# AQAR Review Message

1 message

**Admin-Naac** <noreply.onlineassessment@gmail.com>                                    2 June 2022 at 18:45
To: GOVTCOLLEGEOFEDUCATIONPATIALA <gcedupatiala@gmail.com>
Cc: onlineassessment@naac.gov.in

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

**Dear User,**
**Institution name : GOVTCOLLEGEOFEDUCATIONPATIALA**

Your AQAR of the year (2020-2021) has been approved successfully.

**THIS IS AN AUTO GENERATED MAIL, PLEASE DO NOT REPLY TO THIS MAIL.**

# YEARLY STATUS REPORT - 2020-2021

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | Govt. College of Education, Patiala |
| • Name of the Head of the institution | Dr. Parminder Singh |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01752217587 |
| • Mobile No: | 9417332578 |
| • Registered e-mail ID (Principal) | gcedupatiala@gmail.com |
| • Alternate Email ID | gcedupatiala@gmail.com |
| • Address | Govt. (State) College of Education, 1091, Passi Road, Patiala |
| • City/Town | Patiala |
| • State/UT | Punjab |
| • Pin Code | 147001 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

| | |
|---|---|
| • Location | **Urban** |
| • Financial Status | **UGC 2f and 12(B)** |
| • Name of the Affiliating University | **Punjabi University Patiala** |
| • Name of the IQAC Co-ordinator/Director | **Dr. Deepika Rajpal** |
| • Phone No. | **9815349000** |
| • Alternate phone No.(IQAC) | |
| • Mobile (IQAC) | |
| • IQAC e-mail address | **gcedupatiala@gmail.com** |
| • Alternate e-mail address (IQAC) | |
| **3.Website address** | **http://gcepatiala.synthasite.com/** |
| • Web-link of the AQAR: (Previous Academic Year) | **http://gcepatiala.synthasite.com/ important-documents.php** |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://gcepatiala.synthasite.com/ important-documents.php |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B++** | **80-85** | **2004** | **03/05/2004** | **02/05/2009** |
| **Cycle 2** | **B** | **2.85** | **2015** | **19/01/2016** | **18/01/2021** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **03/02/2003** |

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **NIL** | **NIL** | **NIL** | **Nil** | **00** |

| 8.Whether composition of IQAC as per latest NAAC guidelines | **Yes** | |
|---|---|---|
| • Upload latest notification of formation of IQAC | <u>View File</u> | |
| 9.No. of IQAC meetings held during the year | **16** | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **Yes** | |
| • (Please upload, minutes of meetings and action taken report) | <u>View File</u> | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | **No** | |
| • If yes, mention the amount | | |

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

**Academic years was planned and co-curricular activities was discussed and planned.**

**Schedule of Teaching Practice whether to opt for Govt. Schools or private/govt. aided schools.**

**Admission procedure especially fee collection of the students was done through e-banking**

**Funds were discussed, distribution & allocation of funds was discussed with the chairperson.**

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| Roaster for 50% attendance in the college. Internal assessment to be prepared for B.Ed., M.Ed. | Roster prepared by the time table committee as per the instructions and guidelines provided by Ministry of Health and Family Welfare and the Department of Higher Education, Punjab. |
| Online Yoga Day Celebration on 21 June, 2020 | The google meet link was shared by Incharge, Physical Education, Dr. Hardeep Kaur Saini with the staff and the students and the execution of the same was done. |
| As per the Punjab Govt. initiative 'Mission Fateh' to fight against COVID-19 pandemic, an awareness drive under various inter-college competitions to be held. | Ms. Navneet Kaur Jeji, incharge Fine Arts Department initiated a collaboration with the NSS unit, SUS Govt. College, Sunam and the Red Cross Society of Govt, Ranbir College, Sangrur to hold a series of activities spread over a month at the local and inter-college level. |
| Activities related to buddy program to be conducted in the college under anti-drug campaign as per instructions by DPI (colleges). | An online poster making and slogan writing program was held on 26-06-2020. |
| Unfurling of National Flag to be held in college campus on Independence Day i.e 15 August, 2020. | The unfurling of National Flag was done on Independence Day in which all the staff members participated while following the Covid protocol. |
| Constitution of Committee for Mission Tandrust Punjab 2020-21 | The respective incharges were included in the committee and plan of action for the session was chalked out. |
| Constitution of UGC committee. | The UGC committee was constituted as following Convenor : Dr. Manpreet Kaur Members : Dr. Yogita Sarwal Dr. Rekha Sharma Incharge, UGC |

