# SELF STUDY REPORT

## FOR

## 3<sup>rd</sup> CYCLE OF ACCREDITATION

## GOVT. COLLEGE OF EDUCATION PATIALA

ONE ZERO NINE ONE LEHAL COLONY OPPOSITE SADBHAWANA HOSPITAL
PATIALA
147001
www.govtstatecollege.com

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Govt. College of Education, Patiala is a premier institute of Teacher Education in Northern India. The foundation stone of Govt. College of Education, Patiala was laid down by the Chief Minister of PEPSU government Shri Brish Bhan on July 16th 1955 and was inaugurated by Home Minister of Government of India Shri G.B. Pant on September 28th 1956. Initially the institute started with B.Ed., M.Ed., J.B.T and O.T. classes but with the progression of time and the separation of school Directorate, JBT and OT classes were discontinued. The college is recognized under section 2(f) and 12(B) of UGC Act and affiliated to Punjabi University, Patiala. It offers NCTE approved B.Ed and M.Ed Programmes. The college was accredited by NAAC in 2004 (1st Cycle) with Grade B++ and re-accredited in 2016 (2nd Cycle) as 'B' Grade with CGPA of 2.85 on four-point scale.

The college has a vast campus spread over 41.74 acres. The infrastructure facilities include auditorium with a seating capacity of 500, an upper lecture theatre with a seating capacity of 200-250, 10 ICT enabled classrooms, virtual class room, computer lab with internet facility, well equipped laboratories, dispensary, open activity center, fitness center and playground for all games and activities. The college has residence facilities for 300 students in separate boy's and girls' hostels. The college library has 42000 books. It is also a facility of N-list and has access to more than 100000 E-books and 6000 E-journals.

The symbolic emblem of college is 'an open book with an ink and quill in the foreground and an illuminated candle in the background illustrate the path followed by the teachers as nation builders leading the coming generations on an enlightened way of life and to work on the motto of the college 'NISHKAM SEWA' – Selfless Service. Academic, literary, sports and cultural activities are organized to build holistic personality of students while realizing the motto of the college.

**Vision**

- To produce 'The Recognized Leaders' for excellence in all areas of student education.
- To develop a program which is complete in itself, keeping in view the diverse settings.
- To increase commitment for creating an atmosphere for educational excellence and equity to learners, in particular those from rural areas.
- To strengthen and intensify culture of 'Earn While You Learn' among pupil teachers.
- To promote the spirit of teamwork and collaboration among faculty members so that they help the colleagues from diverse areas of specialization across the campus as well as the state.
- To keep pace with the global changes, the institute provides its level best to well equip the students with the latest technology in teaching learning process.
- To enhance efficiency in teaching and to meet the needs of the student community regarding placements. A collaborative planning and consultation with the stakeholders of society is always promoted to 'Educate and Graduate' each student.

**Mission**

The Mission of our college is to produce high quality teachers who have the necessary knowledge, skills, knowhow and interest for effective teaching as well as regard for human and national values.

- We do not just want to excel in education but put that study into practice through teaching, research and service to all the areas as we aim to:
    1. Study and help in solving critical educational issues
    2. Test new and developing ideas and approaches in Teaching-Learning Process
    3. Educate professionals who can facilitate human development in schools, homes, communities and work place and prepare students to face the challenges of life amidst complex and challenging society.

- To carry out our mission, we value: -
    1. Adaptation and Excellence in all that we do
    2. Diversity of people and their perspectives
    3. Relationships, accountability, collaboration and advocacy
    4. New ideas, discoveries, discussions and dissemination of knowledge
    5. Innovation in teaching, technology and leadership

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. Heritage building and eco-friendly, spacious infrastructure provide good academic ambience.
2. College is located in the heart of the city offers access to the students commuting from far off places.
3. College has a clearly stated vision and mission.
4. College follows the centralized, transparent and merit-based admission procedure as per policy of state government.
5. Reservation policy in terms of seats allotment in each combination is strictly followed as per State Govt./ NCTE norms and regulation issued time to time.
6. There are 09 functional MOUs signed with different educational institutions for academic exchange and have linkages with NGO's and local societies for social & community services.
7. Well qualified  with Ph.D. and committed faculty.
8. Industrious administrative staff.
9. Adequate learning resources in spacious and enriched semi-automated library with INFLIBINET, KOHA applications, available internet, reading material consisting of books, e-books, journals and e-journals facility etc.
10. Conduct of Guest Lectures, Extension Lectures, workshops and Induction programmes for students are a regular feature of curriculum transaction in institution.
11. Every year our college students bags top positions in academic as well as on cultural fronts.
12. Guidance and Counselling Cell and Grievances redressal cell actively working towards providing guidance to the faculty members and students whenever any such help is sought.
13. Placement cell keeps the record of already passed out students doing jobs, pursuing higher qualification and helping the freshers to be job ready.
14. Ragging-free campus.
15. Polythene free campus.
16. Existence of various clubs and societies for multi- dimensional development of students.
17. Negligible dropout rate

18. Transparency and accountability in governance.
19. Regular annual publication of college magazine 'EDUCATIONAL RECORD'provides the platform to the aspiring young writers(students).
20. Old Students Association (OSA) is actively involved in upliftment of the college.
21. Two hostels one for boys and one for girls which cater to the students not only from our college but to the other prominent institutes of the city too.
22. sharing of human as well as non -human resources for optimal utilization of available resources.
23. Financial assistance by government in form of various grant-in-aid schemes.
24. Credibility in the domain of teacher education institution with special focus on women empowerment through Teacher Education Programme.

## Institutional Weakness

1. Being a Government Institute shortage of regular teaching and non teaching staff.
2. Independent decisions cannot be taken being bound by rules and regulations of Punjab Govt.
3. Lack of autonomy in framing the curriculum (as an affiliated college).
4. Lack of international linkages.
5. Lack of technical staff.
6. Inadequate collaboration with research institutes.
7. Lack of faculty and student exchange programmes.
8. College has advantage of being premier institute but the old infrastructure and building of college and hostels needs lot of care and maintenance.

## Institutional Opportunity

1. Locational advantage as it is approachable for students commuting by buses or train etc.
2. Being a government institute, it has the advantage of having tie-ups with leading educational institutes for both curricular and co-curricular domains.
3. Having the best of infrastructure facilities and faculty, it has potential to act as autonomous college in the field of teacher education.
4. Functional Counselling Cell gives ample scope for improving employability of students.
5. Creating opportunities and exposure to students to develop skills for making the students job-ready.
6. Faculty can use the opportunity to undertake research work more vigorously.
7. Pomotion of institution through community network.
8. Possibility of collaboration with JGNDPSOU, Patiala and similar institutions for development of digital content.
9. Opportunity for students and faculty to enroll in dule degree programs as per UGC guidelines.

## Institutional Challenge

1. Mushrooming of self financed teacher education institution.
2. Preparing teachers to meet the challenge of society
3. Continuous capacity development of teaching and non teaching staff.
4. Need to increase  the number of publication in Scopus and UGC care list  journals.
5. Lack of creativity & innovation in content-based curricula as per the expectations & need of the

institute.

6. Marketing and flexible techniques sway the choice of the students to select better institute.
7. Mobilazation of research grants form various funding agencies.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

**Curricular Aspects**

The institution has set the following objectives with major considerations to be addressed by them through the B.Ed. & M.Ed. programs.

Objectives:

- To equip trainees to become competent instructors with a deeper understanding of teaching abilities, numerous innovative methods, approaches and knowledge of the subject matter.
- To prepare trainees to be good social beings who can maintain a healthy level of cooperation and mutual understanding with their peers.
- To teach the trainees how to be a well-balanced person with their own set of values in terms of social, cultural, economic, and environmental issues at the local, state and national levels.
- Provision of teaching skills for improved pedagogical competency, including appropriate teaching methods for various disciplines and the application of novel methods, approaches and activities.
- To provide special services to disadvantaged trainees in order to achieve equity in the implementation of the B.Ed, M.Ed. programmes.
- To teach the trainees about the growing core values that are critical for national development in the context of both scholastic and extracurricular activities.

Teaching plan by the faculty to cover the syllabus is prepared well in time as per academic requirements.

The institution has a well-placed internal assessment system consisting of various components like MSTs, attendance, Seminars, Sessional work etc. as per curriculum to evaluate the performance of the students.

In order to bridge the gap between syllabus and expectations of educational organizations and professional bodies, the college after identification of gaps based on discussion among the faculty members offers value added programmes. Being an affiliated institute of Punjabi University, Patiala, the college is bound to follow the curriculum prescribed by the University for two-year programmes of Teacher Education both at Bachelor's and Master's levels.

The curriculum of affiliating University addresses the issues related to professional ethics, gender, environment and sustainability etc. as part of curriculum planning. The college requires the students to undertake compulsory Practicum-cum-Field Work (Dissertation) in M.Ed.

The college has the practice of taking feedback from various stakeholders (students, parents, teacher educators, alumni etc. ) and makes necessary modifications , if any.

## Teaching-learning and Evaluation

Govt. College of Education, Patiala is a renowned TEI I.e. Teacher Education Institute. The institute has well qualified faculty to provide quality education to the B.Ed. and M.Ed. students. The College has been affiliated to Punjabi University, Patiala and is recognised by NCTE. The college follows centralized admission process as per the notification by the University which conducts entrance examination for B.Ed. admission.A seat matrix is prepared keeping in view the reservation policy as per Punjab Government/ Punjabi University, Patiala and NCTE norms and the pedagogy subjects offered.

The students are encouraged to experience diverse learning experiences. There are mentors and a group of students i.e. mentees . The college has smart classrooms and virtual classroom so that the teachers and students can gather learning experiences through both online and offline modes. The syllabus offered by the affiliating university is followed with focus on fulfilling PLOs and CLOs. Teaching Learning Process is directed towards developing life skills , confidence and competency amongst students. The students take initiatives to conduct various activities related to academics and co-curricular experiences. House exams/MSTs are conducted twice per semester. The students are offered question papers in English and Punjabi both. They can also choose any medium of instruction out of Punjabi/ Hindi/ English. Those who score less in House exams are offered remedial classes.

Internship constitutes a major learning part of pupil teachers. Academic calendar by Punjabi University is followed but the college prepares it's own annual academic calendar too to organise college activities.

## Infrastructure and Learning Resources

Govt. College of Education, Patiala is a premier Institute of Northern India. The college has a vast campus spread over 41.74 acres.A portion of the college building was used for the establishment of Govt. Bikram College of Commerce. The portion where the Govt. In-Service Teacher's training centre was being run is currently being used by Jagat Guru Nanak Dev Open University as transit campus. The college is spread over 197 Bighas (total area) out of which total built up area comprises 5173 sq meter.

## FACILITIES AVAILABLE

1. The college has fully equipped 10 SMART classrooms,
2. VIRTUAL Classroom,
3. Resource rooms,
4. Principal Office,
5. Ministerial Staff Office,
6. Auditorium with seating capacity of 500,
7. Lecture Theatre with seating capacity 200
8. Seminar Room/ Educational Technology Lab with seating capacity of 100,
9. Girls Common Room
10. Separate Hostel for Boys and Girls
11. Canteen
12. The college has fully equipped and spacious Auditorium fitted with latest sound and projection system, Fire extinguishers etc. It is used for various workshops, seminars, morning assembly and for intra/inter-college competitions. Appropriate space for indoor and spacious grounds for outdoor games with

required facilities is also available.

13. Additional rooms and open space available for co-curricular activities.
14. Spacious library with stock of more than 42000 books of different subjects, journals, encyclopedias etc. INFLIBINET, KOHA software is also available in the college library.
15. Computer Lab is fully equipped with latest IT equipment and has high speed Fibre internet connectivity. Projector and interactive boards are also available in the Labs.
16. Physical Science Lab
17. Life Science Lab
18. Psychology Lab
19. ICT Resource Centre
20. Language Lab
21. Art Room
22. Staff Room
23. Campus stores
24. Gymnasium
25. Washroom facilities are separately available for boys and girls on each floor of the building.
26. Disabled friendly washroom and ramps
27. Separate Hostel for Boys and Girls
28. Parking zone
29. IT equipment with optical-fiber internet connectivity

**Student Support and Progression**

**Govt. College of Education, Patiala** has a vivid and deep rooted perspective of supporting students in various areas of student life.

This college provides a range of support services such as workshops, one-on-one counseling and resources to help students develop skills and help find relevant internships or job opportunities, **academic tutoring, health services, hostel facility for both boys and girls to** ensure students wellbeing and success.

- Guidance for financial aid in the form of government scholarships is also provided .
- The workshops, seminars organized by this college covering a wide variety of topics like resume writing, Job ready skills etc. help the students in making informed decisions about their career path.
- Guidance in the form of **Mock tests** enables the students in cracking various teacher ability tests.
- The wide variety of cultural events and awareness camps through the college NSS units and different cells promote the diversity and cultural awareness among the students , thus developing a sense of belongingness among students who are coming from different backgrounds.
- To promote the true sense of sportsmanship the International Yoga Day with great fervor and enthusiasm not only by the students but the staff as well. A wide variety of sports activities held at the section level, other physical fitness programs, self defence workshops, athletic meet helps the students in appreciating the value of good health.
- The Alumni of the college is involved in improving the infrastructure and using waste resources to the maximum along with playing the role of Mentors, guides and role models to their juniors. The institute

- has a strong OSA and well placed in different organizations of repute.
- The Placement Cell organizes workshops and visit to the District Employment office thus providing the exposure to students regarding the process of getting themselves registered and the institute has also signed six MOU's with various colleges of the Patiala city for internship and placements whenever and wherever the vacancies are there.

