UC7q4gil1JZtNZv0QhM-YLyw
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UC7q4gil1JZtNZv0QhM-YLyw, https://ed.ghglms.org/
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

89.32

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

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

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

The library is fully automated. The library purchase committee caters to the demands. The books and journals are sent for binding and necessary repair regularly. The CCTV provision helps in better supervision of the library resources. Annual stock taking is done

to ensure the safe return and upkeep of library books.

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

There is a workshop to handle the dilapidated work.

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

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

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

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

File Description	Documents
Appropriate link(s) on the institutional website	http://ghgkce.org/iqac/2/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

Nine or more of the above

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

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

A. All of the above

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

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

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
43	108

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

20

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

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

33

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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

- The Council share students' issues and grievances andsolvethe problems of teacher trainees with the help of Principal and faculty.

- Central student council is a part of the IQAC and participates in strategic decision making.

- Central Students Council help in bringing to forefront the various problems encountered in conduct of programmes and implementation of policies.Suggestions are also sought from Student Council regarding the B.Ed & M.Ed programme, organizational set-up and institutional practices.Suggestions and feedback helps inimprovement of policy decisions and measures to improve academic performance of the students.

- Assists the staff in smooth conduct of curricular and co-curricular/extra-curricular activities.

- Help in maintenance and beautification of campus and to ensure discipline in the college.

- To organize Educational and Recreational Activities for students through various Clubs.

- To initiate Capacity Building Activities for the benefits of student-teachers and the community.

- To engage Value Added Programmes in the college.

- To confirm the participation of Student-Teachers in University Youth Festival and other intercollegiate competitions.

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

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

43

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

5.4 - Alumni Engagement

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

The institution has a Central Students Council to ensure democratic functioning.Class representatives are unanimously elected to form a central student council .They help in active involvement in decision making in all major activities and functions.

   - **The Council share students' issues and grievances and solve the problems of teacher trainees with the help of Principal and faculty.**
   - **Central student council is a part of the IQAC and**

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

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above

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

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

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

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

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

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

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

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

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution is a Non Profit organization which works selflessly for rural education and upliftment. It has a democratic, participatory and transparent system of policy and decision making. The management holdsmeetings of the Governing Council,coordination committee and other bodies periodically and monitors the developmental activities, transaction of teaching and learning activities, class results, financial transactions, human resource management and ensures the availability of all that is required for the smooth functioning of the institutes. Academic, administrative, co-curricular activities are conceived, planned and executed by conducting frequent interactions with all the stake holders and henceforth prepare strategic plans keeping them in tune with national policies and plans on Education with an aim

to :

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

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

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

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

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

· Governing body assigns administrative powers to the principal.

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

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

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

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

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

• **Minutes of the meeting are recorded.**

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

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

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

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

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

- **The Bursar of the college assists the Principal in managing the resources of the college. A well-established system is in place for recording and making everypayment as per the rules and regulations framed by the University and Government .**
- **The college finances are maintained regularly and efficiently. Annual Budget meetings are held .**
- **Separate accounts are in operation –UGC Account, 95% / 75% Grant-in-Aid Account, Student Account, Management Account, NSS Account, Alumni Account and Scholarship Account**
- **The appointment of the staff is strictly as per the norms of NCTE, DPI, PU and UGC.**
- **The Managing Committee has a clear cut policy to appoint human resourceson merit andrequirement.**
- **Admission of students is purely merit based as per Centralized counselling processand is in accordance with the government regulations.**

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

6.2 - Strategy Development and Deployment

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

The world experienced one of the worse Pandemics of the century-COVID -19, which posed a challenge in front of the institution. A strategic plan was chalked out to convert the physical traditional classroom to a virtual e-learning classroom. The strategic plan deployed as under:

• The ICT department was assigned the duty to develop the institution's learning management system (MOODLE). A LMS committee was formed which included ICT experts from the ICT department of the institution and from the sister institutions as well.

• A Faculty Development Programme was organized to train the staff about the functioning and features of the LMS.

