SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DESH BHAGAT PANDIT CHETAN DEV GOVT. COLLEGE OF EDUCATION, FARIDKOT

DESH BHAGAT PANDIT CHETAN DEV GOVT. COLLEGE OF EDUCATION,
OPPOSITE TO BALBIR SCHOOL, CHAHAL ROAD, FARIDKOT
151203
gcedufaridkot.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Desh Bhagat Pandit Chetan Dev Government College of Education, Faridkot, pride of the state of Punjab, was established in the year 1945 by His Highness King Harinder Singh of Faridkot with the objective of meeting the shortage of trained teachers in the field of education. It was the only B.T.College in the Indian Punjab at that time. Initially it was housed in spacious building on the Faridkot-Kotkapura Road where it functioned till 1972. Then it got shifted to its present location measuring just 3.75 acres, which at that time housed a primary school. An additional piece of land measuring 14 acres, was allotted on the out-skirts of the city for the construction of the new college campus there. Since its inception, highly meritorious students from all over Punjab have been getting admission in this prestigious college. Almost all of them have been absorbed and getting distinguished position in the education department in the past.

On the occasion of the Golden Jubilee celebration of this college in 1995, the State Government renamed it Desh Bhagat Pandit Chetan Dev made by Pandit Chetan Dev, a renowned freedom fighter. He undertook a fast unto death protesting against the shifting of this education college from here to Patiala and came out victorious.

This college, affiliated to Punjabi University, Patiala has 100 seats in B.Ed. and 50 Seats in M.Ed. respectively. The College has a team of Nine well-qualified and talented teachers, which includes two Ph.Ds. and four M.Phils. Though the number of students in this college is limited, the talented and highly enthusiastic students have been participating in all youth festivals at the zonal and university levels from time to time and getting distinguished positions and winning great laurels. Besides, they have been taking part in various other inter-college competitions, contests, NSS camps and General Awareness Campaigns.

Vision

MILES TO GO BEFORE I SLEEP

The vision of Desh Bhagat Pandit Chetan Dev Government College of Education (B.Ed. College), Faridkot is to provide an excellent education for all pupils within a caring environment.

Mission

Mission of our Institution is community development in all cycles of life.

1. **Curriculum:** To provide a framework for learning within and beyond the formal curriculum that offers pupils a range of opportunities designed to help them reach ;excellent standards of attainment and achievement.
2. **Teaching:** To provide effective teaching that is marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.
3. **Meeting Pupils' Needs:** To provide challenge and support for learning that are well suited to pupils' individual abilities and needs.
4. **Resources:** To provide accommodation, resources and facilities that is appropriate to an excellent

modern education.

5. **Management:** To provide effective leadership and management that enables all staff I to be aware and responsive to the needs and aspirations of pupils, other staff members, parents and the wider community; and to be successful in pursuing continuous improvement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Desh Bhagat Pandit Chetan Dev Government College of Education, Faridkot is the oldest and foremost education college making it a premier institute, thus giving first move advantage.

1. The college caters to the needs of both urban and rural students of Punjab and other states of India.
2. The college is an exclusive teacher education college imparting education at U.G. and P.G. levels in teacher education.
3. Being a Government college, the fee-structure is nominal as compared to private colleges, hence the students from all sections of the society are desirous to seek admission.
4. Centralized transparent and merit based admission procedure is followed.
5. Spacious and eco-friendly campus located in the heart of the city offers easy and concessional transportation access to the students coming from far off places.
6. Reservation policy in terms of seats allotment in each combination is strictly followed as per State Government/ NCTE rules and norms.
7. Guidance and Placement Cell actively helping the students in placements.
8. Well qualified & committed faculty members.
9. Industrious administrative staff.
10. Partially automated library with E-Libsys Software and Internet facility.
11. Good academic ambience.
12. Good infrastructure in case of land and building
13. Availability of meritorious and enthusiastic students.
14. Certificate Courses on Skill development are in place.
15. College Situated in the middle of city resulting in ease of a public transport facility to the students.

Institutional Weakness

1. Being a Government Institute shortage of regular teaching and non Teaching staff.
2. Independent decisions cannot be taken being bound by rules and Regulations of Punjab Govt.
3. Lack of autonomy in framing syllabus, increase and decrease in seats & conducting examination.
4. College has advantage of being premier institute but the old infrastructure needs lot of care and maintenance.

Institutional Opportunity

1. Being a Government Institute it has the advantage of having tie-ups with leading educational institutes.
2. Having the best of infrastructure, facilities and faculty it can become autonomous body or an education university.
3. Ample scope for Improving employability of students.
4. Increased learning inputs for the students.
5. Implementation of academic & non-academic reforms according to global needs.
6. Scope for enriching co-scholastic activities like debate, quiz, declamation, panel discussion and monitored coaching to improve communication skills etc. to enhance confidence and help the students to improve their soft skills.