The Govt. College of Education, Patiala takes a great pride in declaring that this is the Premier TEI of North India which enjoys the legacy of contributing to the nation Building in the form of dynamic and Best-of-the Art Teachers.

**Governance, Leadership and Management**

The aim of the college is to promote academic excellence by maintaining high teaching standards, imparting holistic quality education to the students and legitimising them with valuable understanding and aptitude. The aim is to transform them into self efficient and socially active citizens of the country. The administration , principal and the faculty members collectively make effort to create an academically vibrant environment in the college. The college practices decentralisation and participative management with well defined responsibilities for all the stakeholders. The affiliation status of our college also allows us to follow the rules and regulations framed by the Punjabi University, Patiala for affiliated colleges. The college principal in consultation with the students, faculty members and other non-teaching members of the college provides effective leadership in planning and implementing policies for quality enhancement, infrastructure development and the introduction of new courses. The institution encourages community participation through community outreach programmes organised by NSS and Red Ribbon/Youth club.

The institution is governed by the department of Higher Education, Punjab, Principal holding the pivot position. The policy making and decision making body at the college level is College Council comprising of senior faculty members.

In order to ensure smooth day to day functionings of college different committees has been consituted. The college burser looks into the financial matters of the college.

There is a grievance redressal committee for speedy redressal of student grievances. The institution is also having an anti ragging committee to take care of the menace of the ragging.

**Institutional Values and Best Practices**

**Practice 1:** The institute conducted a Mock Test on dated 09-03-2023. This mock test was organized on the pattern of PSTET. The staff members expressed very affirmative attitude towards organizing this test as this was the first of its kind held by any Teacher Education Institute of the region. The entire staff worked very enthusiastically to make it beneficial for the pupil teachers who were about to face the actual PSTET in the near future after short time gap that they can judge the water before the real time experience. The various subject question papers were prepared by the specific subject expert faculty of the college. Besides the students of the

current session, 16 students from various other Teacher Education Institutes of the region. A nominal registration fact was charged from the participants of the other institutes, therefore, no extra financial burden was put on the public exchequer. The entire cost of conducting the test was adjusted with the revenue generated from the registration fee. Positive feedback was received by the participants which indicated that the institute is committed to maintain this practice in the future also as its contribution towards the quality education to its stakeholders.

**Practice 2:** Aurobindo purposed that education is nothing but bringing out and nurturing the latent potentialities, integrate oneself with self, harmonious living of individual with self, society, country and humanity at large to make oneself a complete being both at micro as well as macro level. So that, each and every member of society can play a vital role while facing the complexities of modern dynamic world. While keeping in view the above said aim of education, the institution has synchronized its entire curriculum into the practice by organizing various scholastic and co-scholastic activities. The institution has whooping variety of clubs, societies and cells like Red Ribbon Club, Eco Club, Maths Club, Literary Society, Guidance and Counselling cell and Legal Literacy cell etc. These clubs and societies work sturdily in this domain throughout the academic year by organizing and participating in various activities at college level, university level, zonal and inter zonal level.

**Research and Outreach Activities**

**Research and Outreach Activities**

All faculty members are encouraged to get enrolled in research by Government (State)College of Education, Patiala. Non-Ph.D. faculty have been encouraged to get a Ph.D. degree by the college. Currently, one faculty member is pursuing Ph.D. The institution encourages its faculty to attend educational conferences, seminars and workshops and organizes the same from time to time.

Faculty performance is evaluated in terms of teaching and research which includes participation in seminars, workshops and conferences as well as publication of their research work  in ISSN-assigned journals/ISBN-edited books as well as referred and peer reviewed journals. Some faculty members are Ph.D. research guides of the University. some of the faculty members guide the Master level students for their Practicum-cum-Field Work projects. Besides Action research is an essential component of B.Ed. curriculum which is covered under internship period by the teacher trainees under the supervision of teacher educators.

Faculty service is evaluated on the basis of their attendance, classroom performance, engagement in various co-curricular activities, student feedback etc. The procedures of performance assessment for non-teaching employees include participation in training / orientation programmes, performance in given activities in connection with the smooth operation and management of the office, working efficiency and so on. The tools for non-teaching staff performance evaluation includes the keeping of their service record, their time of arrival and departure, involvement in executing the duties assigned by the head of the institution and office records maintained by them.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | GOVT. COLLEGE OF EDUCATION PATIALA |
| Address | One Zero Nine One Lehal Colony Opposite Sadbhawana Hospital Patiala |
| City | Patiala |
| State | Punjab |
| Pin | 147001 |
| Website | www.govtstatecollege.com |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Charanjit Kaur | 0175-2217587 | 9815023649 | - | gcedupatiala@gmail.com |
| IQAC / CIQA coordinator | Yogita Sarwal | 0175-5060041 | 9814096980 | - | gcedupatiala@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Government |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Punjab | Punjabi University | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 16-07-1955 | View Document |
| 12B of UGC | 16-07-1955 | View Document |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| NCTE | View Document | 27-01-2016 | 48 | B.ED two years and M.ED two years continuing |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | One Zero Nine One Lehal Colony Opposite Sadbhawana Hospital Patiala | Urban | 41.74 | 5173 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Education | 24 | Graduation | English + Punjabi | 150 | 150 |
| PG | MEd,Education | 24 | B.ED | English + Punjabi | 50 | 16 |

**Position Details of Faculty & Staff in the College**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 2 | | | | 16 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 1 | 11 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 4 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 36 |
| Recruited | 8 | 5 | 0 | 13 |
| Yet to Recruit | | | | 23 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 2 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

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| **Permanent Teachers** | | | | | | | | | |
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 0 | 8 | 0 | 8 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 33 | 1 | 0 | 0 | 34 |
| | Female | 110 | 6 | 0 | 0 | 116 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 4 | 0 | 0 | 0 | 4 |
| | Female | 12 | 0 | 0 | 0 | 12 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 19 | 8 | 5 | 8 |
| | Female | 51 | 34 | 18 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 6 | 2 | 3 | 2 |
| | Female | 24 | 21 | 21 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 11 | 5 | 5 | 15 |
| | Female | 55 | 38 | 56 | 62 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 166 | 108 | 108 | 108 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Govt. (State) College of Education, Patiala is a multidisciplinary college. It is running two programs i.e. B.Ed and M.Ed. The multidisciplinary approach is followed through offering various pedagogy subjects i.e. Maths, Physical Science, Life Science, Commerce, Physical Education, Geography, Social Studies, Economics, Home Science, Music, Punjabi, English, Hindi etc. following the direction of NEP. The interdisciplinary approach is followed through enriching learning through ICT, Health and Physical Education, Art in Education, Experiential Learning, Life skills, Environment Education etc. The main focus is to integrate all these subjects for making school education effective and sharpen the skills of |

| | |
|---|---|
| | pupil teachers to teach the school students with humanitarian approach as per NEP 2020 guidelines. To implement New Education Policy, 2020, the institute organised a National Seminar on the theme 'Education Policy-2020: Education and Regional Languages in Globalisation' in collaboration with CTEF. M.Ed. curriculum being multidisciplinary and interdisciplinary includes development of research perspective among students and visit DIETs and various schools for first-hand experience of research problems. The PLOs and CLOs have already been formulated by the affiliating University in the curriculum to as per the guidelines provided by NEP 2020. |
| 2. Academic bank of credits (ABC): | The affiliating university offered the designed curriculum with the provision of Credit system along with marks as per NEP 2020. M.Ed. program is divided into four semesters with allotment of credits. M.Ed. Semester –I has 16 credits for theory and 5 credits for Practicum-cum-field work, Semester –II has 16+6 credits, Semester –III has 16+5 credits and Semester IV has 16+4+4 credits. B.Ed. program is divided into four semesters with allotment of credits. B.Ed. Semester –I has 20 credits, Semester –II has 20 credits, Semester –III has 12 credits whereas Semester –IV has 20 credits. The students are being motivated and made aware of ABC (Academic Bank of Credits ) through www.abc.gov.in. by signing up for MERI PEHCHAN. The institute has taken initiative to spread awareness about Academic Bank of Credits by organising the seminar based upon the theme. |
| 3. Skill development: | The whole curriculum is chalked out in such a manner as to develop various skills through diverse skill development experiences by organising activities to promote holistic development of pupil teachers. -Teaching skills through micro-teaching, discussion lessons and internship in schools. Pedagogy of school subjects offered theoretical and practical exposure. -Learning skills in languages through core subjects as well as certificate course are developed. -Life skills/soft skills are developed by providing exposure to the students through teaching by paedo-centric approach. -Experiential learning and guidance and counselling cell provides exposure to the students towards various experiences developing skills as self-awareness, empathy, time management, |

| | |
|---|---|
| | management to handle conflicts, interpersonal relationship etc. -ICT skills: Teachers and students both indulge in usage of integrating ICT in their lessons plans and class seminars lead to get skill in development of ICT usage. -Communication skills: Thes skill of effective communication is emphasized throughout the teaching learning process by indulging the pupil teachers and to various activities like morning assembly, tutorials and different co-scholastic events etc. -Dramatic & Aesthetic skills: playing of musical instruments, debate, dance, poster making, slogan writing, nukkad nataks, mime etc. are organised to make day celebrations leading to development of skills among students. Intra and Inter College, Youth festivals etc. give exposure to the students. Improvisation skills -Fine Art skills- poster-making, calligraphy, aesthetic skills. -Organizational skills: Morning Assembly, Events and Day celebration. -Cultural sensitization- Cultural sensitization is promoted through the participation focused on the guidelines of EBSB. -Reading skills-best library reader is encouraged by providing him/her the appropriate recognition during annual day event. -Skills to be job-ready: Placement cell assures to organize extension lectures by resource persons to develop vocational skills among students. To apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, value crisis, buddy programs dealing with saying no to drugs contributing to the society at large. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The curriculum has the provision of situating educational practices in historical, political and socio-cultural contexts both locally and globally. Enriching Learning through ICT is a subject in which the students are familiarized with the new trends in ICT. The college has smart boards, projectors and a virtual classroom to prepare the college for NEP 2020.Yoga and Physical Fitness is the course offered by the college. Various online lectures in the form of webinar series were organized and more such initiatives are in the pipeline. Outreach programmes and morning assembly are inseparable part of our curriculum and morning assembly has now been conducted on the basis of particular theme associated with Indian culture and moral / social issues in which the students make use of Hindi, Punjabi and English languages. Eco-club of the college is active and plans |

| | |
|---|---|
| | to put iron plates near the plants adopted by students in NANAK BAGICHI in native language mentioning their significance. The faculty members are already teaching in bilingual and trilingual mode in the classrooms. The Music and Fine Arts departments of the college prepare the students for participation in various cultural events in Youth Festival and Inter college activities to promote Indian culture and our students win laurels too. Online Workshop "Akharkari" on writing Punjabi (Gurmukhi Lipi) was organized to promote Punjabi language. The college plans to conduct more such activities. The faculty members have already running bilingual podcasts and plan to float more. An online course i.e. E-Governance is running in the college. The students have freedom to write their dissertation, do research work, write their exams, give classroom seminars and write assignments in any of the languages (Hindi, Punjabi, English). The library has huge collection of books, journals, magazines, theses and newspapers in all the three languages. |
| 5. Focus on Outcome based education (OBE): | The college being a professional Teacher Training Institute, the affiliating University has already formulated the COs (Course Outcomes) and POs (Program Outcomes) as well as PSOs (Program Specific Outcomes) for B.Ed. and M.Ed. The college follows those objectives and outcomes for each subject and the whole teaching learning process is directed towards these. The objectives formulated are aligned towards vision and mission of the college. The institution keeps striving towards possession of attributes by the Pupil teachers as per guidelines by NEP-2020. |
| 6. Distance education/online education: | COVID-19 pandemic was a compulsive factor to switch over the teaching learning process from offline to online mode which the college teachers could carry out effectively. This time was taken as an opportunity to update online teaching skills by making use of online platforms by the faculty members. Many online seminars/webinars and MOOCs were attended by the faculty members. B.Ed. and M.Ed. programs could successfully run in online mode later on switching over to blended mode. The institution conducted a series of webinars on diverse topics to provide exposure to the students and faculty members in the field of education. Our faculty members have enrolled themselves in |

SWAYAM/DIKSHA MOOCs and the students have also been motivated to do so. The college has sufficient infrastructure to conduct online education and updates itself from time to time with requisite infrastructure. Smart classrooms, Computer lab, Educational technology lab/ seminar hall and Virtual classroom provide enough room to facilitate online education. The faculty members avail the opportunity to watch programs as per guidelines provided by GOI from time to time like 'Pariksha Pe Charcha' etc. The students are provided Google Classroom platform to share notes and important information with the students. As per NEP 2020, more expansion of digital platforms will be initiated by the college to face challenges in education. E-governance and office automation course is already offered to the students and more such courses will be started off quite soon. College students are encouraged to enroll in skill building courses offered by JGNDPSOU Punjab through ODL Mode.