· A Zoom subscription was purchased to ensure a reliable cloud platform for taking online classes.

· A functional e-lesson recording studio with minimum essential tools like laptop, web cameras, cameras, tripod stand, and smart board facility was made and these were posted on college You Tube channel.

After the end of the crisis as per the strategic plans the college went into a blended mode whereby the face to face offline classes and all the curricular and extracurricular activities were resumed in the campus. The college also continues to manage teaching learning through the LMS, the e-lessons, e-content are shared through it.

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

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

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

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

The faculty is given a UGC pay scale with all benefits as per Govt norms. The leave rules are as per civil service rules of the state government. The minimum stay of teaching faculty in the college is

40 hours per week (six days week) and are allotted 18-24 teaching periods per week.

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

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

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

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

File Description	Documents
Link to organogram on the institutional website	http://www.ghgkce.org/organogram/2/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The college functions through various cells, committees etc. which meet regularly and plan strategically for smooth functioning of college activities. Routine and need based agendas are taken up in regular meetings.

In the meetings of the Red Ribbon Club with the Principal and faculty members it was decided that various activities will be organized to aware and counsel the students regarding their health in terms of various diseases, drug abuse, Environment problems, benefits of cycling, terrorism including drug terrorism etc.

Following activities were organized:

- Organized a Blood Testing Camp on June 21, 2022.
- Inter College Poster making and PowerPoint Presentation competition was organized on June 5, 2022.
- In order to spread awareness related to tremendous health and environmental / benefits of cycling, World Bicycle Day was celebrated on June 03, 2022.
- Organized a special lecture and poster making competition on the theme "Say No to Tobacco" on May 31, 2022.
- Organized an extension lecture to mark the Anti-terrorism Day on May 21, 2022.
- To increase awareness about Thalassemia among the common public a special Lecture was organized on May 18, 2022.
- Celebrated World Earth Day on April 22, 2022 in collaboration with Eastwood School, Mullanpur and Jatindera Greenfield school, Ghuman.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

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

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

• Encourage faculty to take up Minor/ Major research projects

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

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

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

Other measures for the enhancement of well being includes: -

• Organization of Health Awareness programmes

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

• Free uniforms every alternative year for Class IV employees

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

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

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

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

5

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

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

15

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

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

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

The review committee analyses the Feed-back for assessment and

improvement in teaching, research and service of the faculty, communicates to faculty and addresses by organizing Faculty Development Programme, workshops, seminars etc.

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

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

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

• Deputy Controller (Finance and Accounts) Ludhiana

• Internal Audit Association, Amritsar

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

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

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

There is no pending objection regarding college accounts

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File]
List of audit objections and their compliance with seal and signature of the Principal	[View File]
Any other relevant information	[View File]

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

9,41, 600

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college is a grant-in-aid institute. Other source is the fee and funds collected from the students as per University and State

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

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

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

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

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

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

6.5 - Internal Quality Assurance System

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

The IQAC of the college since its inception in 2009 has played a key role in institutionalizing the quality assurance. The various

strategies adopted are in tune with those envisioned in the vision and mission of the college.

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

Activities are listed under various heads.

Augmenting Research Activities

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

Publication of bi annual Research Journal by the Research Cell.

Establishing link through community through extension programmes.

Strengthening of Academic Programme by different activities in the college.

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

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

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

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

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

Infrastructural development and mobilization of funds.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

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

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

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

Remedial classes are employed for the underachievers and high Achievers.

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

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

94

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.ghgkce.org/files/education/iqac/iqac-meeting-2021-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.ghgkce.org/aqar/2/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

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

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

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

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

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Various co-curricular and awareness activities focusing on Environment Conservation are organized in the college on a regular basis.