Institutional Challenge

1. The major challenge for a government run college is the private colleges offering dummy admission to the students.
2. Private institutes are encroaching upon the good quality students by giving them scholarships and more internal favoritism.
3. Lack of innovations in content based curricula has resulted in inertia in both the teacher and the taught.
4. Financial and academic decisions are as per the norms of Punjab Govt./NCTE/ UGC/ Punjabi University, Patiala.
5. Marketing and flexible techniques sway the choice of the students to select the other institutes.
6. Financial crisis faced by a number of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers B.Ed. And M.Ed. programmes in addition to Certificate and diploma courses, in e-governance and office automation and Sanskrit Language. Admission to the B.Ed. Programme is done by a University/State level centralized agency through an entrance test. Admission to the M.Ed. Course is done on merit basis at the college level itself. The certificate courses in Sanskrit Language and E-governance are optional for all students.

The college in not authorized to independently start any new course. Only the concerned University/Government Education Department recommends starting of new courses.

Curricular aspects of B.Ed. and M.Ed. Course in Government College of Education are governed by Punjabi University Patiala as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind.

The college level curriculum planning committee prepares frameworks to suit requirements of B.Ed. and M.Ed. courses. College Council meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching skills, class assignments, internal assessments, use of reference materials and audiovisual teaching aids for teachers are discussed.

Being affiliated to Punjabi University Patiala, the college follows the syllabus prescribed by the University. At the beginning of the session, the academic calendar is designed to help the faculty to plan their activities

accordingly. College forms students clubs and each club is briefed about the college activities/programmes to be arranged in the academic session. Faculty members take utmost care to complete their syllabus in time.

Teaching-learning and Evaluation

To Cope with curricular needs of different programmes (B.Ed. and M.Ed.), the college provides adequate teaching learning experiences in the form of theory classes, Internship and supervision. This is made possible through the devoted efforts of highly experience faculty which includes Two Ph.Ds. and Four M.Phils. and Four NET qualified teachers.

The Time-table committee ensures judicious use of physical infrastructure and intellectual resources available in the college. Students are exposed to good practices like N.S.S., Awareness Campaigns against Social-evils. Our students organize quiz, poem recitation, declamation and other activities on current topics for school children during school internship. The students are also encouraged to deliver lectures/talks in Seminars, the weekly morning assembly and on the occasion of celebrating various important National/International Days.

There is a fairly rigorous mechanism for evaluation of students' performance in the Theory Part through house exams/monthly tests/assignments. The evaluation of the practice part of the curriculum is done through supervision of the teaching practice and observation of discussion lesson by peers, concerned school teachers, school heads and Principal.

The college organizes extension lectures and seminars for students and the faculty on topics of educational and general interests. Apart from traditional methods of teaching, teachers and students are encouraged to use modern techniques viz PPT's and Overhead Projector.

As ours is a government institution run by the education department, transfers/posting of teachers lie with the State Government.

Infrastructure and Learning Resources

The college campus spreads in 2.912 acres. It comprises three blocks:

1. The First block comprises the Principal's office, college office, One Virtual Hall cum class room, one class rooms, library, technology Lab, psychology lab., the staff room, the Registrar Office, RUSA office.
2. The Second Block comprises 5 classrooms, One Science Lab, Gym, and One Computer Lab.
3. Third block houses the girl's hostel and the hostel warden's residence.

Besides, there is one residence for the staff and one for the college Principal, a college canteen, Girls Common Room, Cycle shed and four grassy lawns.

All this infrastructure is maintained by the PWD department of the state government and the PTA of the college. The infrastructural facilities are optimally utilized by spreading the college time table from 9.20 a.m. to 3.15 p.m. daily. The College has sports facilities like Table Tennis, Chess, Carrom Board and playground for Volleyball and Badminton which students use in the during college hours. The college building is also used

time to time by the State Government for election purposes, Universities and other agencies for conducting various competitive exams and entrance tests for different courses. The College Girls hostel also provides facilities of accommodation to girls-students of Government Brijindra College, Faridkot. Returning this courtesy that college accommodates our boy-students in their hostel.

The College library is partially automated and has books, newspapers and magazines, generals. Area of the college campus is barely enough for the current educational needs. As a result, well-developed play grounds for students are not available. Residential accommodation for the teaching faculty as well as individual department offices for all staff members are not available.

The infrastructure is technically maintained by the PWD department of the State Government. However, the college with the help of the PTA is looking after its maintenance and up keep.

Student Support and Progression

Dropout rate in our professional college is negligible. Almost cent per cent students of this college have been suitably placed in the educational department in the past. Some of them have distinguished themselves by attaining highest dignified positions in politics, administration and the education field. Meritorious and hard-working students are provided ample opportunities to enable them to excel in studies. Hence they prove their worth by getting good marks in university exams. Average learners are also offered requisite help to enable them to come up to the mark. This extra care of students is visible in the form of very good results of both the disciplines of B.Ed. and M.Ed.