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Electoral Literacy Club (ELC) has been set up in the college and all the students of the college are member of the ELC Club |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, The SVEEP activities are carried out by college Nodal Officer Mr. Rupinder Singh, Librarian and Dr. Ekta Sharma campus ambassadors, Electoral Literacy Club (ELC) members of the College |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The college organised District Level Inter College SVEEP competition on the occasion of National Voters Day in the year 2018, 2021 and 2023 which includes declamation, poster making, slogan writing rangoli, patriotic songs contests. The college is regularly setting up voter awareness camps in college campus, college hostels (Boys and Girls), public place i.e. bus stand, railway station, hospital, bank, central state library, old age home in Patiala district. There are two model polling booths in the college campus |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research | The college organize voter awareness rallies and camps to maximize the participation of youth in |

| | |
|---|---|
| projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | electoral process. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Every year Nodal Officer SVEEP, campus Ambassadors and Electoral Literacy Club (ELC) members of the college organize voter enrollment camp for the students. |

# Extended Profile

## 1 Students

### 1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 269 | 210 | 214 | 211 | 219 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |

| Other Upload Files | |
|--------------------|--|
| 1 | [View Document](#) |

### 1.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 200 | 150 | 150 | 150 | 150 |

| File Description | Document |
|------------------|----------|
| Letter from the authority (NCTE / University / R | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

### 1.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 92 | 69 | 69 | 69 | 69 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Central / State Govt. reservation policy for adm | [View Document](#) |

**1.4**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 101 | 102 | 107 | 103 | 112 |

| File Description | Document |
| --- | --- |
| List of final year students with seal and signat | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**1.5**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 101 | 102 | 107 | 103 | 112 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Consolidated result sheet of graduating students | [View Document](#) |

**1.6**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 166 | 108 | 108 | 108 | 107 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Enrollment details submitted to the state / univ | [View Document](#) |

# 2 Teachers

**2.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 17 | 17 | 16 | 17 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Copy of the appointment orders issued to the tea | [View Document](#) |

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 19 | 19 | 19 |

| File Description | Document |
|------------------|----------|
| University letter with respect to sanction of p | [View Document](#) |

# 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76.90698 | 13.43589 | 49.28803 | 55.05035 | 61.38786 |

| File Description | Document |
|------------------|----------|
| Audited Income Expenditure statement year wise d | [View Document](#) |

**3.2**

**Number of Computers in the institution for academic purposes..**

**Response: 36**

| File Description | Document |
|------------------|----------|
| Invoice bills of purchase of computers | [View Document](#) |
| Copy of recent stock registers | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Planning

**1.1.1**

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

**Response:**

Government (State) College of Education, Patiala has a clearly stated and communicated purpose, vision, mission and values, which are reported below. The academic programs of the College are in tune with the NCF-National Curriculum Framework, 2005 and subscribe straight away to the curriculum prescribed by the Punjabi University, Patiala the affiliating University in letter and spirit. With the vision of the institute and national policy of education,1986 in view, the College has (within the overall framework of the rules and regulations of the university for B.Ed. course) been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guidelines of NCF,2005. All these are put into operation within the framework mandated in the above-mentioned state documents-university. At its own level, the College tries to cater to the emerging needs of the society, by introducing the concept of smart classes and computer learning. Objectives of the institution given below, are wholly in tune with the national level aims and objectives. The institution has set the following objectives with major considerations addressed by them through the B.Ed. & M.Ed. programme.

**Objectives:**

- To prepare the trainees to be competent teachers with better acquaintance of teaching skills, various innovative methods and approaches to mastery over the subject matter with proper zeal and interest.
- To adopt inclusive and equity-based approach of both the scholastic and co-scholastic activities in order to give justice to one and all.
- To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitution of India.
- To enable the trainees for facing the challenges of globalization, liberalization and privatization by teaching them to be inquisitive, creative, innovative, scientific and adoptive in their nature and approach.
- To prepare the trainees for becoming good social human beings with keeping a healthy co-operation and mutual understanding with their fellow beings.
- To train the trainees about how to be a man of balanced personality with having their own value system in relation to social, cultural, economic, and environmental aspects at local, state and national levels and act as nation builders and change makers of the society.
- Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities.

To provide special facilities to the disadvantaged category of trainees with the actualization of equity in the implementation of the B.Ed. & MEd. Programme.

Government (State) College of Education follows rules, regulations and syllabus as prescribed by Punjabi University , Patiala to which it is affiliated .Records of the regular attendance and the progress of students are maintained and preserved. The college organises various academic and professional skill development programme. We believe in healthy environment for all the students. Activities, which are part of the curriculum are also implemented. Out-reach programmes are also designed and completed with zeal and vigor.

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

**1.1.2**

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

**Response:** A. Any 5 or more of the above

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

**1.1.3**

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

**Response:** A. All of the above

| File Description | Document |
| --- | --- |
| Report and photographs with caption and date of teacher orientation programmes | [View Document](#) |
| Report and photographs with caption and date of student induction programmes | [View Document](#) |
| Prospectus for the last completed academic year | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| URL to the page on website where the PLOs and CLOs are listed | [View Document](#) | |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 51.16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24      | 22      | 22      | 21      | 21      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43      | 43      | 43      | 43      | 43      |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | [View Document](#) |

**1.2.2**

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

**Response:** 1.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02      | 04      | 00      | 00      | 00      |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Brochure and course content along with CLOs of value-added courses | [View Document](#) |
| Any other relevant information | [View Document](#) |

**1.2.3**

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

**Response:** 17.63

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 97 | 101 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| List of the students enrolled in the value-added course as defined in 1.2.2 | [View Document](#) |
| Course completion certificates | [View Document](#) |

**1.2.4**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | [View Document](#) |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**1.2.5**

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

**Response:** 6.86

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 11 | 66 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| List of students enrolled and completed in self study course(s) | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificates/ evidences for completing the self-study course(s) | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

**In the Government (State)College of Education, we provide better opportunities for students to acquire and demonstrate knowledge in the following ways:-**

- The 4th semester syllabus was delivered in a very effective and flexible way by the professors.
- Lesson plans, formats for presentation and content were provided to students.
- The micro teaching and all skill development instructions were given by the pedagogy teachers in a very advanced way and regular classroom teaching.
- Academic calendar was formed and implemented in the college and extra-curricular activities were organized to inculcate in the students ethical and moral values.
- Continuous monitoring of teaching & learning process was done by academic head and co-ordinators for effective implementation.
- Student performances are also evaluated by teachers.
- Internal and university examinations and qualifying guidelines were provided to the students by the institution.
- Inside the classroom slow learners and fast learners are evaluated, and special guidelines are given to them by teachers.
- Teachers guide their students at their level best to know their individual specialties, concerns, and attitudes.
- Institutions provide freedom and flexibility and choices are made in the case of students.
- Feedback from students is formally and informally collected.
- The analysis of feedback was conducted by the committee and members of the institution and action was taken, where reports were provided.
- The effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation.
- Different committees are constituted for the purpose of conducting academic and administrative work in a rightful manner for the development of the students.

**The following are different committees for Academic Excellence: -**

- Examination Committee: This committee provides the functions and responsibilities regarding assessment and conducting examinations.
- Hostel Committees: This committee deals with both the boys and girls hostel running & its challenges.
- Cultural Activities and Co-Curricular Committee: This committee initiates and organizes various co-curricular and extra-curricular activities for the students to enhance their skills.
- Sports committee: This committee promotes sports activities and organizes regular sports events and programmes in the college.
- Library committee: This committee organizes and communicates academic programs and library activities.
- Anti- ragging committee: This committee monitors the ragging and takes preventive actions to prevent ragging in the institution.
- Women's cell, sexual harassment prevention committee: This committee prohibits and redress of sexual harassment of women .
- Alumni Committee: This committee supports college goals and strengthens the ties between alumni and our institution.
- Student grievance and redressal committee: The main objective of the committee is to look into the complaints lodged by any student and their genuine grievances.
- Morning assembly and attendance committee: This committee is made to monitor the morning assembly and tries to observe the students' dress code and cleanliness.

- SC/OBC/ST Cell/ Scholarship committee: The goal of this committee is to decide whether to scrutinize the free ship of the students.
- Guidance and counselling Committee: This committee encourages students to develop their potential abilities to formulate life goals.

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

## 1.3.2

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

**Response:**

Yes, Government (State) College of Education familiarizes students with the diversity in the school system inside India because teaching is a very noble profession that shapes character. So, this institution always wants and works hard to produce good teachers with good teaching qualities who will provide our society and new generation a lot of power, strength, and new ideas to develop in a very effective way. The institution provides value-based education, and organize awareness programmes. Important days celebration, co- curricular activities according to syllabus provided by Punjabi University, Patiala for semester 1st, 2nd, 3rd, 4th in two years.

"Education is the most powerful weapon which can be used to change the world."

It plays a very important role in the development of students. It is very important to encourage students to become familiar with schools and workplaces. By providing technological and cultural awareness, every classroom starts with the three most important points.

- Teachers
- Students
- Curriculum

Each and every child is individual. So, teachers need to know about students for their own betterment and they should maintain consistent communication with them. Provide diversity in the lesson plan, but the classroom environment is an important place for giving cultural awareness. Also, we should provide freedom and flexibility for their better future. The action plan, indicating the way students are familiarised with the diversities in the Indian school system, was as follows:

- Teachers always need to know their students because each and every child is individual.
- Extra co-curricular activities.
- Maintain consistent communication with them.
- Physical strength must be increased with exercise and sports.
- Respect and sensitivity must be given to the students.
- Art and cultural programmes were organised.
- Diversity in lesson plans but cultural awareness in the classroom are suggested.
- Important days must be celebrated and their importance should be understood by students.
- Give students freedom and flexibility.
- Students must gain a better understanding to become open minded and feel confident and safe and will become good citizens.

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

## 1.3.3

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

**Response:**

Response:

The goal of teacher education programmes is to create professionals, who are capable of tackling the difficulties that come while working and teaching in the 21st century. In order to educate pre-service teachers to teach effectively in the educational system, the teacher education programme must focus on

developing their knowledge, abilities, and personality traits. Therefore, it is suggested that the school-based experiences, or practicum, which give students supervised experiences and aid student-teachers in understanding the full breadth of the teacher's responsibility, should be paired with the academic curriculum of teacher education. Many have also argued that because these experiences are authentic in contrast to the artificial atmosphere of university education courses, they have a significant influence on how pre-service teachers are shaped.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

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

**Response:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Sample filled-in feedback forms of the stake holders | [View Document](#) |

**1.4.2**

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

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

| File Description | Document |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | [View Document](#) |
| Action taken report of the institution with seal and signature of the Principal | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

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

**Response:** 74.07

| File Description | Document |
| --- | --- |
| Document relating to Sanction of intake from University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Approved admission list year-wise/ program-wise | [View Document](#) |
| Approval letter of NCTE for intake for all programs | [View Document](#) |

### 2.1.2

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

**Response:** 71.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 100 | 65 | 47 | 31 | 30 |

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

## 2.1.3

**Percentage of students enrolled from EWS and Divyangjan categories during last five years**

**Response:** 0.5

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0 | 0 | 1 | 1 | 1 |

| File Description | Document |
|---|---|
| List of students enrolled from EWS and Divyangjan | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificate of EWS and Divyangjan | [View Document](#) |

## 2.2 Honoring Student Diversity

### 2.2.1

**Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

- Before the commencement of the new academic session, all relevant information regarding the admission procedure is conveyed through the college prospectus. The admission is carried out through the Centralized Counselling process as per the Punjab Govt. notification provided by the three universities, Punjab University, Punjabi university, and Guru Nanak Dev University in rotation for two years each. As per the Punjab Govt. and NCTE norms, the transparency in admission is maintained by displaying the entrance test results on website of the University from time to time. Seat matrix Allocation of seats per subject is also displayed on college and university website. The list of students who are allotted seat in our college according to merit is put on the website of the university. Counselling sessions are carried out by the University. The rest of the seats are filled by the college as per instructions given by the university by giving advertisement in newspapers/college website. The selection is done purely on merit. The documents of the merit list students are verified along with teaching subject combinations in the college by the admission committee. Therefore, while calculating merit, academic record and reservation policy of Punjab Govt., NCTE and Punjabi University is considered for all the candidates. Admission coordinator takes into consideration any complaint or suggestion regarding admission. The institution adopts the reservation policy as per Punjab Government / Punjabi University, Patiala and NCTE norms and by following strategies to increase / improve access for SC/ST, OBC, persons with disability, EWS etc.
- As far as the academic support is concerned at institution level, the students have access to enriched library resources including more than 40,000 books, 2175 reference books, more than 500 M.Ed. dissertations, 6300 e-journals, various encyclopedia, dictionaries and books for the preparation of competitive examinations as CTET, PSTET, UGC/NET etc.
- The students are also encouraged to pursue MOOCs of their choice from platforms like Diksha, SWAYAM etc.
- There is provision for selection of elective / optional subjects as per the students' interest, ability and aptitude. Teachers use English, Punjabi and Hindi so that students of Punjab State and adjoining states are equally benefitted. Economically weaker and needy students are given fee concessions. Scholarships are also arranged for needy students from NRIs, Student Aid Fund, PTA, College Staff, OSA and NGOs. Special attention is given to slow learners while teaching.
- Guidance and Counselling Cells guide and counsel the students as per their needs from time to time. Assignments is a mandatory part of the college curriculum and the students are encouraged to visit library and consult reference section for preparing their assignments and projects. Many societies and clubs are there in the college of which the students are a part. The teachers guide the M.Ed. students for selection of their research proposal / dissertation topic and preparation of abstract and synopsis etc. They are encouraged to get their research work published in journals or newspapers.