|  | Record : Smt. Jaswinder Kaur |
|---|---|
| National Unity Day celebrations | National Unity Day was celebrated in the college through an online webinar in which the participants took oath to maintain the unity and integrity of the country. |
| Constitution of SC/BC and Post Matric Scholarship committee. | The SC/BC and Post Matric Scholarship committee was constituted as following: Convenor : Prof. Balwinder Singh Members : Dr. Kuljit Kaur Dr. Ekta Sharma Dr. Preeti Bhatia Junior Assistant : Smt. Jaswinder Kaur Online Portal : Sh. Rupinder Singh |
| To commemorate 400th Birth anniversary celebration of Shri Guru teg Bahadur Ji | Department of Fine Arts and Department of Economics were assigned duty to execute the minutes of meeting to commemorate 400th Birth anniversary celebration of Shri Guru teg Bahadur Ji. |
| Online webinar regarding 'Traffic Awareness and women Safety during COVID-19 times' | An online webinar was organized by the college on 23 Dec. 2020 through webinar link. Inspector Pushpa Devi, Traffic Police, Punjab delivered a lecture on 'Traffic Awareness and women Safety during COVID-19 times' |
| As per Punjabi University, Patiala instructions, winter vacations to begin on 26th Dec 2020 till 8th Jan 2021. | Counseling date will be announced by the B.Ed. Counseling Cell of Punjabi University, Patiala and college admission committee will carry on the allotted duties. |
| Offline classes to begin from 15th Feb. 2021 | Execution of the Govt. guidelines was done and students were given instructions about the necessary precautions regarding COVID-19 protocols and medically fit students to report |

| | |
|---|---|
| | and attend offline classes in the college from 15th Feb 2021. |
| Constitution of PTA committee | An urgent meeting was called to constitute PTA committee for the session 2020-21. The parents of the students of B.Ed. and M.Ed. to be invited for constituting the PTA committee |
| Mandatory vaccination against COVID-19 for the staff members | Relevant instructions were issued to the employees of the institute and compliance of the same was received. |
| Experts of various disciplines to be engaged for special online series of lectures. | Following webinars were arranged under the webinar series 17-May-2021 Fine Arts department 17-May-2021 Computer Department 18-May-2021 Mathematics Department 19-May-2021 Science Society 20-May-2021 English Department 21-May-2021 Geography Department 22-May-2021 Economics Department 25-May-2021 Education Department 26-May-2021 Psychology Department 29-May-2021 Home Science Department |
| COVID-19 Vaccination camp to be organized in the college | COVID-19 Vaccination camp was organized in the college in collaboration with 'Patiala Association of the Deaf' on 24th May 2021 in which students, college staff and local community were covered especially PWDs (Deaf & Dumb) upto the age group of 45 years. |

| | |
|---|---|
| **13.Whether the AQAR was placed before statutory body?** | No |

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Nil | Nil |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2020-21 | 22/01/2022 |

## Extended Profile

**2.Student**

| 2.1 Number of students on roll during the year | 214 |
|---|---|

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

| 2.2 Number of seats sanctioned during the year | 300 |
|---|---|

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

| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 150 |
|---|---|

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

| 2.4 Number of outgoing / final year students during the year: | 107 |
|---|---|

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

| 2.5Number of graduating students during the year | 99 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File]() |

| 2.6 Number of students enrolled during the year | **214** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File]() |

## 4.Institution

| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | **1.12 Lakh** |
|---|---|
| 4.2 Total number of computers on campus for academic purposes | **30** |

## 5.Teacher

| 5.1 Number of full-time teachers during the year: | **16** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File]() |
| Data Template | [View File]() |

| 5.2 Number of sanctioned posts for the year: | **19** |
|---|---|

# Part B

**CURRICULAR ASPECTS**

**1.1 - Curriculum Planning**

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

**The institutional process of planning,reviewing , revising the**

**curriculum and adapting it to fulfill the institutional needs at local level is done as per the following measures:**

- **As the institution is affiliated to Punjabi University ,Patiala the curriculum is planned and provided by the university itself.**
- **To fulfill the local needs the institution adopted the curriculum with the help of scholastic and co-scholastic activities to ensure the fulfillment of the objectives of the institution through academic calendar which includes a diverse list of activities to be performed throughout the year.**
- **To provide the flexibility there are certain provisions of optional subjects provided in the time table as per curricular framework.**
- **There is a long list of different methodological combinations along with the foundational courses as per the curriculum by Punjabi University , Patiala to fulfill the needs of student population.**

| File Description | Documents |
|---|---|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | [View File](#) |
| Plan developed for the academic year | [View File](#) |
| Plans for mid- course correction wherever needed for the academic year | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| List of persons who participated in the process of in-house curriculum planning | View File |
| Meeting notice and minutes of the meeting for in-house curriculum planning | View File |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | View File |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers** | **B. Any 3 of the Above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | http://gcepatiala.synthasite.com/courses.php |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available**

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

16

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | http://gcepatiala.synthasite.com/important-documents.php |
| Any other relevant information | Nil |

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

0

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Brochure and Course content along with CLOs of value-added courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

0

| File Description | Documents |
|---|---|
| List of the students enrolled in the value-added course as defined in 1.2.2 | **No File Uploaded** |
| Course completion certificates | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | **No File Uploaded** |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

0

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Certificates / evidences for completing the self-study course(s) | No File Uploaded |
| List of students enrolled and completed in self study course(s) | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 1.3 - Curriculum Enrichment