The guidance and Counseling Cell has been actively working to help students solve their emotional, Educational and professional problems.

The alumni of this college have been contributing in all possible forms at their own levels in the past. Their support and help in all college development activities is not only expected but assured also.Three ICT enabled class rooms with LCD Projectors and screen being fixed for Power Point and Multimedia presentations. A water cooler with Aqua Guard and Reverse Osmosis (RO) purifier facility is available in the campus. Various Physical Fitness related activities are organized for students to develop more strength and stamina in themselves. Indoor games like table-tennis, carom-board etc. is also available in the college. The college canteen provides hygienic food to students and staff. In campus Hostel facility is provided to girl students on payment basis. There are well ventilated rooms, one mess and one T.V. room. College provides scholarship to students through various scholarship schemes of State Govt. and Central Govt.

Governance, Leadership and Management

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission. The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College has firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization. The State Government delegates authority to Principal who, in turn share it with different committees for smooth

functioning. We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations. And in order to accomplish our endeavors our college council strictly follows the below:

- Appoint teachers with all the rules and regulations of the State Government.
- Stringently adhere to the process where we follow the eligibility criteria and take allnecessary approvals.
- Make sure that the student intake is as per the NCTE rules and regulations.
- Follows reservation policy as decided by State Government.

College with a double-storey, environmentally friendly spacious campus provides good atmosphere for studies. The College also keeps participating in Teaching events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest teaching standards skill-set, college often launches short term courses, keeps expanding its library, upgrades the computer lab and other teaching aids.

Institutional Values and Best Practices

To promote national integration, values and preserve cultural heritage' is one of the goals and objectives of our institution. We are committed to provide all types of educational opportunities to the students irrespective of their caste, creed, religion and gender.

Our institution values inclusionary practices at multiple levels including its admission policy, where students from diverse cultures are admitted and scholarship schemes sponsored by State Government and Central Government to encourage inclusion and diversity. All festivals like Diwali, Lohri, Teej and Gurupurab' etc. are celebrated with equal fervour.

In our college, teachers and the students jointly celebrate cultural, regional, national and linguistic programmes like Independence Day, Republic Day, Punjabi Bhasha Mah, Swachh Bharat Abhiyan, Road Safety week, Welcome to Fresher's, Teachers Day, Student Orientation Programme, Youth Festival, Yoga Day, Women's Day, NSS Day, Constitution Day and Convocation Ceremony and various rallies like, AIDS Awareness Rally Cycle Rally and Voters Awareness Rally are organized. The Institute also organize Blood Donation Camps. In order to represent various facets of our culture, various programmes are organized Green Diwali is celebrated to give message that crackers pollute our environment and we should use traditional methods to celebrate festivals in our college .In traditional dress competition, participating students wear different attire representing different states, religions and cultures. Through these activities, the inclusive environment in the college and society is created. waste management is a joint responsibility of local government as well as of various organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. The institution has taken requisite measures to dispose of the waste generated in the campus in proper and safe manner. Our college NSS volunteers actively participate in solid waste management programme. Liquid waste from the college is discharged to Municipal Corporation's sewage system. Drinking and Air conditioner water waste is supplied to different plants in the premises. Rain water conservation system has been installed in the college and hostel.

Research and Outreach Activities

The teachers are highly qualified with NET, M.Phil. and Ph.D. qualification. They are highly enthusiastic to guide and motivate M.Ed. students for taking up dissertations and project works. B.Ed. student also conduct Action Research during school Internship period.

The college carries out extension activities mainly through Morning Assembly and NSS Awareness campaigns social evils. Our Students conduct various activities for school students like celebration of important National days and festivals during teaching practice.

To inculcate a sense of discipline, social responsibility and community service among the students, the college encourages the students to participate in various extension activities. Such activities not only strengthen students' community participation but also sensitize them to social issues thereby contributing in their holistic development. NSS and college clubs organize various extension activities and outreach programmes to fulfill these objectives. A cleanliness drive is regularly organized by the NSS unit within the college campus and in the NSS special camp in the village Tehna adopted by the college to create awareness among the students about health, hygiene and to inform them about ill-effects of pollution as cleanliness is the essential part of healthy living to improve our personality. All the college students participate in "Tree Plantation Drive" every year. Dozens of saplings are planted in college campus throughout the year. It focuses students' attention on many environmental issues like deforestation, erosion of soil, desertification, global warming. Students participate in the campaign to create awareness about the importance of engaging youth in the prevention and treatment of HIV/AID.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DESH BHAGAT PANDIT CHETAN DEV GOVT. COLLEGE OF EDUCATION, FARIDKOT
Address	Desh Bhagat Pandit Chetan Dev Govt. College of Education, Opposite to Balbir School, Chahal Road, Faridkot
City	Faridkot
State	Punjab
Pin	151203
Website	gcedufaridkot.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Jagdeep Singh	01639-250031	9463785774	-	gcedufaridkot@gmail.com
IQAC / CIQA coordinator	Manju Kapur	-	8146810809	-	manjukapoor1968@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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State	University name	Document
Punjab	Punjabi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-07-2013	View Document
12B of UGC	04-07-2013	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	01-01-2019	12	ok