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

**2.2.2**

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

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

**2.2.3**

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

**Response:** As an institutionalized activity in accordance with learner needs

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

**2.2.4**

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

**Response:** 19.21

2.2.4.1 **Number of mentors in the Institution**

Response: 14

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

## 2.3 Teaching- Learning Process

**2.3.1**

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

Teaching- Learning Process is carried out by the teacher educators by applying their expertise through adoption of multiple mode approach for enhancing the students' learning and to provide them the enriched teaching learning experiences. Different teaching methodologies are adopted according to the prescribed syllabus as well as the individual requirements. Different elements of the syllabus require distinguished approaches including experiential learning, problem solving, group discussion, online mode etc. As per the need of the hour, the blended mode of teaching learning process was in effect.

- Experiential learning is a mandatory component of the curriculum of B.Ed. programme and hence the time slot has been allotted in the time table. The main focus is on Learning by Doing as per Nai Talim.The students are prepared for life skills by games and sports, activities, surveys and sensitizing them towards environment, moral values, conservation of resources etc. The students also gain experiences by visiting rural areas/ villages/basti areas etc. and spread awareness regarding various social issues.
- Students engage with community through diverse activities carried out both at the college level as well as in Teaching Practice schools during internship. M.Ed. students visit various schools for collection of data for research work and DIET i.e. District Institute of Education and Training as per the ordinances of the syllabus. Engagement with Community is an inseparable part of B.Ed. Programme during 3rd semester.
- Classroom seminars through power point presentations provide them exposure to develop experiences to teach effectively by using ICT skills. Day celebrations are done through various

- activities like poster making, slogan writing, quiz competitions, poem recitation, debates, declamation etc. The students of pedagogy subjects prepare improvised apparatus /teaching aids from waste materials developing the skill to be resourceful in preparing teaching aids.
- Morning assembly is a mandatory part of the college curriculum and is theme based. It is carried out Programme-wise, Course-wise and Section-wise on a regular basis as per the provision in the time table. The students sing hymns, recite poems, throw light on the theme-based content and share the thought for the day etc. Posters related to the theme are prepared by the students of the section which organizes the assembly. The speakers may address the assembly in English, Hindi or Punjabi as per their choice.
- The students of various clubs/societies as Eco/ Swachhata Club, Red Ribbon Club, Fine Arts Society, Science Society, Buddy groups etc. carry out various activities which prepare the students for social responsibility and encourage the students towards working in groups. The teacher educators teach in blended mode as and when the need arises. The pupil teachers prepare power point presentations as assignments and equip themselves to teach effectively in online as well as blended mode.
- During internship, the students carry out action research to solve the classroom problems. During Microteaching skills practice, teacher supervision and critical observation by the peers leads to effective execution of the skills. The students prepare the question papers of the school classes after getting the training to prepare blue print of the question paper.

| File Description | Document |
| --- | --- |
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 2.3.2

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

**Response:** 69.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 15 | 15 | 15 | 12 | 00 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link of LMS | [View Document](#) |

### 2.3.3

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

**Response:** 57.25

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

Response: 154

| File Description | Document |
|---|---|
| Programme wise list of students using ICT support | [View Document](#) |
| Landing page of the Gateway to the LMS used | [View Document](#) |
| Documentary evidence in support of the claim | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

### 2.3.4

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

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

**Response:** A. Any 4 or more of the above

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

## 2.3.5

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

**Response:**

Tutorial groups/ mentoring groups are an integral part of the college. The time table has the provision of mentor-mentee interaction. The hobbies, strengths and weaknesses of the students are discussed during mentoring/tutorial periods. Teaching-learning process is organized appropriately and it leads to the realization of Curricular Objectives. Teachers adopt methodologies of active learning so as to promote creative thinking and reflection among learners, and continuously strive for their own professional development. Research and 'School Internship' is the pivot of teacher education programme. The school Internship Programme is organized professionally as it equips the prospective teachers to acquire experience of working in diverse situations. The professionalization of the organization of Internship necessitates pre-internship preparation involving dialogue with internship schools, monitoring and supervision of internship on a continuing basis. The sharing of internship experiences and reflection for future improvements, engagement with community and innovations are attempted in various aspects of internship preparation and organization. The students work in teams during micro-teaching and develop various character aspects such as team spirit, professional development and micro teaching skills, etc. Guidance cell of the college plays an important role in providing psychological support to the students as needed. The students are apprised of the Vision and Mission of the college during induction programmes. The Code of Conduct is followed by the students. PTA meetings are organized regularly and the parents and/or spouses of the students are involved in taking the feedback and making decisions. M.Ed. students are guided for their practicum-cum-field work. The conducive environment of the college facilitates the teaching learning process. The following features add to the quality enhancement in the institute:

- Providing classroom facilities on the ground floor for PWD (Persons With Disabilities) students.
- Permission for scribe for blind students in MSTs and final examinations.
- Special attention, care and support for hostellers and students with diverse needs.
- Slow and advance learners identified through Psychological and routine classroom tests (written and oral)
- Advance Learners are involved in leading various groups, organizing institutional programs, performing special responsibilities, preparing lessons using ICT and helping the students with diverse needs.
- When Pupil Teachers need any help or guidance in academic areas, it is discussed in the

tutorials/mentoring groups and remedial help is extended to them.
- Slow learners are extended extra facility of attending remedial classes, tutorials and visiting library during free time.
- They are provided with all the necessary help so as to achieve the required minimum standards. They are also encouraged to participate in co-curricular activities.
- Library books are procured on demand of students from time to time.
- Extra classes are arranged for the students who face difficulty in the learning process.
- Assignments and Projects are assigned to the Pupil-teachers.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |

**2.3.6**

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

**1.     Special lectures by experts**

**2.     'Book reading' & discussion on it**

**3.      Discussion on recent policies & regulations**

**4.     Teacher presented seminars for benefit of teachers & students**

**5.     Use of media for various aspects of education**

**6.     Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | [View Document](#) |
| Documentary evidence in support of the selected response/s | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.3.7**

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

**Response:**

Teaching Learning process in a Teacher Training Institute is the backbone. It is the most important tool that equips the Pupil Teachers with skills that prepares them physically, mentally, and socially capable to adjust in the complex modern world. In an educational setting of the college, the teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills among students. While keeping these elements into consideration, the institute keeps on organizing such activities so as to propel students to develop those skills. The college organized a series of events dedicated to celebrate the 400th Birth anniversary year of Shri Guru Teg Bahadur ji, as per the instructions issued by the Department of Higher Education, Government of Punjab. Varied activities in this regard like special lectures, quiz competitions, essay writing, slogan, calligraphy, kavishri (poetry), poster making, illustrations were organized along with a special assembly. At B.Ed. level, elements like microteaching, discussion lessons etc. provide ample opportunity for creativity, innovativeness and development of cognitive skills. At post-graduation level, educational research is conducted to elevate the intellectual level of students and to enhance creativity and innovativeness among future educators. Faculty of the institution uses wide range of techniques, materials and experiences to engage students' interest and ensure effective learning. These are as follows:

- **Promoting Self-learning Approach**

To promote self-learning and to develop study skills, the college library is open from 9 a.m. to 4 p.m. Topics relating to self-development, self-study and processes of thinking are addressed in tutorials. The provision of tutorial period encourages students to shed their inhibitions and develop self-confidence.

- **Internship Approach to Practice Teaching**

After having gone through pedagogical analysis of method course, lesson planning and practice of teaching skills in micro-teaching and macro-teaching. Pupil-teachers go for internships to schools for 120 days, for real teaching experience, according to NCTE norms.

- **School Experiences: (Field/ First Hand experiences)**

During internship in teaching, pupil-teachers participate in school programs and make a brief study of all the aspects of the school in which they have their teaching practice. They organize and participate in programs in the school in which they have their teaching practice. M.Ed. students have Practicum-cum-Dissertation work in their curriculum during the entire program.

- **Community Work**

The college has established links with the local community in order to appraise student-teachers with the local issues and problems. Following steps have been taken in this regard:

- Interaction with community to study their emerging needs in the form of surveys.
- Blood Donation Camps are organized.
- Free Medical and Check-up Camps in collaboration with various organizations like Dainik

Bhaskar group, Janhit Sewa Samiti etc.
- Survey in Baba Jeevan Singh Basti regarding personal and community hygiene and distribution of free sanitary pads with assistance from NGOs.
- Various rallies on social issues.

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

## 2.4 Competency and Skill Development

**2.4.1**

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

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

**Response:** A. Any 8 or more of the above

| File Description | Document |
| --- | --- |
| Reports of activities with video graphic support wherever possible | [View Document](#) |
| Documentary evidence in support of the selected response/s | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

**1. Formulating learning objectives**

**2. Content mapping**

**3. Lesson planning/ Individualized Education Plans (IEP)**

**4. Identifying varied student abilities**

**5. Dealing with student diversity in classrooms**

**6. Visualising differential learning activities according to student needs**

**7. Addressing inclusiveness**

**8. Assessing student learning**

**9. Mobilizing relevant and varied learning resources**

**10. Evolving ICT based learning situations**

**11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

| File Description | Document |
| --- | --- |
| Reports and photographs / videos of the activities | [View Document](#) |
| Documentary evidence in support of each selected activity | [View Document](#) |
| Data as per Data Template | [View Document](#) |

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**2.4.3**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Details of the activities carried out during last completed academic year in respect of each response indicated | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.4

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Documents showing the different activities for evolving indicated assessment tools | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Sample evidence showing the tasks carried out for each of the selected response | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report of the events organized | [View Document](#) |
| Photographs with caption and date wherever possible | [View Document](#) |
| Documentary evidence showing the activities carried out for each of the selected response | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Samples of assessed assignments for theory courses of different programmes | [View Document](#) |
| Data as per Data Template | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

## 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

- **Selection/identification of schools for internship: participative/on request:** The Teaching Practice (TP) schools are identified by the TP Incharges on duty. They visit those schools and ask for the required subject Pupil Teachers . as per the need of the schools , the pupil teachers residing in the vicinity of the school are chosen and listed. The school principals, pupil teachers and the teacher supervisors are notified well in time through the lists displayed on the bulletin board.
- **Orientation to school principal/teachers:** The supervisor teachers personally visit the schools to meet the school principal and school mentors for distribution of time table and other activities to be carried out in the school. The Pupil teachers and school mentors are also made aware of the criteria regarding assessment.
- **Orientation to students going for internship:** All the pupil teachers are oriented to follow the code of conduct, punctuality, maintaining  discipline and positive attitude while teaching in the school.
- **Defining role of teachers of the institution:** The supervisor teachers of the college maintain the attendance register of the students/pupil teachers in the allotted school. They guide them and check their records of mega lesson plans motivating them to teach effectively in the school classrooms.
- **Streamlining mode/s of assessment of student performance:** During TP/Internship, the teacher supervisors coordinate with the  mentor teachers of the school and assess pupil teachers as per their performance on the basis of following criteria :

- Preparation and delivery of  45  lesson plans in each of the two pedagogy subjects i.e. total of 45+45=90 lesson plans in mega/macro files including ICT based lesson, practical lesson, test lesson etc.
- Observation lessons by peers i.e. minimum 10 for each pedagogy subject
- Micro lesson plans in Micro Teaching File including 10 lesson plans for each pedagogy subject (2 for each skill)
- Discussion lesson  i.e. 1 in each pedagogy subject
- Action Research : 1 for each pedagogy subject
- Record of  participation/organisation of  School Activities including co-curricular activities as Day celebrations, Swachhata campaign, sports, annual function, community service  etc.
- Actively participating in PTA Meetings and be a part of school system
- Evaluation is done in the form of discussion lessons and preparation of final Skill in Teaching examination

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

## 2.4.9

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

**Response:** 11.22

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

Response: 9

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

## 2.4.10

**Nature of internee engagement during internship consists of**

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

**Response:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| School-wise internship reports showing student engagement in activities claimed | [View Document](#) |
| Sample copies for each of selected activities claimed | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