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

The institution gives a concrete and practical shape to the syllabus and curriculum envisioned by the affiliating university. This is evident in the prescribed subjects of B.Ed. course such as: Paper-IX Educational Policy and planning in contemporary India, Paper- X Curriculum Development, Paper-IV & V Pedagogy of a school subject, Paper-VIII Experiential Learning, Paper-XIII School Management, Paper-XV & XVI School Internship, Paper-XVII Engagement with Community (experiences for social & Environment sensitivity). The students have an excellent opportunity to apply the theoretical knowledge into the real-life situation as per the chances and opportunities made available to them accordingly. For the post graduate class the syllabus includes Paper-IV Introduction of Education Research and Statistics, Paper-VII Curriculum Studies, Paper-VIII Teacher Education: History and Policy Perspective, Paper-X Professional Development of Teachers at Elementary School Stage/Secondary School Stage, Paper-XI Educational Administration and Planning, Paper-XII (option-i) Guidance and Counseling, Paper-XIII to XV (option-iv)Life Skills Education, (option-v)Inclusive Education which is put in practice in the dissertation work under practicum-cum-field work throughout the duration of the post graduate studies.

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

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

**The knowledge of diversities of the school system in India is provided through various prescribed course curriculum subjects at the B.Ed. and M.Ed. level. Paper- IX of the B.Ed. curriculum focuses on the development of school system and policy formation, Paper-VII of the M.Ed. curriculum illustrates the functioning of various boards of school education like NCERT, SCERT etc. The students are further familiarized with the norms and standards, state wise variation along with the assessment systems through various core subjects taught during the graduate and post-graduate level.**

| File Description | Documents |
|---|---|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**The institution enables the students to develop the understanding and interconnectedness with the various learning methodologies,**

teaching-learning techniques and other professional elements during the school internship period at B.Ed. level. The performance area of school internship occupies the central place in the conduct of a teacher education program. Community work and community service and innovations attempted in any aspect of internship organization such as pre-internship preparation, interaction and dialogue with schools etc. Beside this the practical implementation of the theoretical knowledge is provided through practicum-cum field work at the M.Ed. level which includes visit to the school and DIET and/or colleges of education, curriculum review and academic work like seminars, workshops, writing of the research reports, articles and/or papers.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | View File |

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

| File Description | Documents |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of students during the year

**107**

## 2.1.1.1 - Number of students enrolled during the year

**107**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | **No File Uploaded** |

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

**51**

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

**51**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | **No File Uploaded** |

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

**1**

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

**1**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | View File |
| List of students enrolled from EWS and Divyangjan | View File |
| Any other relevant information | **No File Uploaded** |

**2.2 - Honoring Student Diversity**

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

**The admission is done through the centralised counselling process as per the instructions provided by the governing bodies. As far as academic support is concerned at institution level the students have access to enriched library resorces including more than 40,000 books , 2175 reference books, more than 500 M.Ed dissertations various**

encyclopedias , dictionaries and books of competative examinations. The istitute has 3139309 e-books , 6090 e-journals and free internet facility.The students also opt for various elective subjects as per their interest.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |

| 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized | Two of the above |
|---|---|

**activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

| File Description | Documents |
|---|---|
| Relevant documents highlighting the activities to address the differential student needs | **No File Uploaded** |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**1:13**

## 2.2.4.1 - Number of mentors in the Institution

**16**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

## 2.3 - Teaching- Learning Process

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

**Teaching learning process is practiced by the teachers with the help of multiple mode approach for enhancing the student's learning and to provide them the enriched teaching learning experience. Methodologies are adopted according to the items and content of the prescribed syllabus. Different elements of the syllabus require distinguished approaches including experiential learning , problem solving, group disscussion , online mode etc. Due to the prevailing pandemic conditions the blended mode of teaching learning process**

**was in effect.**

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

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

**16**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to LMS | https://classroom.google.com/ |
| Any other relevant information | **No File Uploaded** |

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

**214**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | View File |
| Documentary evidence in support of the claim | View File |
| Landing page of the Gateway to the LMS used | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | No File Uploaded |
| Link of resources used | Nil |
| Any other relevant information | No File Uploaded |

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

The Curriculum implementation includes organization of a variety of activities. Teaching-learning process is organized appropriately and it leads to the realisation of Curricular Objectives. In the classroom, the teacher is called upon to meet the needs of the learners coming from diverse backgrounds. The teachers adopt methodologies of active learning so as to promote creative thinking and reflection among learners. However, to organize teaching-learning process imaginatively and to promote active learning among students, the teacher continuously strive for his/her own professional development. The performance area of 'School Internship' occupies the central place in the conduct of a teacher education programme. In view of its enhanced duration and enhanced weightage in the examination scheme, its organization has assumed a greater significance. The school Internship Programme is organized professionally, 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, sharing of internship experiences and reflection for future improvements, Community work and Community service and Innovations attempted in any aspect of internship organization such as pre-internship preparation, Interaction and dialogue with schools, etc. The students work in teams during micro-teaching and develop various character aspects such as Team spirit and professional development

**of peers. They critically observe and provide valuable feedback for the growth of their fellow peers.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**Five/Six of the above**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View File |
| Any other relevant information | **No File Uploaded** |

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

**Education is the most important tool to achieve the success in individual's life.Education equips the person with skills that prepare him physically, mentally, and socially capable to adjust into the complex modern world. Every now and then we face the unprecedented opportunities and challenges in our life. In an educational setting the teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills among thew students. While keepin these elements into consideration the institute organised a series of event dedicated to celebrate the 550th Birth anniversary year of Guru Nanak Dev Ji ,as per the instructions issued by the Department of Higher Education , Government of Punjab. Differnt activities were**

conducted in this regard like quiz competitions,essay writing, slogan and poster making,illustrationsspecial assembly was organised to mark the occassion above all the issue of the college magazine was dedicated towards the said purpose. In this issue of the magazine faculty members and students contributed enthusiastically.