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Desh Bhagat Pandit Chetan Dev Govt. College of Education, Opposite to Balbir School, Chahal Road, Faridkot	Urban	2.912	2602

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,All Departments,	24	B.A B.SC	English + Punjabi	100	100
PG	MEd,All Departments,	24	B.Ed.	English + Punjabi	50	6

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	5	0	9
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				19
Recruited	3	2	0	5
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	30	0	0	0	30
	Female	70	0	0	0	70
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	7	0	0	0	7
	Female	29	0	0	0	29
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	19	11	7	12
	Female	32	28	34	34
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	4	5	2	6
	Female	17	23	19	13
	Others	0	0	0	0
General	Male	15	4	7	8
	Female	21	31	43	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		108	102	112	116

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic &multidisciplinary curriculum. Its biggest impact

	would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft roadmap for incorporating the features of NEP 2020.A discussion of College Council was held to understand the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. To develop an understanding about the implementation of NEP in higher education. A National Seminar was organized. Already we are using different innovative methods and technique like team teaching, correlation, integration to provide multidisciplinary and inter disciplinary experiences to the would-be teachers. GCE is an affiliated college of Punjabi University, Patiala. As a when University prepares or provides a curriculum or guideline to implement the multidisciplinary/interdisciplinary structure of New Education Policy the GCE will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) will be of great help to the students. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. The Academic Bank of Credit concept is yet to be implemented by the affiliating university, we are waiting for university guidelines to implement ABC for this purpose, the university has constituted a committee to prepare apathy for effective integration of ABC in its academic programmes.

3. Skill development:	The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running Certificate courses in e-Governance and office automation and Content development and Creative Writing offered by Jagat Guru Nanak Dev University realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. GCE celebrates Hindi Diwas to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi Further, Indian Ethos and professional Ethics, Indian culture and heritage in curriculum of B.Ed., teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through the subject library resources and art in education we provide them exposure to ward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	GCE has adopted Outcome Based Education (OBE) for B.Ed. and M.Ed. programmes. Learning Outcomes have been appropriately defined at Programmed & course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and efforts are made to improve the academic quality. B.Ed. course is designed to improve cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio-economically disadvantaged groups. Due to Covid-19 pandemic, educational institutions in the

country has increasingly involved in using the digital plat forms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, An Electoral club has been establised in the college to engange students through intresting activities and to sesitize then on there electrocal rights and familiarise them with elctrocal process of registrastion voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ElC's are functional and represtative in nature every year a campus ambassdor is appointed from amongst students of the college Prof. Ranjit Singh Bajwa has been appointed Nodel Officer by the college
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Our college Start assist the district admnistration by performing dutyes as following officer and presiding officers Prof. Birinderjeet Singh has been appointed as master trainer and trans the polling staff of the district for smoth conduct of polling His team encourages people form near by villages to cast their vote. He also provieded traning regarding proper use of EVM's. Our staff also performed duty in vote counting
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Prof. Ranjit Singh Bajwa is member of district sweet committee he atends district level mettings of sweet and creats awareness among students of according to instruction district adminstration
5. Extent of students above 18 years who are yet to be	Every year voter Diwasis celebrated on 25 jan and

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	constitustion day in celebrated on 26 nov in the college all the teachers and students particpate in it. All the eliglbe voters how are yet to be enrolled are encouraged to register as Voters.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
208	205	212	216	208

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

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

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

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	72	72	72

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

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	98	99	97	95

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	98	99	97	95

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
108	105	112	116	108

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	11	12

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
69.61	16.29	4.86	28.52	89.77

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

3.2

Number of Computers in the institution for academic purposes..

Response: 18

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Curricular aspects of B.Ed. course in Government College of Education are governed by Punjabi University Patiala as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind.

The college level curriculum planning committee prepares frameworks to suit requirements of B.Ed. and M.Ed. courses. College Council meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and Audio-visual teaching aids for teachers are discussed.

The college has a well-planned outcome-based mechanism for ensuring the objectives of the curriculum i.e., to make the students academically sound, socially committed, employable and innovative Planning is important. A well-worked out course plan will act as a core of teaching learning process. Every year before the commencement of the Academic session, the college publishes a detailed prospectus. It provides necessary information about the programmes to offer, the course scholarships, faculty and the code of conduct to be followed in the campus.