The institute adopts various effective monitoring techniques during the internship program to ensure the optimal impact of teaching learning experiences to the teacher trainees/pupil teachers. The entire process of each Teaching Practice school is evaluated by the teacher educator/supervisor teacher, school principal, school subject teacher/mentor and peer teacher trainees. The supervisor teacher regularly visits the school and a register is maintained for the same. He / she is apprised of the performance of pupil teachers by the mentors during regular classroom teaching so that any problems/challenges faced can be eradicated for quality teaching. The functional time table is provided by the school for trainees to follow.The mentor teachers of the school remain in the class to impart feedback to improve teaching skills among pupil teachers. These mentors help the pupil teachers to organise various functions i.e. rallies, morning assembly, day celebrations, seminars on social issues related to the subject or school in general. The pupil teachers carry out action research in their subject area from the allotted classes and keep record of the results. if a need arises, remedial teaching is provided to the school students There is a provision of observation lessons and micro teaching skills with rating scales to evaluate the process. Discussion lessons are also observed by the subject experts as well as teacher educators. The school authorities along with the teacher incharges deputized to various schools ensure the maintenance and building of a professional attitude amongst the trainees with regard to various dimensions of the teaching profession like marking their attendance, being accessible to the students, giving examination duties, preparing question papers ,tests and seating plans, checking term papers and tests, PTA meetings, and availability during staff interactions etc. Hence the platform of Internship provides opportunities, experiences and exposure to pupil teachers to sharpen their skills to be effective teachers .

| File Description | Document |
|---|---|
| Documentary evidence in support of the response | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.4.12

**Performance of students during internship is assessed by the institution in terms of observations of**

**different persons such as**

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School\* Teachers**
4. **Principal / School\* Principal**
5. **B.Ed Students / School\* Students**

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

**Response:** C. Any 2 or 3 of the above

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

**2.4.13**

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

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

**Response:** B. Any 4 of the above

| File Description | Document |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | [View Document](#) |
| Five filled in formats for each of the aspects claimed | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 2.5 Teacher Profile and Quality

**2.5.1**

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

**Response:** 86.32

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**2.5.2**

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

**Response:** 85.37

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

Response: 14

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Certificates of Doctoral Degree (Ph.D) of the faculty | [View Document](#) |

**2.5.3**

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

**Response:** 9.33

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

Response: 140

| File Description | Document |
|---|---|
| Copy of the appointment letters of the fulltime teachers | [View Document](#) |

**2.5.4**

**Teachers put-forth efforts to keep themselves updated professionally through**

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

**Response:**

The teaching faculty is keen to keep themselves professionally updated and strive to develop professionally. They take initiatives to add on existing stock of knowledge in their respective fields. The institute builds academic environment by organizing various academic activities on regular basis. The teachers regularly attend various seminars, conferences, workshops, extension lectures and faculty development programs etc. in offline and online modes. The college teachers have written books and research papers too. They present and publish papers in various journals including the list of journals as specified by UGC-care list. The institute has various journals in the library which have been subscribed. The teaching faculty regularly visit the library to update their knowledge and keep themselves abreast with new trend and research in the field of education and teaching. The institute has provision of Master in Education (M.Ed.). In the curriculum of M.Ed., dissertation and practicum work is an essential component of the syllabus. It provides opportunity to the students as well as teachers for professional growth. Besides this, the teaching faculty also update their academic qualification. Overall, the teaching faculty always try to grab any opportunity for their professional development.

| File Description | Document |
|---|---|
| Documentary evidence to support the claims | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 2.6 Evaluation Process

**2.6.1**

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

**Response:**

The institute has established a pattern for continuous internal evaluation following the prescribed proforma by the affiliating University. It consists of different criteria like attendance of the students, assignments, projects, activities, seminars, dissertation work, field visits as well as educational trips. Besides this, there is a provision for mid semester test both at B.Ed. and M.Ed. level. The internal assessment test schedules are prepared as per the norms of Punjabi University, Patiala and dates for the same are announced and displayed on the board for the students and shared with them through online groups well in advance. The internal assessment criterion of Panjabi University is followed for the distribution of marks in each subject. The students are informed about the various components in the assessment process during the semester at the onset of the semester itself. The students can discuss about their marks and tips to make their performance better with their concerned teachers. Timely feedback is provided to them to improve their performance. Special remedial classes are arranged in the time table for the students with low performance. The students are encouraged to participate in various curricular, co-curricular activities, class discussions, community engagement activities, activities arranged by

various clubs and societies of the institute, responsible behaviour, punctuality, life skills, NSS, class seminars, sessional work and assignment submission etc. and then evaluated on these bases. Mentoring/ tutorial groups/ buddy groups are there to provide cordial environment to the students so that they can discuss their academic and non-academic issues with the mentors. There is provision for writing their assignments or exams in Hindi, English or Punjabi as per their medium opted. The students are trained to teach in offline, online and blended mode as per the need of the hour.

| File Description | Document |
| --- | --- |
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 2.6.2

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

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

**Response:** A. Any 4 or more of the above

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

## 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

The college has an operationally effective and efficient mechanism for Grievance Redressal regarding examination. The students can approach Subject Teachers, Registrar (House Examination) and Principal for redressal of their examination related as per the requirement and jurisdiction of the grievance. There is transparent internal assessment process. At the beginning of the semester the respective subject teachers communicate to the students about the criteria of external and internal assessment. For internal assessment, two MST schedule are prepared as per university and communicated to the students well in advance. MSTs are conducted in proper way and one invigilator is deputed to each classroom where the examination is held. The answer sheets are evaluated by the respective subject teachers and shown and distributed to the students to keep transparency if any grievance pops up, it is resolved immediately. Daily performance of the students is also observed (as per CCE) which includes regularity, timely submission of assignments, projects, participation in discussion, seminar. College has a provision of reconduct of MSTs for students who are unable to appear for their MSTs on the scheduled dates. Students with shortage of attendance too can avail the college grievance process. Genuine cases are considered, addressed and resolved.

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

## 2.6.4

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

**Response:**

Annual Academic calendar is the pivot of the institute. The affiliating University i.e. Punjabi University , Patiala sends University Academic  Calendar providing the information and schedule related to the date of commencement of the session/ semester,  total number of working days, holidays during the semester, schedule of Teaching practice/Internship and dates for semester-end examination etc. The University calendar is followed by the college and all the activities for the college are planned accordingly in the form of College annual academic calendar. College Annual Academic Calendar carries the detailed preview of orientation programme, day celebrations, workshops, MSTs, Internship schedule etc. The students are oriented in the beginning of the session about college academic calendar. Various activities, both academic and co-curricular, are planned and executed by various department incharges keeping in view the Annual academic calendar. The process of internal evaluation is conducted by the concerned individuals who are assigned the duty in that academic year. The whole process is executed in keeping with the affiliating university's prescribed curriculum and syllabi of the particular subject. Academic calendar helps in planning, supervising and monitoring the curriculum and in completing the syllabus well in time.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Academic calendar of the Institution with seal and signature of the Principal | [View Document](#) |

## 2.7 Student Performance and Learning Outcomes

**2.7.1**

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

**Response:**

The Program Learning Outcomes (PLOs) and the Course Learning Outcomes (CLOs) have been clearly stated in accordance with the syllabi prescribed by Panjabi University, Patiala. The curriculum of graduation and post-graduation level i.e. B.Ed. and M.Ed. reflect the learning objectives which serves as a light house for the conduction of the entire teaching learning process both at UG and PG levels. These are inclined towards making the Teaching Learning Process of Teacher Education Program a holistic pursuit for the pupil teachers. These objectives are intended to be achieved by providing and developing life skills among them through theoretical and practical experiences both as per the curriculum guidelines. The learners are envisioned by the institution by providing them the ample scope of opportunities to get familiar with the world of education. The students are apprised of these PLOs and CLOs during orientation program at the onset of classes. The faculty of the Education and Community Service Department of Punjabi University, Patiala are contacted from time to time as and when the need arises to clarify any point in this direction. The institution always strives towards achieving the PLOs and CLOs to maintain the academic and co-curricular standards.

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

**2.7.2**

**Average pass percentage of students during the last five years**

**Response:** 80.57

2.7.2.1 **Total number of students who passed the university examination during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 00 | 102 | 106 | 103 | 112 |

| File Description | Document |
|---|---|
| Result sheet for each year received from the Affiliating University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certified report from the Head of the Institution indicating pass percentage of students programme-wise | [View Document](#) |

## 2.7.3

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

**Response:**

The progressive performance of the students and attainment of professional and personal attributes aligned with the stated PLOs and CLOs is monitored regularly through various curricular and co-curricular activities. The entire session gives an excellent exposure to the pupil teachers by ensuring their participation in school internship, practicum-cum-field work, co-curricular activities like poster making, slogan writing, essay writing, quiz contest, community work through NSS, Red Ribbon club, Red Cross, Legal Literacy cell, extension lectures, youth festival, morning assemblies and various other works of moral and social values. The institution plays a pivotal role in disseminating its social responsibilities by conducting different awareness and vaccination campaigns like NSS, vaccination camps for differently abled person during the pandemic etc.  Proper records of different activities are maintained by the different department or clubs/ cells/societies etc. School internship, micro-teaching, action research etc. prepare the pupil teachers for exceling in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process.

| File Description | Document |
|---|---|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 2.7.4

**Performance of outgoing students in internal assessment**

**Response:** 94.06

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

Response: 95

| File Description | Document |
| --- | --- |
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | [View Document](#) |
| Data as per Data template | [View Document](#) |

**2.7.5**

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

**Response:**

The institution puts in practice the multiple tools of assessment to evaluate the performance of the students to attain PLOS and CLOS as per academic and non-academic aspects. The learning needs are identified by using one of the classical and direct methods i.e. observation and besides this, various activities are effectively in place like seminars, assignments, mid semester tests, projects. psychological testing etc. All these activities are evaluated by the concerned teacher educators and remedial measures are provided as per the need and capability of the learners. The assessment of academic performance is carried out through assignments, class tests, MSTs, project work, sessional work, field visits and University Examinations. The scope for improvement is discussed through class discussions and feedback is provided to the students to improve the same. There is provision of remedial classes in the time table for the students who need them. Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the faculty of the same. External Assessment is done by the external experts for the practical examinations appointed by the University through Viva-Voce, practical files and thesis for the M.Ed. program. A regular feature of the institution is to collect feedback from the students, their parents and Alumni to identify the impact of teaching learning process.

| File Description | Document |
| --- | --- |
| Documentary evidence in respect to claim | [View Document](#) |
| Any additional information | [View Document](#) |

## 2.8 Student Satisfaction Survey

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.42

# Criterion 3 - Research and Outreach Activities

## 3.1 Resource Mobilization for Research

### 3.1.1

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

**Response:** 0.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 01 | 01 |

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 3.1.2

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

**Response:** 0.96

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 4.8 |

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |

### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last**

**five years in the form of:**

**1.Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Documentary proof for each of the claims | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.4**

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

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

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Reports of innovations tried out and ideas incubated | [View Document](#) |
| Details of reports highlighting the claims made by the institution | [View Document](#) |
| Copyrights or patents filed | [View Document](#) |

## 3.2 Research Publications

**3.2.1**

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

**Response:** 0.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 04 | 01 | 03 | 04 |

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

**3.2.2**

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

**Response:** 0.79

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 04 | 01 | 03 | 04 |

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

## 3.3 Outreach Activities

### 3.3.1

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

**Response:** 54.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 72 | 60 | 82 | 30 | 28 |

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

### 3.3.2

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

**Response:** 96.17

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 250 | 200 | 200 | 211 | 219 |

| File Description | Document |
|------------------|----------|
| Report of each outreach activity with seal and signature of the Principal | [View Document](#) |
| Event-wise newspaper clippings / videos / photographs with captions and dates | [View Document](#) |
| Any additional information | [View Document](#) |

### 3.3.3

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

**Response:** 94.21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 248 | 180 | 200 | 211 | 219 |

| File Description | Document |
|------------------|----------|
| Documentary evidence in support of the claim along with photographs with caption and date | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

### 3.3.4

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

**Response:**

The College is in touch with society for better involvement of students in society related tasks. The college provides students with all the assistance and motivation they need to become better citizens. The students are encouraged and stimulated through NSS, Youth club/Red Ribbon Club, Swachh Bharat, Beti Bacchhao Beti Padhao and other such programs and initiatives that support community development. The students' efforts to organise awareness drives, medical camps, blood donation camps, cleaning activities, discouraging stubble burning, safe drinking water campaigns, rallies to encourage celebration of green Diwali, environment protection campaigns, tree planting campaigns, and career counselling campaigns at the nearby localities were supported by social organisations and hospitals. Through Voters Day celebration, alcohol prohibition drives, HIV/AIDS awareness drives etc. students make efforts to uplift and benefit society. Campaigns for Health and Hygiene awareness were also undertaken.

| File Description | Document |
|---|---|
| Report of each outreach activity signed by the Principal | [View Document](#) |
| Relevant documentary evidence for the claim | [View Document](#) |

**3.3.5**

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

**Response:** 12

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 01 | 02 | 03 | 02 | 04 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Appropriate certificates from the awarding agency | [View Document](#) |