By keeping the healthy tradition of inspiring the students from the life and teachings of eminent personalities of our nation, the institute provides multiple opportunities for the growth and all around development of the students. Another such mention worthy event was to commemorate400th Birth Anniversary year of Guru Teg Bahadur ji. For this extension lectures, poster and slogans , calligraphy , kavishri , illustrations etc. were done throughout the year.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

## 2.4 - Competency and Skill Development

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities with video graphic support wherever possibl | No File Uploaded |
| Any other relevant information | No File Uploaded |

| **2.4.2 - Students go through a set of activities as** | Ten/All of the above |
|---|---|

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | View File |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | No File Uploaded |
| Documentary evidence in support of each selected activity | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | **No File Uploaded** |
| Any other relevant information | View File |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | View File |
| Report of the events organized | View File |
| Photographs with caption and date, wherever possible | View File |
| Any other relevant information | No File Uploaded |

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

All of the above

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

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

**The performance area of 'School Internship' occupies the central place in the conduct of a teacher education programme. The Curriculum implementation includes organization of a variety of activities under School Internship. In the classroom, the teacher-educators are called upon to meet the needs of the learners coming from diverse backgrounds. The teacher-educators adopt and promote methodologies of active learning so as to enhance creative thinking and reflection among learners. However, to organize teaching-learning process imaginatively and to promote active learning among students, the pupil-teacher continuously strive for his/her own professional development. In view of its enhanced duration and enhanced weightage in the examination scheme, its organization has assumed a greater significance. The school Internship Programme is organized professionally, 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, sharing of internship experiences and reflection for future improvements, Community work and Community service and Innovations attempted in any aspect of internship organization such as pre-internship preparation, Interaction and dialogue with schools, etc. The students work in teams during micro-teaching and develop various character aspects such as Team spirit and professional development of peers. They critically observe and provide valuable feedback for the growth of their fellow peers.**

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

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

**2.4.9.1 - Number of final year students during the academic year**

**99**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Data as per Data Template | **No File Uploaded** |
| Plan of teacher engagement in school internship | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Sample copies for each of selected activities claimed | [View File](#) |
| School-wise internship reports showing student engagement in activities claimed | [View File](#) |
| Wherever the documents are in regional language, provide English translated version | [View File](#) |
| Any other relevant information | [View File](#) |

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in

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

Institutions adopts various effective monitoring techniques during the internship program. The monitoring mechanisms are in place to ensure the optimal impact of teaching learning expeirences to the teacher trainees. The entire process is evaluated by the teacher educators, schools principals, school subject teachers and peer teacher trainees. The functional time table is provided by the school for trainees to follow. There is a provision of observation lessons and micro teaching skills having rating scale 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 mainenance andbuilding a professional attitude amongest the trainees with regard to various dimensions of the teaching profession like marking their attendance, being accessible to the students and available for staff interactions etc.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the response | View File |
| Any other relevant information | No File Uploaded |

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

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

| 2.4.13 - Comprehensive appraisal of interns' | Four of the above |
|---|---|

**performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

| File Description | Documents |
|---|---|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 2.5 - Teacher Profile and Quality

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

**16**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View File |
| English translation of sanction letter, if it is in regional language | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**10**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | **No File Uploaded** |

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

**29**

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

**29**

| File Description | Documents |
|---|---|
| Copy of the appointment letters of the fulltime teachers | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**The teaching faculty is keen to keep themselves professionaly updated. They take initiatives to add on existing stock of knowledge in their respective fields.Being a teacher education institute there are ample scope to grow professionaly. The institute builds academic environment by organizing various academic activities on regular activities. The teacher participates in seminars, conferences, extension lectures and faculty development programs etc. They present and publish papers in various journals including the list of journals as specified by UGC. The institute has provision of Master in Education (M.Ed.). In the curriculum of M.Ed. dissertation work is an essential component of the syllabus. It leads to an opporunity of an academic growth for students as well as for teachers. Besides this the teaching faculty also update their academic qualification. Dr. Satinder Kaur (Associate Professor) has completed her Doctoral Degree in Punjabi under Faculty Improvement Program conducted by UGC. Four of faculty members have also completeed their Doctoral Degree during the last 5 years. Out of four members, three Dr. Yogita Sarwal, Dr. Rupinder Kaur Sohi, Dr. Preeti Bhatia have pursued Doctoral in Education and Dr. Hardeep Kaur Saini has pursued Doctoral in Physical Education. Moreover three faculty member upgraded their professional and academic standards by getting additional qualification i.e. Masters in History of Art by Ms. Navneet Kaur Jeji, Master in Psychology by Dr. Preeti Bhatia, Masters in Education by Dr. Ekta Sharma. Overall the teaching faculty always try to grab any opportunity for their professional development.**

| File Description | Documents |
|---|---|
| Documentary evidence to support the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**2.6 - Evaluation Process**