File Description	Documents
Institution's energy policy document	[View File]()
Any other relevant information	[View File]()

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

The waste management policy of G.H.G Khalsa College of Education, Gurusar Sadhar is based on using basic waste management strategy of Separating Reducing, Reusing and Recycling the waste. Utmost care is taken to manage waste produced as a result of various activities performed in the college in an effective manner. The college encourages the process of eco-friendly waste disposal method. The focus of the institution has always been on recycling and reusing process one such initiative includes using waste material for making teaching aids.A pit has been dig in the college campus to dispose off the garden waste.Paperless practices are followed for the office work . ERP software has been set up in the college for the purpose of maintaining records of the students along with the admission and examination process. The fees from the students and salary of the faculty members are also managed with the ERP software. Reusable utensils made up of steel, glass etc. are used in the college Canteen. In order to help recycle the e-waste like obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines etc. are sold to vendors collecting e-material.

File Description	Documents
Documentary evidence in support of the claim	[View File]()
Any other relevant information	[View File]()

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

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

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

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

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

College is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. Dustbins are placed in every classroom, bathrooms and in the corridors. Door mats are provided in each class. A pit has been dug behind the canteen area for properly managing the waste produced in the college. In order to ensure proper sanitation following points are focused: 1. Personal hygiene 2. Safe drinking water 3. Disposal of waste water 4. Solid waste management 5. Environmental sanitation6. Installation of Incinerator machine. College premises including classrooms, bathrooms, canteen etc. are cleaned properly.

College is situated in a clean and pollution free environment surrounded by eye catching perennial and flowering plants. Following green/Environment friendly and Pollution Free practices are a regular feature of the institution:

· Annual Tree Plantation drives

o Cleanliness drives

o Environment Awareness rallies

o College strictly prohibits the use of thermocol for teaching aid preparation and for any creative activity.

o The path inside the college is strictly prohibited for use of two-wheelers and four- wheelers to ensure pollution free environment.

o Use of dust proof chalks in classroom.

o Incinerator Machine for sanitary napkin disposal.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above

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

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

182335

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

College puts forth its bestest efforts to leverage the local environment and resources. The members of the Governing Council and Internal Quality Assurance Cell of the College has many persons as its members from the nearby areas including the village heads, principals and teachers from the renowned institutions who guide the college authorities in taking important educational and administrative decisions. They also sensitize the college authorities about the needs of the local community. The members of the College alumni association also put their best efforts to help the College in its smooth functioning. Parent Teacher Meeting which is a regular feature of the College also helps the faculty and the College authorities to discuss important educational and

other administrative matters with the parents of the students thereby facilitating the effective functioning of the College activities. Renowned experts from the nearby areas are invited to deliver extension lectures. They are also invited to perform judgment duties for the various educational and cultural events organized in the College. The college has close links with 22 practicing schools within a radius of 15 kilometers which include High and Senior Secondary Schools, Government, Public and Kendriya Vidyalayas.

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

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

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

7.2 - Best Practices

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

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

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

The Context- The role of conducting morning assembly is immense in order to help our prospective nation builders in justifying their role as the stakeholders of education. The Practice - Morning assembly includes a variety of activities like College Shabad, news, discussions on current issues, poems, skit, quiz etc.

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

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

Title - Finishing School Programme

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

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

The Practice – The programme is well planned through various sessions for resume writing, communication and ICT skills, Mock interview, etiquettes and manners etc. Evidence of Success-Students from the previous batches are well placed in reputed private and government institutions.

Problems Encountered and Resources required : The expenditure and miscellaneous charges. Experts and technical resources

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

7.3 - Institutional Distinctiveness

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

Introduction -G.H.G. Khalsa College of Education, Gurusar Sadhar has always remained a forerunner in establishing a society based on ethics and excellence. The college motto "Man Neevan, Mat Uchi" (Humility of mind and mellowness of thoughts) is a clear testimony for the same.

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

- Meet periodically to counsel and discuss their issues and problems.

- Regularly monitor their family's progress , health and well-being.

- Render guidance & moral support to their respective mentee in their moment of crisis.Encourage regular medical checkup

and arrange for basic amenities like medicines & financial assistance.

- Helps in guidance and support (fee concession in all sister institutions) to their children in educational and career prospects.

- Acknowledge their selfless and devoted services at various platforms like annual prize distribution functions

- Maintaining a proper record of the guidance rendered to them.

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