## 3.4 Collaboration and Linkages

**3.4.1**

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

**Response:** 0.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 00      | 00      | 00      |

| File Description | Document |
|------------------|----------|
| Report of each linkage along with videos/ photographs | [View Document](#) |
| List of teachers/students benefited by linkage exchange and research | [View Document](#) |
| Data as per Data Template | [View Document](#) |

### 3.4.2

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

**Response:** 7

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

Response: 07

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Copies of the MoUs with institution / industry/ corporate houses | [View Document](#) |

### 3.4.3

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education

**4. Discern ways to strengthen school based practice through joint discussions and planning**
**5. Join hands with schools in identifying areas for innovative practice**
**6. Rehabilitation Clinics**
**7. Linkages with general colleges**

**Response:** B. Any 5 or 6 of the above

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered**

**Response:**

Govt. College of Education, Patiala is a premier Institute of northern India. The foundation stone of Govt. College of Education, Patiala was laid down by the Chief Minister of PEPSU Government Shri Brish Bhan on July 16th, 1955 and the building was inaugurated by Home Minister of the Government of India Shri G.B. Pant on September 28th, 1956. The college has a vast campus spread over 41.74 acres. Initially the institute started with B.Ed., M.Ed., J.B.T, and O.T classes but with the progression of time and the school directorate parting ways J.B.T and O.T classes were discontinued and a portion of the college building was used for the establishment of Govt. Bikram College of Commerce. The portion where the Govt. In-Service Teacher's training centre was being run is currently being used by Jagat Guru Nanak Dev Open University as transit campus. The college has in its campus has an auditorium with the seating capacity of 500 people fitted with latest sound and projection system, Fire extinguishers etc. It is used for various workshops, seminars, morning assembly and for intra/intercollege competitions. Appropriate space for indoor and spacious grounds for outdoor games with required facilities is also available, an upper lecture theatre with the seating capacity of 200 people. Moving with the technological advances the college has 10 smart classrooms, a virtual classroom, computer labs with internet facility. The institute boasts a rich Spacious library with over 42,000 books of different subjects, journals, encyclopaedias etc. It also a child care centre, playgrounds, hostel facility for boys and girls, fitness centre, Art room, music room and various lab facilities like Science Lab, Psychology Lab, Language Lab, Educational Technology Lab etc.

| File Description | Document |
|---|---|
| List of physical facilities available for teaching learning | [View Document](#) |
| Geo tagged photographs | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**4.1.2**

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

**Response:** 71.43

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

Response: 10

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

Response: 14

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Link to relevant page on the Institutional website | [View Document](#) |

**4.1.3**

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

**Response:** 98.26

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 75.71495 | 12.69541 | 48.52332 | 54.35897 | 60.31134 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

**Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

**Response:**

Government College of Education has adopted KOHA integrated library management software (ILMS) Koha is an open-source integrated library software (ILS) used worldwide by all kinds of libraries from public, academic and special libraries. Its growth and development is guided by a nurturing community of libraries and users across the world, who collaborate together to achieve its technological objectives and goals. Koha facilitates the users with the Online Public Access Catalog which can be viewed 24X7 anytime anywhere. It allows the OPAC users to search with the fields like Keyword, Subject, Title, Class, Barcode, author, publisher, ISBN, Series etc. KOHA is a very useful library management system in providing various library services to users including circulation of library material, cataloguing, new arrival etc. Primary aim of Koha is to provide an integrated library management tool, covering all major functions in a library, such as Acquisitions, bibliographic database management, user management, transactions, serial control, online end user searching on local and external bibliographic databases and library portal. The most crucial element about the uses of KOHA is that it is available free of cost. Therefore, the institute need not to incur any expenditure for its usage.

| File Description | Document |
| --- | --- |
| Bill for augmentation of library signed by the Principal | [View Document](#) |
| Any additional information | [View Document](#) |
| Web-link to library facilities | [View Document](#) |

## 4.2.2

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

**Response:**

The institution is equipped with the state of art library. The library has vast inventory of more than 42,000 books, periodicals, research journals, dissertations, theses, newsletters etc. at its disposal along with the facility of access of various on -line books, research journals, magazines, newsletters etc. The institution has user friendly e-catalogue facility and internet access to library resources which are readily available for the frequent use of students and teachers as well. The library provides an excellent resource access especially for the research scholars of the M.Ed, M.Phil and Ph.D etc. from different educational institutions who are granted access to the college library.

| File Description | Document |
| --- | --- |
| Any other relevant information | [View Document](#) |

**4.2.3**

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

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

**Response:** A. Any 4 or more of the above

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

**4.2.4**

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

**Response:** 0.35

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 0.39099 | 0.35076 | 0.05416 | 0.50782 | 0.45174 |

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

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**4.2.5**

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

**Response:** 12.92

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

Response: 685

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

Response: 1001

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

Response: 751

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

Response: 694

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

Response: 538

08-01-2024 11:03:27

| File Description | Document |
|---|---|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | [View Document](#) |

**4.2.6**

**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

**Response:** D. Any 1 of the above

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |

## 4.3 ICT Infrastructure

**4.3.1**

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The college has fully functional computer Labs which are equipped with latest IT equipment and has optical-fiber internet connectivity. The college also have fully equipped 10 SMART classrooms with Projectors and interactive boards that are placed for the optimal utilization of ICT facilities during teaching learning process. It provides the vital and up to date training for the forthcoming teachers. Besides this an ICT Resource Centre is also available which is the need of the hour. Moreover, the college library is equipped with 8 computers with internet connectivity to provide better learning environment to the students. As the institute has provision for the Masters in Education, the students are required to fulfill the essential conditions of dissertation as per the curriculum. The students utilize this facility for the successful completion of their research projects.

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

## 4.3.2

**Student – Computer ratio for last completed academic year**

**Response:** 7.47

| File Description | Document |
|---|---|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 4.3.3

**Internet bandwidth available in the institution**

**Response:** 50

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

| File Description | Document |
|---|---|
| Receipt for connection indicating bandwidth | [View Document](#) |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | [View Document](#) |

## 4.3.4

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

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

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 76.90698 | 13.43589 | 49.28803 | 55.05035 | 61.38786 |

| File Description | Document |
|---|---|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |

### 4.4.2

**Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place**

**Response:**

The institute has excellent infrastructure in terms of physical, academic and support facilities which includes enriched Library, sports grounds, college hostels for both boys and girls, various laboratories, virtual classrooms and fully ventilated smart class rooms. The college has a spacious auditorium to hold various kinds of activities and at times holds State and District level functions, which generates additional revenue for the institution. The institute is bound to follow the governmental guidelines and policies to maintain all the entities. Funds and grants are provided by the government under different schemes and utilization of the same was done and reported accordingly. Being the public funded organization, the financial audit is done by the concerned authorised bodies.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Appropriate link(s) on the institutional website | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Sample feedback sheets from the students participating in each of the initiative | [View Document](#) |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | [View Document](#) |
| Photographs with date and caption for each initiative | [View Document](#) |
| Data as per Data Template | [View Document](#) |

**5.1.2**

**Available student support facilities in the institution are:**

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

| Response: A. Any 8 or more of the above |  |
|---|---|
| **File Description** | **Document** |
| Geo-tagged photographs | [View Document](#) |

---

**5.1.3**

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

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

| Response: A. All of the above |  |
|---|---|
| **File Description** | **Document** |
| Samples of grievance submitted offline | [View Document](#) |
| Institutional guidelines for students' grievance redressal | [View Document](#) |
| Data as per Data Template for the applicable options | [View Document](#) |
| Composition of the student grievance redressal committee including sexual harassment and ragging | [View Document](#) |

---

**5.1.4**

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

**1. Monetary help from external sources such as banks**

**2. Outside accommodation on reasonable rent on shared or individual basis**

**3. Dean student welfare is appointed and takes care of student welfare**

**4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees**

**6. Group insurance (Health/Accident)**

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Report of the Placement Cell | [View Document](#) |
| Data as per Data template | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

**Percentage of placement of students as teachers/teacher educators**

**Response:** 5.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 03 | 03 | 10 | 06 | 05 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Appointment letters of 10% graduates for each year | [View Document](#) |
| Annual reports of Placement Cell for five years | [View Document](#) |

**5.2.2**

**Percentage of student progression to higher education during the last completed academic year**

**Response:** 22.77

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 23

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

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

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Details of graduating students and their progression to higher education with seal and signature of the principal | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 5.2.3

**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

**Response:** 24.95

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 47 | 20 | 50 | 7 | 7 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of certificates for qualifying in the state/national examination | [View Document](#) |

# 5.3 Student Participation and Activities

## 5.3.1

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

**Response:**

We ensure the systems' interest at the forefront.

**A pillar of Democracy**

Transparency and fairness are the cornerstones of our democratic process for selecting council members through open nominations and democratic voting; students exercise their right to choose their

representative's fostering a sense of civic duty among them.

**The pulse of our college**

Our monthly student council meetings are more than just gatherings they are forms for evaluating the college's academic and support services. These meetings also serve as platforms for students to organize domain specific events, extracurricular activities, competitions and expert talks, all while honing their leadership skills.

**Clubs & Committees beyond leadership**

In addition to leadership, our college offers a myriad of opportunities through various clubs like-

1. Eco Club
2. Science Club
3. Mathematics Club

These platforms empower students to explain themselves, build confidence & overcome inhibitions while developing critical skills in addition to communication skills, management skills & team work.

**Representation in Administration**

Within the student Council, two members serve as representations in the IQAC Cell and across all college committees & Clubs. This student plays a pivotal role in shaping college decisions.

**Hierarchy of students Council**

President

Vice President

Secretary

Members

We adhere to the rules of Govt. College of Education, Patiala During the selection process, ensuring fairness and transparency.

**Key Roles and Responsibilities**

The student council of this college has a vivid role which goes beyond governance such as –

1. Help in maintaining disciple and order during different events.
2. Organizing assemblies and events.
3. Facilitating faculty and student bonding.
4. Vigilantly addressing student concerns.

5. Representing students activates / interest where necessary.
6. Dedicated services towards betterment of the college.

Improvement of the College at the Heart of Student Council of Govt. College of Education, Patiala –

This can be summarized that the student council of GCE, Patiala is not merely a group but is most vibrant movement driven by the passion & vision of our students. It empowers them to innovate, to explore, to lead & thus inspire changes in them.

Thus, we the faculty & students sculpt a brighter and ever shining & ever rising future.

| File Description | Document |
|---|---|
| List of students represented on different bodies of the Institution signed by the Principal | [View Document](#) |
| Documentary evidence for alumni role in institution functioning and for student welfare | [View Document](#) |
| Copy of constitution of student council signed by the Principal | [View Document](#) |

**5.3.2**

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

**Response:** 6.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 09 | 10 | 03 | 05 | 05 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Reports of the events along with the photographs with captions and dates | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of circular / brochure indicating such kind of events | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

The Alumni Association is a registered body under the name "Old Students Association, Govt. (State) College of Education, Patiala" registration number 058 of 2023-24 under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act. 1957

Alumni's active role

The purpose of an Alumni Association is to foster a spirit of loyalty and to promote the general welfare of your organization. Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization. Maintaining good relationships with alumni over time is crucial to the success of all the higher education institutes. Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word-of-mouth marketing. For instance, positive posts on social media can create buzz and increase application rates. Colleges also rely on alumni to provide mentoring, internships, financial help and career opportunities to students. The Alumni Association of Govt. State College of Education, Patiala has always worked towards achieving above mentioned objectives. Association has organized seminars, extension lectures, provided infrastructural facilities, funded convocation functions etc.

| File Description | Document |
| --- | --- |
| Details of office bearers and members of alumni association | View Document |
| Certificate of registration of Alumni Association, if registered | View Document |

**5.4.2**

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

**1.      Motivating the freshly enrolled students**

**2.      Involvement in the in-house curriculum development**

**3.      Organization of various activities other than class room activities**

**4.      Support to curriculum delivery**

**5.**     **Student mentoring**

**6.**     **Financial contribution**

**7.**     **Placement advice and support**

**Response:** C. Any 2 or 3 of the above

| File Description | Document |
|---|---|
| Report of alumni participation in institutional functioning for last completed academic year | View Document |
| Income Expenditure statement highlighting the alumni contribution | View Document |
| Documentary evidence for the selected claim | View Document |

**5.4.3**

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

**Response:** 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 2 | 1 | 1 | 1 | 0 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View Document |

**5.4.4**

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

**Response:**

Alumni Association has been working for nurturing and furthering any special talent/s in the students. During the year 2022-23, the Association has borne the expenses of sponsoring two students of M. Ed for

a course and spend the amount for number of other activities wherever college was falling short of funds.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**

**Response:**

**VISION**

- To produce 'The Recognized Leaders' for excellence in all areas of student education.
- To develop a program which is complete in itself, keeping in view the diverse settings.
- To increase commitment for creating an atmosphere for educational excellence and equity to learners, in particular those from rural areas.
- To strengthen and intensify culture of 'Earn While You Learn' among pupil teachers.
- To promote the spirit of teamwork and collaboration among faculty members so that they help the colleagues from diverse areas of specialization across the campus as well as the state.
- To keep pace with the global world, our college is trying its level best to well equip our students with the latest technology in Teaching Learning Process.
- To enhance efficiency in teaching and to meet the needs of the student community regarding placements. A collaborative planning and consultation with the stakeholders of society is always promoted to 'Educate and Graduate' each student.