Being affiliated to Punjabi University Patiala, Institute follows the syllabus prescribed by the University. At the beginning of the session, the academic calendar is designed to help the

faculty to plan their activities accordingly. College forms students clubs and each club is briefed about the college activities/programmes to be arranged in the academic session. Faculty members take utmost care to complete their syllabus in time. To make teaching-learning process more student-centric and effective seminars, workshops, group discussions, are conducted. As per the university guidelines, the performance of the students is assessed by continuous and comprehensive evaluation method. To follow this method, Internal Examinations are conducted. All the students participate in the seminars organized by teachers in the classroom. Besides conventional modes of classroom teaching with chalk, black/green board, map, diagram, chart, ICT enabled teaching is followed to enhance academic growth of the students. Expert's talks on various topics are organized for the holistic development of the students. The students are encouraged to meet faculty beyond classroom for clarifying their doubts and difficult concepts. Teachers motivate and encourage students to participate in academic, social, cultural programmes. The college pays serious attention to experiential learning. It believes that real education cannot be provided only in the four walls of the classroom but it can be obtained beyond the classroom. i.e. in the book of life. To encourage the experiential type of learning among the students, NSS Camp is organized to inculcate value of dignity of labour.

Being an affiliated institution of Punjabi University, Patiala, we do not have much leverage in revising or removing the content as the necessary actions can be taken by university.

At GCE we provide a course on skill development sponsored by Jagat Guru Nanak Dev open University, and Sanskrit education under the non-former Sanskrit teaching programme by central government as per the local demand which is an additional input and helps us in general development of the region.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

1.1.2

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

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

1. **Faculty of the institution**

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

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: E. Any 1 or none of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 52.38

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

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

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

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

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

1.2.2

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	1	1	1

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

1.2.3

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

Response: 17.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	100	27	23	19

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed. program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal of the Institute. In the same direction numbers of Expert talks are arranged for the students and the resource persons are invited from the field of teacher Education who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

The curriculum followed by the institute which is affiliated to Punjabi University, Patiala helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like, Skill of Questioning, Skill of Explanation, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc, Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year. The Curriculum aspects of courses at the Institute are governed by Punjabi University Patiala which provide opportunities of application based learning to student teachers. Through different courses like teaching Learning competencies which

include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is ICT, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a

strong focus on developing skills and competencies among the students.

For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and Potentials – while empathizing with one's childhood and also the childhood experiences of one's peers.

Research Projects are done by the students where students work on solving problems and develop their critical thinking.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)

1.3.2

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

Response:

Most of the B.Ed. curriculum is focused on understanding the role of diversity and equity in teaching learning process. In addition to the core subjects and the elective subject offered in the emerging areas for improving the teaching learning process, the College introduces various ways to understand the role of diversity and equity in teaching learning process, such as Co-curricular activities Seminars, workshops and training programme Extension lectures, provision for work experience They are also given challenging assignments Observation and discussion of demonstration lessons The college passes on latest information published by various government and non- government agencies like NCERT, CBSE, State Board, NCTE, etc. relevant documents are procured or downloaded from internet. The College has developed rapport with the schools in which teaching practice is carried out. Students get information about diversity in school system by studying the subject teacher education, policy in contemporary India and curriculum studies,

1.3.3

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

Response:

Peer Teaching: Assigning them seminars and suggesting them references to study for preparation of seminars. They resort to extra selfreading, leading to active learning. They present the seminars before

their class-fellows. That is a good example of peer teaching. Peer observation and discussions are also conducted. The following coreteaching skills are practices by the students in simulated settings1. Skill of Introducing a Lesson. 2. Skill of explanation 3. Skill of questioning 4. Skill of reinforcement 5. Skill of illustration with example Skill of blackboard writing 7. Skill of Stimulus variation Practice Teaching: Before the practice, the teacher trainees have to write lesson plans and for that purpose they have to do a lot of preparation. The lesson plans are first finalized by the subject teacher and then they go for practice teaching which is real teaching in the classroom situations. The teacher trainee use teaching aids and for the preparation of the teaching aids they make much efforts. For all these activities the teacher trainee become active and get involved bodily and mentally Practicum: Each student is required to do the following practical's in the college: Community work (Interaction with community is conducted under the supervision of the subject teacher). Administration and Interpretation of personality test. Action Research. Maintenance of Attendance. Preparation of case-study and Black-board writing etc. Various co-curricular activities are arranged by the college to draw out the best from the individual and to give proper direction and platform for internship and role-playing

File Description	Document
Documentary evidence in support of the claim	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted

by the institution comprises the following

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 73.2

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	68	69	71	54

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

2.1.3

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

Response: 0.55

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

The institution admits students from diverse socio-cultural, economic, and educational backgrounds.

Therefore, considering the varied needs of the students, it becomes necessary to identify the learning levels of students. The institution has a streamlined mechanism to assess the learning levels of the students. The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through B.Ed. Entrance Test. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students.

The subject teachers personally monitor the progress of students and address their academic and personal issues.

Strategies Adopted for facilitating:

Special Guidance: The college follows a robust student academic counseling process. The students are given special guidance by the subject teachers. Their doubts are clarified and the critical topics are re-explained to them in order to improve their performance. For the better understanding of Students, bilingual expressions are used by the teachers.