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

**The institute has established a pattern for continuous internal evaluation following the prescribed proforma by the affiliating University. It consists of different criterias 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.**

| File Description | Documents |
|---|---|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | **No File Uploaded** |
| Details of provisions for improvement and bi-lingual answering | **No File Uploaded** |
| Documentary evidence for remedial support provided | View File |
| Any other relevant information | **No File Uploaded** |

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

**Nil**

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**The process of internal evaluation 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.**

**2.7 - Student Performance and Learning Outcomes**

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

**The teaching learning process of the institution is aligned with the PLOs and CLOs of the teacher education program. The insitution tries hard to deal with the objectives of the courses as prescibed by the affiliating Unversity. The curriculum of graduation and post graduation level reflect the learning objecitves which serves as a**

**light house for the conduction of the entire teaching learning process both at UG and PG levels. Theortical and the practical experiences both are provided as per the curriculum guidelines. The academic activities has the reflection of the fulfilment of these PLOs and CLOs. The learners are envisioned by the institution by providing them the ample scope of opportunities to get familiar with the world of education.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

## 2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | **No File Uploaded** |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | **No File Uploaded** |

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

**The progressive performance of the students and attainment of professional and personal attributes by them is monitored through various curicullar and co-curicullar 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, expetnsion lectures, youth festivals, 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 Mission Fateh, vaccination camps for differently abled person during the panademic. Proper records of different activities are maintained by the different department or clubs/ cell etc.**

| File Description | Documents |
| --- | --- |
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**2.7.4 - Performance of outgoing students in internal assessment**

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

**213**

| File Description | Documents |
| --- | --- |
| Number of students achieving on an average 70% or more in internal assessment activities during t | [View File](#) |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**The institution put in practice the multiple tools of assessment to evaluate the performance of the students on academic and non-academic aspects. The learning needs are identified by using one of the classical methods i.e. observation and besides this various activities are effectivery 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.**

| File Description | Documents |
|---|---|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | **No File Uploaded** |

## 2.8 - Student Satisfaction Survey

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

**2**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | View File |
| Any other relevant information | **No File Uploaded** |

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

**2**

| File Description | Documents |
|---|---|
| Sanction letter from the funding agency | View File |
| Income Expenditure statements highlighting the research grants received certified by the auditor | View File |
| Any other relevant information | **No File Uploaded** |

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

**interactive session on research**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Institutional Policy document detailing scheme of incentives | **No File Uploaded** |
| Sanction letters of award of incentives | [View File](#) |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | [View File](#) |
| Documentary evidence for each of the claims | [View File](#) |
| Any other relevant information | [View File](#) |

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

**Three of the above**

| File Description | Documents |
|---|---|
| Documentary evidences in support of the claims | [View File](#) |
| Details of reports highlighting the claims made by the institution | **No File Uploaded** |
| Reports of innovations tried out and ideas incubated | **No File Uploaded** |
| Copyrights or patents filed | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**3.2 - Research Publications**

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

**Nil**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the journals in which articles are published | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**20**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**3.3 - Outreach Activities**

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

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

**146**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

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

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

**200**

| File Description | Documents |
|---|---|
| Event-wise newspaper clippings / videos / photographs with captions and dates | View File |
| Report of each outreach activity with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

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

**200**

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

**200**

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

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

**Engagement with community is a compulsory subject which is carried out during internship period along with the regular classes as per school time table. The pupil teachers participate in and conduct such activities so as to sensitize the school students and community towards social issues such as cleanliness, plantation, buddy program, health of individual and community, gender sensitization, women empowerment etc. The pupil-teachers try to sensitize the community and school students regarding above mentioned issues through various activities as competitions, poem recitation, slogan writing, poster making, plantation drives, cleanliness campaign etc.**

| File Description | Documents |
|---|---|
| Relevant documentary evidence for the claim | View File |
| Report of each outreach activity signed by the Principal | View File |
| Any other relevant information | **No File Uploaded** |

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

**01**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | View File |
| Any other relevant information | **No File Uploaded** |

**3.4 - Collaboration and Linkages**

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

**0**

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

**0**

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| List of teachers/students benefited by linkage – exchange and research | No File Uploaded |
| Report of each linkage along with videos/photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Copies of the MoU's with institution / industry/ corporate houses | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

## INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 - Physical Facilities

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

Govt. College of Education, Patiala is a premier Institute of northern India. 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/inter-college 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 has 10 smart classrooms, a virtual classroom, computer labs with internet facility, Language lab. The institute boasts a rich Spacious library with over 40K books of different subjects, journals, encyclopedias etc. It also a child care center, playgrounds, hoster facility for boys and girls, fitness centre, Art room, music room and various lab facilities.

| File Description | Documents |
|---|---|
| List of physical facilities available for teaching learning | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

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

10

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | Nil |
| Any other relevant information | No File Uploaded |

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

39.02

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | No File Uploaded |

**4.2 - Library as a Learning Resource**

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

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.