**MISSION**

The Mission of our college is to produce high quality teachers who have the necessary knowledge, skills, knowhow and interest for effective teaching as well as regard for human and national values.

- We do not just want to excel in education but put that study into practice through teaching, research and service to all the areas as we aim to:-
    1. study and help in solving critical educational issues
    2. test new and developing ideas and approaches in Teaching-Learning Process
    3. Educate professionals who can facilitate human development in schools, homes, communities and work place and prepare students to face the challenges of life amidst complex and challenging society.

- To carry out our mission, we value: -
    1. Adaptation and Excellence in all that we do
    2. Diversity of people and their perspectives
    3. Relationships, accountability, collaboration and advocacy
    4. New ideas, discoveries, discussions and dissemination of knowledge
    5. Innovation in teaching, technology and leadership

**OBJECTIVE**

- To provide affordable quality education and other infrastructure for making competent trainers. To provide better infrastructure for the achievement of specific objectives.
- To inculcate the moral values into the students for holistic development.
- All objectives are achieved through collecting, analysing and acting upon the feedback from the stake holders.
- Connecting with parents to overcome their wards problems.
- Making policies that are reliable for the betterment of trainers.
- To conduct regular alumni meets for the betterment of the institution.
- Guidance and counselling cell of the institution focus on the placement of the students.
- The overall mission of the college is to train their students professionally as well as socially to overcome the difficulties faced by them in their career path.

| File Description | Document |
|---|---|
| Vision and Mission statements of the institution | [View Document](#) |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal | [View Document](#) |
| Any additional information | [View Document](#) |

**6.1.2**

**Institution practices decentralization and participative management**

**Response:**

Institution practices decentralisation and participative management. The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. Institution focuses keenly on decentralisation by extending equal opportunities, catering to the needs of the institution for the on-going progress and development of the institution. The institutional administration allocates duties and each committee has been provided with specific functions such as Anti ragging committee, cultural committee, placement committee, hostel committee etc.

The administration takes care of infrastructural facilities which fulfil the required needs of higher education bodies to reach the set goals of the institution. The administration, bursar, college council takes care of financial management and the implementation of the facilities for the institution to update the standards of amenities which support effectively the teaching learning and research aspects. Discipline committee is available in the college to take care of students throughout the sessions. The administration of our institution is functioning as per norms of the government and affiliating Punjabi University, Patiala. In addition to this academic committee has a vital role in accelerating the different decisions regarding institutional development through the meetings.

The Principal and Heads of various departments unanimously decided the flow of organising the

conclave and shared the responsibilities as below:

Principal and senior faculties of respective specialisation were involved in deciding the theme & sub theme of the conclave, keeping in mind the current Educational Institutions and student requirements.

Suggestion of alumni and students were considered.

| File Description | Document |
|---|---|
| Relevant documents to indicate decentralization and participative management | View Document |
| Any additional information | View Document |

## 6.1.3

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

**Response:**

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

Financial Activity

The institution is in regular practice of having an audit by a competent chartered accountant in each financial year on a regular basis.

Academic Activity

The college adopts a transparent academic functioning system as per the direction of its affiliating university and state government as well. The admission process is online.

Administrative Function

The college administration follows a transparent administrative approach. in consultation with the principal, teachers, office staff, and students on a regular basis.

Other functions

Before every activity, the discussions between the principal, teacher, along with students, is organised. The discussion is held cordially and peacefully as the administration promotes sharing the opinions by every section.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

As already mentioned, the main objective of the institution is to provide affordable and inclusive quality education for all. In light of this, all the strategic and operational plans have been prepared and executed in the past. At the operational level, several steps have been taken to improve the college infrastructure. At a strategic level, targets have been fixed regarding improvement in teaching quality, education delivery, and the extension of financial support to needy and deserving students. Furthermore, the teachers have been motivated to explore avenues for funded research.

Various Government Grants are utllized optimally and the infrastructure of the Institute is further strengthened in the interest of the students.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |

### 6.2.2

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

**Response:**

The functioning of the bodies is effective and efficient. The institution has duties assigned for all the aspects of governance. The principal of the college in collaboration with the college council and staff participated actively in the relevant assigning of duties. Therefore, through the structures, processes and practices of the governance, all the members of the college work as a team for the development of the institution. Principal of the college is the academic and administrative leader of the college. The tasks of the planning and supervision of the execution of annual academic plans, co-curricular and extracurricular activities are performed by the principal in consultation with the faculty and office staff of the college. The institution thus has various committees to ensure the execution of all activities like IQAC cell, Anti

Ragging Committee, Grievance redressal committee etc.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Organogram of the Institution website | [View Document](#) |

## 6.2.3

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

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

**Response:** B. Any 5 of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module | [View Document](#) |
| Data as per Data Template | [View Document](#) |

## 6.2.4

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

**Response:**

Response:

The principal framed the committee namely IQAC, Academic Committee, Scholarship (SC/ST/OBC) Committee, Anti Ragging committee, Grievance Redressal Committee, Examination Committee, Cleanliness Committee, Discipline Committee, Sports Committee, cultural committee etc. which support the students to enrich the leadership skills, interpersonal skills and intra personal skills and soft skills which leads to a holistic development in their future.

House Examination Incharge:-

The designated personnel planned and circulated the various duties to hold the convocation of the students passed out from the institute since 2017 to 2021 for both B.Ed and M.Ed courses. This was in the interest of the students after post COVID-19 pandemic.

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

There are numerous welfare measures provided by the Govt. of Punjab for the Teaching and Non-Teaching staff of institution. The institution is committed for effective implementation of the welfare measures of the staff irrespective of any discrimination on the grounds of gender or class. As per the civil services rules applicable to the staff members as per their designation, several welfare measures have been envisaged in the past for the staff members which includes teaching, non-teaching and technical staff as well.

Welfare measures availed by Teaching Staff:

- Medical leave
- Special Study Leave (SSL) to pursue higher education.
- Stress free work environment where in they are given a free hand in subject selection.

Welfare measures availed by Non-Teaching Staff:

- Maternity leave

| File Description | Document |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | [View Document](#) |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | [View Document](#) |
| Any additional information | [View Document](#) |

## 6.3.2

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

**Response:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |

## 6.3.3

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

**Response:** 18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 02 | 16 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| List of participants of each programme | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Brochures / Reports along with Photographs with date and caption | [View Document](#) |

## 6.3.4

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

**Response:** 75.61

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 29 | 28 | 03 | 02 | 00 |

| File Description | Document |
|---|---|
| Data as per Data Template | [View Document](#) |
| Copy of Course completion certificates | [View Document](#) |

## 6.3.5

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

**Response:**

Performance appraisal system for the teachers is on the basis of a well-structured Performa which takes into account various factors like academic performance, results of students, remedial teaching for poor learners, research work, punctuality and regularity, attendance of students in class and extra responsibilities shared by the teacher. Teacher fills the self-appraisal form and submit it to the head of the department. This form is recommended by the principal and final approval is given by the Directorate of Higher Education. A non-intrusive feedback is obtained from various stake holder for the betterment of the performance of the teaching and non-teaching staff. It further proves very beneficial for the capacity building for the staff members and overall development of the human resources of the institute.

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution conducts internal or/and external financial audit regularly**

**Response:**

Response:

Auditing is a process of examining an organisation's financial records to ensure that all departments are following a documented system of recording transactions in an organisation. Auditing by qualified independent persons ensures unbiased check on the accounts and their authenticity. Auditing being mandatory ensures proper usage of funds and acts as a moral check.

During the course of Internal Audit, all required steps are taken to regularise the accounts and to obtain confirmations for the credit balances, to collect documentary evidences wherever necessary in respect of payments, compliances of T.D.S. and statutory formalities and reconciliation of unit-wise balances with the control accounts and bank reconciliations. The Cash Book is well maintained with all the payments being done through cheque or cash by the accountant and signed by the principal and treasurer/bursar of the college. The Internal Audit covering all matters related to maintenance of accounts is done by an internal committee. The final audit is done by an independent Chartered Accountant. The final audit report with audit findings is submitted to the department.

| File Description | Document |
|---|---|
| Report of Auditors of last five years signed by the Principal | [View Document](#) |
| Any additional information | [View Document](#) |

**6.4.2**

**Funds / Donations received from non-government bodies, individuals, philanthropists averaged**

**over the last five years (not covered in Criterion III)(INR in Lakhs)**

**Response:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |

**6.4.3**

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

**Response:**

The college has institutional strategies for mobilisation of funds and optimal utilisation of resources. Funds are mobilised from various sources and utilised for the core activities of the college largely for the benefit of the students, both in terms of academics and extra-curricular activities. The following are the major sources:

Being a state institution, the Institutional strategies for mobilization of funds and the optimal utilization of resources are strictly in place with the financial rules and regulations of the funding agencies of state govt. as well as union govt. The institute gets the grant under the scheme of RUSA (Rashtriya Uchchatar Shiksha Abhiyan). Rashtriya Uchchattar Shiksha Abhiyan (RUSA) is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments for the betterment of academic, administrative and financial advancements taken under the scheme.

- Mobilisation of funds through self-financed type of for the purpose of providing salary to staff members;

- The ECO Club has received grant from Government for organising various activities for the students, which cover a range of different activities and programmes for their holistic development;
- Participation of students in youth festivals;
- Miscellaneous funds mobilised through canteen rent, sale of trash or donations by Society members. Austerity is a thumb rule, which is followed everywhere to optimise the resources

without sacrificing the quality.

| File Description | Document |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | [View Document](#) |
| Any additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

**Response:**

College constituted an Internal Quality Assurance Cell in the year 2003. This cell is an important organ of the college and plays a significant role in improvement of academic and administrative qualities of the institution. It has 16 members :

Chairperson- Principal of the College,

5 representatives from college staff ,

2 administrative office members,

 2 student representatives

2 nominees from local society and alumni,

2 nominees from industry,

2 advisors from the University

All the above mentioned members contribute to the Planning, Execution, and Evaluation of policies and programs for quality enhancement.

The external experts were, Dr. Pushpinder Kaur(Prof. Distance Education, Punjabi University Patiala), Dr. Jasraj Kaur(Prof. Department of Education and Community Service, Punjabi University, Patiala), who played an important role in the process of making plans for the introduction of new courses and chalking out various programs for the development of the faculty. The IQAC meeting is held at the begining of the session to discuss the quality initiatives for the session. Regular Meetings are held during the session.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

**6.5.2**

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

**Response:**

The IQAC regularly evaluates the teaching-learning process and takes action to raise its quality. The Institute rigorously adheres to the Academic Calendar, which is developed in advance, published and distributed. Exam schedules, results announcements, and admission to B.Ed. and M.Ed. programmes are all announced on the institution's website. All newly admitted students are required to attend the mandatory Orientation Program, where they learn about the Institute's philosophy, distinctive educational system, teaching and learning process, continuous evaluation system, required core courses, various co-curricular activities, discipline, and culture.

Additionally, all students receive a guided tour of the campus and its facilities. The Prospectus, which contains all information pertaining to students, is with every student. Before classes start, students are informed of the schedule, programme structure, and course syllabi. The principal keeps an eye on student behaviour and attendance while making important announcements during the morning assembly.

Members of the discipline committee conduct sporadic inspections to guarantee that lessons run smoothly.

The students are allowed to approach for feedback, criticism and advice. Feedback is thoroughly examined and communicated to the principal and specific faculty members.

Based on the IQAC's recommendations, the teaching-learning processes are examined, and changes are made. The following are some of the significant actions made throughout the previous five years:

- Subject -specific curriculum extension lecture series
- Green activities on campus, including tree planting, etc.
- MoUs with esteemed institutions and organisations. The Institute also takes into account the Advisory Committee's suggestions.
- Owing to the initiation of IQAC, the Institution plans to encourage the students as well as the faculty members to take MOOCs to utilise the remarkable effort of MHRD through SWAYAM. There will be a continuous effort to encourage the faculty and students for active participation in SWAYAM, MOOCs courses. Additionally, after the sudden outbreak of COVID crisis, the institution switched over to online education system which involved a big effort in setting up the

online classroom community, for this we have provided the training program for teachers and students. State of the art information technology hardware and software system helped to overcome the COVID generated limitations.