Previous Paper Solving: Faculty members provide old question papers to students and discuss with them the right way to answer question papers to score good marks.

Tests and Tutorials: Class tests are conducted in order to improve students' performance in the university exams.

Notes and Study Materials: The students who could not attend lectures due to involvement in sports and other activities, are provided simple lecture notes/course materials in the form of PDF's.

Assignment is the integral part of Internal Assessment. Students prepare assignments in each subjects.

To develop Teaching Skills: Subject teacher provide special attention to develop teaching skills among students by giving them training in preparing lesson plans and teaching aids.

Promotion and Motivation: Students are promoted and motivated to write articles in the college annual magazine in order to polish their writing, reasoning and critical thinking ability.

Promotion and Motivation: Students are promoted and motivated to write articles in the college annual magazine in order to polish their writing, reasoning and critical thinking ability.

Participation in Intra/Inter-Collegiate Competitions: students are encouraged to participate in academic, social, cultural programmes and competitions like Debate, Elocution, Group-Discussion, Seminar and Work-Shops etc. in and outside the campus.

Competitive Examination Guidance: The students are encouraged to appear for competitive exams like PSTET/CTET and NET. Guest lectures on Skill Development, Personality Development, Competitive Examinations and Career Guidance are organized for the benefit of students.

Learning and Reference Materials: The students are provided additional learning and reference material from college library.

Felicitation of Meritorious Students: Every year meritorious students and those who secure ranks in the university examinations are felicitated by the college on Annual Prize Distribution Function

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: D. Any 2 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 26

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Govt. College of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities.

Experiential Learning

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Students are taken for Field Visits to different schools and colleges, Book Fairs, etc., so that they can gain first hand experiences.

Participative Learning

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers.

Problem Solving Methodologies:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct action research and case study as a part of their

curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Lecture Method

Since times immemorial, teachers have been using this conventional method in teaching - learning process. In our college also, this conventional method is used by all the teachers. Language teachers especially adopt this tested method to explain, interpret and revise the content of the text book for the better understanding of the learners.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocutions, writing scripts for Nukkad Natak are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that student teachers also learn how to use this as a method in their teaching.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode

Conducting online classes through Zoom, Google Meet, during covid period. Use of What's App groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students.

Interactive Learning Method

This method stimulates students' interest and provides an opportunity to the students to express their views. It alsoconsolidates their understanding of the topic taught. In this method more emphasis is given to interaction than to lecturing. Question –Answer sessions are also frequently conducted in the classrooms. Students actively participate in group discussion on various topics.

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

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning

Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

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

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

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

2.3.3

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

Response: 0

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

Response: 00

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

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

On an average, the ratio of student teachers in identified practice school is about1:12 per group keeping in mind number of teacher educators and availability of schools. Nearly 10 to 14 students are supervised and guided by one teacher educator during teaching practice in a school. The basis for deciding this ratio is the strength of students in the practice teaching schools, medium of instructions, availability of subject, distance from student-teachers' residence and availability of Teachers/Faculty members for making comprehensive observation of the lessons to be delivered by the student teachers, as well as the smooth management of the process. Secure environment and availability of the teaching subject remains the prime criterion. Feedback is provided to the student teachers each day. The teacher educators record their remarks/observations/suggestions on the lesson taughton the spot on the lesson plan book itself. It is followed by discussion after the lesson is over

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

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

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

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

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use ICT in their teaching-learning process. The material required to be used are provided beforehand. Faculty members use computers for browsing the internet which help them in preparing their instructions and in providing latest information. Digital learning material is developed by teachers to improve learning outcome. Evaluation is done by teachers regularly. Special presentations are made in seminar hall with the help of LCD. Latest teaching-learning trend are incorporated Diversity is honoured in teaching learning processes. Faculty empowerment activities are promoted. Peer teaching, team teaching and group teaching is promoted The skill of role play. is used to make teaching learning process active Learning by doing is promoted. Internship is organised well.

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

2.4 Competency and Skill Development

2.4.1

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**

8. Facilitating Inclusive Education

9. Preparing Individualized Educational Plan(IEP)

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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

1. **Preparation of lesson plans**

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

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

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

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

Response: D. Any 2 of the above

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

2.4.6

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

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

Response: C. Any 3 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship progrmme is systematically planned. Involving the school staff and teacher educator. The practicing school on the basis of the proximity of the student teaches's residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). The

students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

The teacher in charge of internship programme with the consent of head of the institution organise orientation-cum-consultation meetings with operating schools. The school teachers are requested by the co-operating schools. The School teaches are requested by the faculty members for allotment of syllabus.

Before the commencement of internship, detailed instruction are given to students-teacher. During internship the student-teacher are required to undertake a varicty of activities relating to class room teaching, classroom management, and organisation of school-based and community-based activities of teaching. The student-teachers are required to develop a repertoire if understanding, competencies, and skills. A few such activities are suggested below:

Analysis of school syllabus and textbooks.