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | **Nil** |
| Any other relevant information | **No File Uploaded** |

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

**NIL**

| File Description | Documents |
|---|---|
| Landing page of the remote access webpage | **No File Uploaded** |
| Details of users and details of visits/downloads | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | **No File Uploaded** |
| E-copy of the letter of subscription /member ship in the name of institution | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**INR 5416**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

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

**50**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |

## 4.3 - ICT Infrastructure

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

The 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 | Documents |
|---|---|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

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

1:1

| File Description | Documents |
|---|---|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

| 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt | E. < 50 MBPS |
|---|---|

| any one: | |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to videos of the e-content development facilities | NIL |
| List the equipment purchased for claimed facilities along with the relevant bills | **No File Uploaded** |
| Link to the e-content developed by the faculty of the institution | NIL |
| Any other relevant information | **No File Uploaded** |

## 4.4 - Maintenance of Campus and Infrastructure

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

**00**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | **No File Uploaded** |
| Any other relevant information | View File |

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

**The institute has excellent infrastructure in terms of physical, academic andsupport facilities which includes enriched Library, sports grounds, college hostles for both boys and girls,various**

labortories,virtual classrooms and fully vantilated smart class rooms. 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 reportedaccordingly. Being the public funded organization the financial audit is done by the concerned bodies.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | **Nil** |
| Any other relevant information | [View File]() |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File]() |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | [View File]() |
| Sample feedback sheets from the students participating in each of the initiative | **No File Uploaded** |
| Photographs with date and caption for each initiative | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **5.1.2 - Available student support facilities in** | **Nine or more of the above** |
|---|---|

**institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

| File Description | Documents |
|---|---|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

C. Any 2 of the above

| File Description | Documents |
|---|---|
| Data as per Data Template for the applicable options | No File Uploaded |
| Institutional guidelines for students' grievance redressal | No File Uploaded |
| Composition of the student grievance redressal committee including sexual harassment and ragging | No File Uploaded |
| Samples of grievance submitted offline | View File |
| Any other relevant information | No File Uploaded |

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell**

One of the above

**Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

| File Description | Documents |
|---|---|
| Data as per Data template | **No File Uploaded** |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | **No File Uploaded** |
| Report of the Placement Cell | View File |
| Any other relevant information | **No File Uploaded** |

**5.2 - Student Progression**

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| 9 | 99 |

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

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

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

**09**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | **No File Uploaded** |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**15**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 5.3 - Student Participation and Activities

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

**There are many clubs, societies, committees of various subjects already existing in the college which carry out diverse activities from time to time like competitions, day celebrations etc. Due to COVID-19 pandemic, not many activities could be carried out by the societies, clubs etc. Science society student council was constituted in which president was Neeraj Kumar, Roll No. 111, vice-president was Ishani, Roll No. 17, Secretary was Gurpreet Kaur, Roll No. 11 and joint secretary was Simran, Roll No.69 from B.Ed. - I.The student council helped the teacher incharge of science society (Dr. Yogita Sarwal) in collecting the improvised apparatus and keeping records of the same. Maths club was constituted in whichpresident was Meghali Gupta Roll No. 1,vice-president was janvi Choudhary Roll No. 2,Secretary was Shemona Roll No. 12 and joint secretary Dinesh Birdi Roll No. 36.The student council helped the teacher incharge of Maths club (Dr. Kuljit Kaur) in conducting many activitites like**

quiz, poster making, debate, discussions and keeping the records of the same.

| File Description | Documents |
|---|---|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

13

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

## 5.4 - Alumni Engagement

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

The purpose of an Alumni Association is to foster a spirit of loyalty and to promote the general welfare of your organization. Alumni associations existto 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 organised seminars, extension lectures, provided infrastructural facilities, funded convocation functions etc.

| File Description | Documents |
| --- | --- |
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

None of the above

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

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

01

| File Description | Documents |
|---|---|
| Data as per Data Template | <u>View File</u> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <u>View File</u> |
| Any other relevant information | **No File Uploaded** |

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

**Alumni Association has been working for nurturing and furthering any special talent/s in the students. During the year, the Association has bore the expense of making a short film with collaboration of the Systematic Voters' Education and Electoral Participation programme being run by Election Commission of India. All the actors except one or two are college students. The film was a great success and it bagged third position overall at the state level.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | <u>View File</u> |
| Any other relevant information | **No File Uploaded** |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

**The effectiveness of our Institution is leading to the realization of the institutional objectives under the able leadership provided by the Head of the Institution.**

**Besides having a distinctive style of leadership as an educational leader - he creates appropriate institution specific structures and systems. Being a TEIs, some structures have been suggested in the NCTE Regulations, 2014 like appointment of a Management Committee,**

establishment of Grievance Redressal Mechanism etc. Apart from the appointment of such Committees, periodicity of meetings, agenda and issues tackled by the Committees are taken as the criteria for institutional assessment.