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

### 6.5.3

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

**Response:** 9.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 10 | 10 | 17 | 04 | 05 |

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

### 6.5.4

**Institution engages in several quality initiatives such as**

**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms;  Feedback collected, analysed and used for improvements**

**2. Timely submission of AQARs (only after 1st cycle)**

**3. Academic Administrative Audit (AAA) and initiation of follow up action**

**4. Collaborative quality initiatives with other institution(s)**

**5. Participation in NIRF**

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Feedback analysis report | [View Document] |
| e-Copies of the accreditations and certifications | [View Document] |
| Data as per Data Template | [View Document] |
| Consolidated report of Academic Administrative Audit (AAA) | [View Document] |

| Link to the minutes of the meeting of IQAC | [View Document] |
|---|---|
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | [View Document] |

**6.5.5**

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

**Response:**

The updation of all the parameters for academic and administrative domains is done from time to time. The college library has been updated. The faculty of the college attended many seminars/webinars and FDPs. The faculty members wrote research papers too. Internal assessment was made more transparent, the marks list was uploaded through online portal as per affiliating university norms. Research work is done by M.Ed. students under allotted supervisor as prescribed by the university curriculum. All labs are well equipped and in working order.Alumni are associated always there to help financially and physically.We are in a process of signing MOUs with various schools .Placement cell is actively working and the students are guided from time to time to clear competative teacher eligibility tests at various levels like; CTET,TET level I and II and NET etc.

| File Description | Document |
|---|---|
| Relevant documentary evidence in support of the claim | [View Document] |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements**

**Response:**

Being a state institute, the institution's energy policy is processing towards the energy conservation and heading towards the use of alternate sources of energy for meeting its power requirements. The institute has already made a proposal for installation of Solar Power plant pertaining to the grant received under RUSA.

PREAMBLE
Government College of Education, Patiala is committed to minimizing its environmental impact and promoting sustainability. College has developed an energy policy to reduce energy consumption and creating a culture of energy efficiency in campus. The Policy outlines goals, strategies and responsibilities to ensure the efficient and responsible use of energy resources within college premises.
STATEMENT OF THE POLICY
As a responsible higher education institution, we have a policy for the protection of environment and conservation of energy. Our Energy Policy applies to the whole campus including college hostels. It will help to incorporate energy efficiency and environmental awareness using energy efficient measures as switching off lights when not in use, minimizing waste, plastic free campus, promotion of use of bicycles, etc.
WAYS TO MAKE CAMPUS ENERGY EFFICIENT
• Replacement of existing conventional lighting with LED bulbs in phased manner.
• Use of energy efficient air conditioners.
• Fine tuning of temperature setting of air conditioners.
• Provision of natural day light for indoor.
• Achieving transparency about energy use, giving importance to carbon footp
• Complying requirements regarding energy consumption and energy efficiency.
• Switching off lights when not in use.
• Minimizing waste and plastic free campus.
• Promotion of use of bicycles.
• Taking additional measures by reducing energy consumption.
• Spreading awareness regarding energy conservation through various clubs' activities.
• Paperless office.
The policy will be reviewed every year and its implementation will be strengthened continuously.

| File Description | Document |
|---|---|
| Institution energy policy document | [View Document](#) |

**7.1.2**

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

**Response:**

- Swachchata and Eco Clubs are properly functional under Swachh Bharat Mission.
- Eco Club is functioning under National Green Corps (NGC) Program by Ministry of Environment, Forests and Climate Change (MoEFCC).
- Various eco-friendly activities are carried out in the college premises and neighbourhood areas. Some activities are tree plantation, awareness drives, exhibitions, online quiz, cleanliness drives which are conducted from time to time.
- There is proper management of waste segregation. Different coloured dustbins are placed in the college campus at various corners. The segregated waste is picked by Garbage collecting vehicles (Hari Bhari) by Municipal Corporation, Patiala
- Pupil teachers participate in various eco-friendly activities in their assigned schools to spread awareness to save environment.
- Social internship programs are attended by B.Ed. students on regular basis.
- The campus has compost pits where wet garbage is turned into compost which further has been taken up by community people from neighbourhood areas, students and teachers.
- The students and teachers follow eco-friendly practices.
- Eco Brick preparation is demonstrated and students are encouraged to follow the same.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |

**7.1.3**

**Institution waste management practices include**

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

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |
| Documentary evidence in support of each selected response | [View Document](#) |

**7.1.4**

**Institution has water management and conservation initiatives in the form of**

**1. Rain water harvesting**

**2. Waste water recycling**

**3. Reservoirs/tanks/ bore wells**

**4. Economical usage/ reduced wastage**

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| Geotagged photographs | [View Document](#) |

**7.1.5**

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

**Response:**

The institution is committed to maintenance of Cleanliness, sanitation, green cover and providing a pollution free healthy environment. For this purpose, the institution has following provisions:

1. Swachhata Club: Organising cleanliness and awareness drives,segregation of waste etc.
2. NSS Units: Promotes greener and cleaner India, participation in various campaigns as 'Meri Maati Mera Desh' etc, organising camps
3. Cleanliness camps
4. Availability of separate washrooms for teaching, nonteaching staff, girls' and boys' students
5. Segregation of waste
6. Green Belt of the campus: Campus is enriched with various medicinal plants and a novel step of setting up 'Nanak Bagichi' to commemorate the 550th birth anniversary of Guru Nanak Dev Ji
7. Polythene free zone
8. Activities against stubble burning
9. Plogging

| File Description | Document |
| --- | --- |
| Documents and/or photographs in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |

**7.1.6**

**Institution is committed to encourage green practices that include:**

**1. Encouraging use of bicycles / E-vehicles**

**2. Create pedestrian friendly roads in the campus**

**3. Develop plastic-free campus**

**4. Move towards paperless office**

**5. Green landscaping with trees and plants**

**Response:** B. Any 4 of the above

| File Description | Document |
| --- | --- |
| Videos / Geotagged photographs related to Green Practices adopted by the institution | [View Document](#) |
| Snap shots and documents related to exclusive software packages used for paperless office | [View Document](#) |
| Income Expenditure statement highlighting the specific components | [View Document](#) |
| Any additional information | [View Document](#) |

**7.1.7**

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

**Response:** 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |

## 7.1.8

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

**Response:**

The institution carries out various activities in which local community and resources are engaged from time to time. These include Extension Lectures (Health Issues, Plantation, against stubble burning, Anti-drug campaign, Fitness etc.). Road safety Awareness drives, Cleanliness Drives, Youth Festival, Social Awareness Rallies, NSS Camps, Distribution of sanitary pads to local women, distribution of compost, blood donation, AIDS & Drug deaddiction, Day celebrations, Red Cross Society Camp, Door to door contact Program by Red Ribbon Club etc. are there to name a few. Engagement with Community is a part of Internship Programme. The students spread awareness and move into the community to make them aware of social issues etc. For example Y-20 actitivities were successfully carried out

| File Description | Document |
|------------------|----------|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |

## 7.1.9

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Web-Link to the Code of Conduct displayed on the institution's website | [View Document](#) |
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Practice 1**

· **Title:** Mock Test

· **Objectives**:

· Provide the real time experience to the students before appearing in the actual Teacher Eligibility Test.

· Introduce the students how to fill OMR Sheet and to reduce element of error.

· **Context:** Mock test on pattern of Punjab State Teacher Eligibility Test (PSTET 2023).

· **Practice:** True to saying "Practice makes a man perfect". In alignment universally accepted truth, the institute conducted a Mock Test on 09-03-2023. It was organized on Punjab State Teacher Eligibility Test (PSTET) pattern. The staff expressed affirmative attitude towards test as this was the first of its kind held by any TEI of the region. Everyone worked enthusiastically to make it beneficial for the pupil teachers who were about to face actual PSTET in the near future. The various subject question papers were prepared by the subject experts of college. Besides the students of the current session, there were 16 students from various other TEIs of the region and old students of our institute. A nominal registration fee was charged from participants of the other institutes, therefore, no extra financial burden was put on the public exchequer. The entire cost of conducting the test was adjusted with revenue generated from the registration fee. Positive feedback was received by the participants which indicated that the institute is committed to maintain this practice in the future also as its contribution towards the quality education to its stakeholders.

· **Evidence of Success:** Report of Feedback analysis as an attachment

·     **Problems Encountered:** Provision was made for offline mode only, but it was felt that the mock test should be conducted in the blended mode to overcome the problems related with the students who commute from far off places.

**Practice 2**

·     **Title:** Extension Program

·     **Objectives**:

o   To create awareness.

o   To disseminate knowledge.

o   To enhance harmonious development

·     **Context:** To promote outreach activities as prescribed in curriculum of Teacher Education.

·     **Practice:** Aurobindo purposed that education is nothing but bringing out and nurturing the latent potentialities, integrate oneself with self, harmonious living of individual with self, society, country and humanity at large to make oneself a complete being both at micro as well as macro level. So that every member of society can play a vital role while facing the complexities of modern dynamic world. keeping in view the above said aim of education, the institution has synchronized its curriculum into the practice by organizing various scholastic and co-scholastic activities. The institution has whooping variety of clubs, societies and cells like Red Ribbon Club, Youth Club, Eco Club, Maths Club, Literary Society, Guidance and Counselling, legal literacy cell  etc. All these works sturdily in this domain throughout the academic year by organizing and participating in various activities at college level, university level, zonal and inter zonal level.

·     **Evidence of Success:** Report of activities and annual report of institute.

·     **Problems Encountered:** Time constraint proves an obstacle due to the admission schedule of Teacher Education Programme.

| File Description | Document |
|---|---|
| Photos related to two best practices of the Institution | [View Document](#) |
| Any additional information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

T*he Govt. College of Education, Patiala was an ambitious 35 lacs project conceived by the Education Department of the PEPSU Govt,. Their original plan envisaged besides the main college building, the construction of three hostels(women's hostel, graduates's hostel, and under graduates hostel) a multipurpose Higher Secondary School, a Senior Basic School, a Junior Basic School, a Junior Model School, a Nursery School, an open air theatre, an up-to-date cafeteria.*

*There are currently two hostel buildings, one is meant for boys and other for girls. These two buildings are situated away from one another. But both the hostels are in proximity to the college campus. There are open grounds inside the hostel buildings and rooms are encircled around this ground in such a way that leaves a good impression of its construction upon the minds of visitors.*

*In the boys hostel, there is a capacity of 170 students. Rooms are provided according to the strength of the students. Rooms are also given to students of various other educational institutes of Patiala like Govt. Mohindra College, Govt. Bikram College of Commerce, Khalsa College, Govt. Physical College of Education, Patiala etc.*

*Like the boys hostel, the girls hostel has the accommodation of 200 girls, every type of facilities are provided to the students. Both the hostels boast of beautiful well maintained lawns and grounds for playing.*

*Since the inception of Govt. College of Education, Patiala it has adhered in its functioning as per the guidelines and recommendation provided by the different education commissions and committees from time to time. As per the recommendation of University Education commission, under the chairmanship of Dr. S. Radha Krishnan, for the welfare of the students the hostel facility was considered essential in the early period of post-independence to complete the comprehensive enquiry into all aspects of education and advanced research in India. To fulfil this criterion envisioned by the commission to ensure the qualitative higher education, the institute is providing the hostel facility to enhance the welfare of its students. It is worth mentioning here that being a well reputed Institute of Teacher Education and while acknowledging its social responsibility the institute is providing hostel facility to the students of other educational institutes. It has two separate hostels for boys and girls. The description of the hostel facility is as*

*follows:*

| Parameters | Boys | Girls |
|---|---|---|
| Total Capacity of accommodation | 170 | 200 |
| Strength of students 2022-23 | 112 | 84 |
| Facilities provided to the students | Mess facility, reading room, TV room with AC, water geyser, water cooler with RO, cycle stand | |
| Hostel charges | 12794 including 1500 refundable security | |
| Mess charges | 1800 | 1500 |
| Safety provisions | CCTV Cameras, Fire Extinguishers, guard rooms | |
| Medical Facility | Dispensary facility: One regular sanctioned post of Staff nurse, two regular sanctioned post of pharmacist | |
| Warden house | Yes | Yes |
| Regular sanctioned post of hostel superintendent | Yes | Yes |
| No. of rooms | 93 | 49 |
| No. of special rooms | 4 | 9 |
| Office | One | One |

| File Description | Document |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

The students of the college are given guidance to prepare for Teacher Eligibility Tests resulting in most students clearing the CTET and PSTET tests. Moreover,  a MOCK test was also conducted in the college inviting students from all over Punjab to appear. Our students have always been winning trophies in youth festival. Webinar series conducted by our college was the first of its kind. The College Magazine (EDUCATION RECORD) is a regular feature in which the student editors with teacher editors collect the articles written by the students and they are published in the college magazine.  Annual function/ convocation and annual sports meet is conducted every year. Annual report in printed form is published annually.

## Concluding Remarks :

This premier institute has been producing efficient teachers since 1956. The college has highly qualified faculty with Ph.D. and NET/ UGC. The college staff has been updating the teaching strategies and methodology as per the changing times i.e. from traditional to online/ blended mode. The old students/ alumni of the college have been holding prime positions in the schools. Many students have regularly been clearing CTET and PSTET i.e. Teacher Eligibility Tests. The faculty members regularly update themselves through various FDPs ( Faculty Development Programs) both online and offline. Smart boards have been installed in the classrooms and a virtual classroom has also been established.  The students are oriented and encouraged to use smart boards , prepare PowerPoint presentations,  participate in online quizzes and teach using ICT. The students are motivated to participate in academic,  curricular and co- curricular activities. Mentors in the college guide and provide right direction to the students.