Observing the classroom teaching of regular teachers as well as peer student-teacher.

Preparation of case study office students of the internship school and the innovative activities that the school undertakes.

Preparation of Lesson plans, question paper and class tests.

Undertaking action research project on at least one problem area of schooling.

Lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators help the Students to rectify the correction given previous observation. All the lessons are observed by the school teachers. Feedback are collected from school teachers and heads of institutions by the teacher educator. Necessary instructions are given to the student teachers based on the feedback received.

The task of Teacher Supervisor/Mentor is to assess the students teachers activates along with the guidance to be offered. The Teacher supervisor evaluates along with the guidance to be offered. The teacher from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teacher and the peer group. The remarks are not recorded in a ritual manner but they are prospective teachers, by the end of internship programme it is duly certified by the head of the practicing scool.

While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teacher perform various internship activities in government and private schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

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

Response: 15.67

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

Response: 6

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Teacher Educators: 16

The internship lasts for week (School Internship) 12 weeks and field engagement with a school in each prepared by in terms during entire internship, teacher educators monitor all the activities at regular interval and the teacher educator, when visiting the school, interacts with the trainees and thus a real flow of feedback is ensured regarding the performance of the trainess on the following basis:

1. Use of qualitative Teaching aids
2. Use Innovations Techniques
3. Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids.
4. Cheeking of Answer Scripts
5. Formulation of School Time Table.
6. Overall Conduct
7. Case Study
8. Organization of Co-Curricular activity morning assembly debate declamation etc.
9. Correction of home-work notebook
10. Action research on a child with deviant behavior

Role pf school principal: During this internship program the students are directly under the charge of the principal of the school and discharged all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. During their stay in the school the students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher as assigned by the institution. The internship is duly certified by the head of the practicing school after ensuring that each student has completed the activities.

Role of School Teacher: The student teacher are under the supervision of senior teacher of the school. The classroom performance is observed and evaluated by them School teacher assign various duties to student teachers like checking of answer scripts. Organization of Co-Curricular activities correction of home-work notebook maintenance of classroom discipline.

Role of peers: Peers groups observation at least 20 lessons (15 per subject) delivered by each student teacher and provide feedback which helps the students by each students teachers to be aware of their strengths and weakness during internship programme peer groups collectively perform various assigned of co-curricular events its successfully completion.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

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

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

5.B.Ed Students / School* Students

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

File Description	Document
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 70.67

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

2.5.2

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

Response: 18.87

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

Response: 2

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

2.5.3

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

Response: 18.8

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

Response: 188

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teacher educators are asked to study the topics in more than one book and in books of higher classes also Impact of the practice The teacher educators teach in interactive way while using multimedia and new technology. This led to increase in confidence level of the teacher educators and pupil teachers in teaching with interactive methods. Resources required The college has the requisite resources, viz, the expertise, infrastructure like Psychology lab, computer lab, laptops, OHP's and LCD projector in addition to a large number of teaching aids like charts, models and transparencies. all the teachers

attended online classes from indra gandhi open university on national education policy 2020. The teachers got detailed information about the education policy in this Professional Development Programme on 'Implementation of NEP2020 for University and College Teachers' held from October 27November 05, 2022 under UGC Approved ShortTerm Professional Development Programme Under Pandit Madan Mohan Malaviya National Mission on Teachersworkshop after that written test was conducted by swayam prabha IGNOU (INDIRA GANDHI NATIONAL OPEN UNIVERSITY) All teachers perfomed Teachers and Teaching All the teachers performed very well and qualified the writtten exam sucessfully. Teachers often discuss various issues regarding education policies in free periods and also get requried information from library and internet facilites avalible in the college.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Our college is affiliated to Punjabi University, Patiala. The grading system was introduced for M.Ed. as a part of major reform in evaluation in our university. The college follows a continuous and comprehensive internal evaluation in conformity with the Punjabi University, Patiala rules and regulations. The internal examination schedule are prepared well in advance by the Examination Committee and communicated to the students. All-out efforts are made to maintain the transparency and robustness in internal assessment. The university circulars regarding the internal assessment are circulated to the faculty members and administrative staff time to time by the Examination Committee. At the beginning of the session, each subject teacher briefs the students about the syllabus of internal examination and question paper pattern of the examination. The college also notifies the process of evaluation, examinations time-table and related documents on the notice board. The students are also informed about the distribution of marks and schedule of internal assessment. Internal assessment conducted by the teachers in the college helps in evaluating the teaching - learning process.