The TEIs manages students' admission for which objective and transparent selection criteria is evolved and adopted as per the Punjab Govt. and Punjabi University, Patiala notifications. The establishment of Internal Quality Assurance System institutionalises the system of self-assessment, the utility of which for quality assurance is beyond doubt. The process of self-assessment followed by appropriate intervention and remedial measures is a continuous process. Above all in the matter of governance the institution follows the orders and guidelines provided the Department of Higher Education, Govt. of Punjab, NCTE, UGC, Punjabi University, Patiala.

| File Description | Documents |
|---|---|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

For the execution of the prescribed curriculum the institute assigns the workload judiciously among its human resources available with the Institute. The members have the opportunity to work as per their capability.

| File Description | Documents |
|---|---|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial,

academic, administrative and other functions in not more than 100 - 200 words.

**The institution maintains transparency in its financial, academic, administrative and other functions. Being the Govt. organization, the institute is bound to follow the rules and regulations of the government. Financial transparency is ensured by keeping the Audit records as per the guidelines of the concerned department. Admission transparency is maintained by following the governmental policies issued time to time. The administration is fully functional as per the policy of state government.**

| File Description | Documents |
|---|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | **No File Uploaded** |

## 6.2 - Strategy Development and Deployment

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

**While dealing with the pandemic situation the institute keeping in mind the learning needs of the students purposed to flip the school internship semester to provide the opportunity to the learner for active teaching practice experience. To this effect the institute put forward the idea to affiliating university and NCTE. After receiving the requisite approval this was put into practice and the students were able to receive valuable experience of pre-service teaching in actual classroom situation.**

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | **Nil** |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**Fulfilling its social responsibilities, the institutional bodies**

**issued precautionary advisories and measured to be followed at the grassroot level to tackle the critical situation of pandemic. The instructions so issued were followed in toto by the institute and initiatives were also taken up in practical manner. Various collaborations were done with NSS units, Red Ribbon clubs, Red Cross Society, Youth Welfare Services, district administration, NGO and other educational institutional to spread awareness about preventive measures of tackling the pandemic.**

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | http://gcepatiala.synthasite.com/important-documents.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

**Five/Six of the above**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | **No File Uploaded** |
| Geo-tagged photographs | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**Minutes of Meeting (09.06.2020) A resolution was passed to begin new courses (ITEP) registered by Punjabi Univerdity, Patiala. ACTION TAKEN To start B.A.-B.Ed. integrated course an NOC was taken from the state (Punjab) Govt. and Punjabi University, Patiala. Further**

**correspondence is being taken up with NCTE so that the ITEP can be started in the college.**

| File Description | Documents |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | **No File Uploaded** |
| Action taken report with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 6.3 - Faculty Empowerment Strategies

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

**NIL**

| File Description | Documents |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | **No File Uploaded** |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**00**

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

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Brochures / Reports along with Photographs with date and caption | **No File Uploaded** |
| List of participants of each programme | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

9

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of Course completion certificates | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**The institution has a performance appraisal system for teaching and non-teaching staff as per the civil services rules, Govt. of Punjab.**

| File Description | Documents |
|---|---|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

**6.4 - Financial Management and Resource Mobilization**

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

**Due process is followed in conformity with the prescribed rules and regulations.**

| File Description | Documents |
|---|---|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

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

**15000**

| File Description | Documents |
|---|---|
| Data as per Data Template | <u>View File</u> |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | <u>View File</u> |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**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.**

| File Description | Documents |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | <u>View File</u> |
| Any other relevant information | **No File Uploaded** |

## 6.5 - Internal Quality Assurance System

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

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes At the beginning of every academic year IQAC frames an action plan and ensures its proper implementation for overall development of the students. Quality assurance strategies and best practices to be institutionalized are discussed in the IQAC with the fixed agenda and suggestions for improvement and better implementation of curriculum. All the teachers are encouraged to use audio-visual teaching aids, charts, models etc. for effective teaching-learning processes. Almost all the laboratories are provided with charts, models etc. for effective teaching- learning process. LCD's are installed in all the classrooms of the college. Meetings and decisions taken are communicated to the staff by the Principal. Students are given information about examination system, internal marks, Program outcomes, various Cells, library, NSS, sports etc. The program has been held online from 2020-21 due to COVID pandemic. Regular meetings of IQAC are conducted under the chairmanship of worthy Principal time to time.**

| File Description | Documents |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC. For second and subsequent cycles - improvements made for The regular meetings of the IQAC internally as well as with the principal and different committees are conducted to ensure stocktaking and earmarking of the scopes of improvement in all possible spheres of campus life. The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals. Some of activities of IQAC in this regard are:**

- **Students feedback on faculty, teaching learning processshows the actual quality of teaching learning process. The student's feedback is conducted as per the following norms:**
  - **All the students are allowed to give feedback on**

faculty, teaching learning process and evaluation so that actual picture is ascertained, the teacher if evaluated with low performance is instructed accordingly. The whole process is being operated through IQAC and no other faculty member is involved at any stage.

- Academic monitoring: The academic monitoring committee conducts regular visit to the classes regarding the regularity and punctuality of class work.
- Remedial Classes: The teachers conduct remedial classes and revision for the students wherever needed.

| File Description | Documents |
|---|---|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| Report of the work done by IQAC or other quality mechanisms | No File Uploaded |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

**initiatives with other institution(s)**
**Participation in NIRF**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to the minutes of the meeting of IQAC | http://gcepatiala.synthasite.com/important-documents.php |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://gcepatiala.synthasite.com/important-documents.php |
| Consolidated report of Academic Administrative Audit (AAA) | **No File Uploaded** |
| e-Copies of the accreditations and certifications | **No File Uploaded** |
| • Supporting document of participation in NIRF | **No File Uploaded** |
| Feedback analysis report | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

- **The faculty of the college attended many seminars/webinars and FDPs during COVID-19 pandemic. Many of the faculty members wrote research papers too.**
- **Internal assessment was made more transparent, the mark list was uploaded on the online portal.**
- **Research work is done in M.Ed. class by the students under supervisor.**
- **All labs are well equipped and in working order**
- **Alumni are associated and are always there to help financially and physically**
- **We are in a process of signing MOUs with various schools and with IDP, India.**
- **Placement cell is actively working.**
- **NCTE portal for B.A./B.Ed. integrated has not opened yet. The college is in the process of applying for this course.**

| File Description | Documents |
|---|---|
| Relevant documentary evidence in support of the claim | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**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.**

| File Description | Documents |
|---|---|
| Institution's energy policy document | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

- **A Swachchata Club has been constituted under Swachh Bharat Mission.Two teachers are Incharges of the Swachhata Club .Various eco-friendly activities are carried out in the college premises and neighbourhood areas. Some activities are online quiz, plantation, cleanliness drives etc.**
- **The waste is segregated.**
- **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.**
- **A sample "Compost through an Earthern Pot" has been placed near compost pits to show students to start composting at their own places.**

- **The College has started switching over to biodegradable banners.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **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** | **None of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | **No File Uploaded** |
| Documentary evidence in support of the claim | **No File Uploaded** |
| Geo-tagged photographs | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**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:**

- **Swachhata Club**
- **NSS Units**
- **Cleanliness camps**
- **Availability of separate washrooms for teaching, non-teaching staff, girls and boys students**
- **Segregation of waste**
- **Green Belt of the campus**
- **Polythene free zone**
- **Activities against stubble burning**
- **Plogging**

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

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

| File Description | Documents |
|---|---|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | [View File](#) |
| Circulars and relevant policy papers for the claims made | **No File Uploaded** |
| Snap shots and documents related to exclusive software packages used for paperless office | [View File](#) |
| Income- Expenditure statement highlighting the specific components | **No File Uploaded** |

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary**

**component during the year (INR in Lakhs)**

0

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Income Expenditure statement on green initiatives, energy and waste management | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**The institution carries out various activities in which local community and resources are engaged from time to time.These includeExtension 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.**

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

| | |
|---|---|
| **7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff** | **B. Any 3 of the above** |

| **Annual awareness programmes on the Code of Conduct are organized** | |
|---|---|

| File Description | Documents |
|---|---|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | <u>View File</u> |
| Web-Link to the Code of Conduct displayed on the institution's website | <u>View File</u> |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | **No File Uploaded** |
| Details of the Monitoring Committee, Professional ethics programmes, if any | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

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

**PRACTICE - 1**

**The institute while exercising its social responsibility significantly contributed towards 'Mission Fateh- An initiative of Govt. of Punjab to fight against COVID-19 Pandemic' with an objective to develop and an understanding of the fundamental duties among future nation builders. While dealing with the crisis of such proportion required a collaborative effort amongst the various agencies working in the field such as NSS, Red Cross, Red Ribbon etc.**

**PRACTICE - 2**

**An online lecture series was organized to provide subject expertise to the learners and to bring the variety in Teaching Learning process. While broadening the horizon of the cognitive domain of the students it provided the opportunity for interaction with the subject experts and acquainted the students about the innovations in the field of education.The activity required various resource persons who can disseminate the vital aspects of education along**

**with technical support for the smooth functioning of the whole series.**

**ALSO SEE THE DETAILED FILES ATTACHED AS PDF.**

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

## 7.3 - Institutional Distinctiveness

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

**The institution while working on its professed vision of 'Producing the recognized leaders for excellence in all areas' during the time of global crisis of COVID-19 pandemic, gave priority to play its part in executing its social responsibility in tackling the pandemic by mobilizing its human and non-human resources. Working in tandem with guidelines provided by the various union and state level agencies the institution played an active and participative role to deal with the situation. The institution's resources were acquired by the district administration under the Disaster Management Act-2005 on 28.08.2020 for contact tracing of district Patiala. Whilst one of its best practices was to actively share the social responsibility on the other hand the institution worked towards inculcation of moral values among generations to come. In line with the directions issued by the higher authorities the institution organized a series of activities to commemorate the 400th Birth anniversary year of Sri Guru Teg Bahadur Ji. While motivating the students to walk on the path illuminated by Guru Sahib, various motivating interactions, creative activities were organized encouraging the students to adopt the values as a way of life to ensure better mental health during Pandemic.**

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