Govt. College of Education runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Internal Assessment of students throughout the session. College has adopted the following measures to maintain the quality of Internal Assessment:

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

The records of the students are maintained by the faculty and they are assessed on the basis in house exam and of

1. their performance in curricular as well as co-curricular areas.
2. Internal assessment is done for all students as per the university criteria.
3. The faculty is personally involved to help the students to prepare the assignments, corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment -

1. Internal Exams: Internal examinations are held in the mid of each semester at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. Our College views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results . The answer sheets are shown to the students and adequate verbal feedbacks are provided bilingually.
2. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.
3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, power point presentations, projects and assignments.
4. Field projects, research projects and assignments are all considered for internal evaluation. Group Discussions and Seminars are observed by teachers and students the faculty members and students are assessed on the basis of their performance.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The internal examination related grievances of the students are addressed at the college level by the Examination Committee. In case of university related grievances, applications are collected and delivered to the appropriate University authorities. Many times, the grievances of the students are related to examinations such as online form submission, queries about hall tickets, such as correction in name/ subject/ subject code/ program, wrong entry of marks etc. Sometimes students are shown absent when they are present for exam. In such circumstances, grievances are addressed by the college with the help of university in a time bound period. College takes a continuous follow up of the grievances till they are settled.

Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. GCE views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results. The answer sheets are shown to the students and adequate verbal feedbacks are provided bilingually.

Internal examination marks are filled by the concerned teachers and sent to the university through online portal with the help of the office staff.

The Internal Examination system of the college is transparent and time bound. Subject and Class wise Internal examiners are appointed by the university on the basis of the subject wise teachers list sent by the college to conduct the Viva-Voce. Internal marks of the students are sent to the university by following the laid down procedure by Examination Committee under the supervision of Principal. The strict confidentiality is maintained by the Teaching and Administrative Staff.

Examination Committee is responsible to deal with all the grievances related with the internal examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Committee. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Mentors and then the Redressal Cell. After a thorough consideration of the matter, the Redressal measures are taken.

Sometimes college receives grievances regarding Practical and Viva-Voce examination, such grievances are resolved at the college level.

The Examination Committee communicates the schedule of the examination to the students in advance. If there is any grievances regarding correction in certificate the grievances committee send the case to the university after taking recommendation letter from college principal.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

At the commencement of the session. Academic calendar is prepared in consonance with the affiliating university calendar. The academic calendar helps the students faculty to plan their activities accordingly. Time Table committee prepares the Time Table in tune with academies calenda. The college has involved a systematic mechanism to deal with continuous internal Evaluation (CIE) of the students throughout the academic year. College hold class Tests, conduct seminar and tutorials in a CIE. College hold class tests conduct seminar and tutorials on a regular basis to ensure effective implementation of curriculum according to the college academic calendar internal examination committee communicated to student well in advance examination committee. The Committee circulars notices and prepare the guidelines for examination and students. Students are made aware of evolution methods, marking While framing academic calendar the committee takes into consideration the holidays and vacations. The calendar outlines the semester schedule and various co-curricular activities. As per the university guidelines each courses and its subject teacher follows methods like assignment to all the students for the internal Examination. The college takes all out efforts to follow the academics calendar meticulously principal regularly monitions and checks the implementation. The College examination committee ensure that the evaluation process is transparent and accountable. The assignment books are kept for six months for future use and clarification. In order to give fair trial to students who miss their internal examination for legislative reasons like the competitive examinations or medical emergences the conduct separate internal test for them. The college encouraged the students to present seminar using ICT assistance. During pandemic period the college used google forms to conduct internal examination and gave practice to students by conducting online test Throughout the academic year, the college examination committee successfully deploys and oversees the continuous evaluations process.

1. Internal Exams-Internal examinations are held at the mid of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. GCE views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of Examination results The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.

2. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, Power Point presentations, projects and assignments.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Govt. college of Education. GCE focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. Adequate care is being taken by the Punjabi University Patiala in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program. Our college provides quality education to the learners as well as to achieve the expected outcome. Programmed Learning outcomes and Course Learning Outcomes: Program learning outcomes of B.Ed. : After completion of the B.Ed. 1anual for Teacher Education College program, the student teacher will be able Acquire conceptual tools of sociological analysis and hands-on Experience of engaging with divers communities, children and schools. 2) Apply knowledge of various aspects of development of learner for planning laming experiences. 3) Develop skills regarding various role of teacher in facilitating learning. 6) Analyze contexts and the relationship between school curriculum, policy and learning. 7) Apply knowledge of the cultures, policies and practices that need to create an inclusive school. 8) Use information and communication technology for enhancing learning-teaching process. 09) Relate knowledge about gender, school and society with learning. 1l) Acquire basic understanding about new trends in education. Pedagogical Skills: --Apply constructivist and cooperative learning principles for teaching learning process. -analyze contexts and. the relationship between school curriculum, policy and learning. -apply knowledge of the cultures, policies and practices that need to create an inclusive school. -use information and communication technology for enhancing learning teaching process. -use drama and art for development of personality of corners. -relate knowledge about gender, school and society with learning. -acquire basic understanding about new trends in education develop professional attitude towards teaching. Program Learning Outcomes and Course Learning Outcomes are discussed with the students at

the time of orientation. Professional Ethics: -to imbibe and uphold qualities of a good teacher, -to be just and impartial, -to show love and respect to the individuality of the child. -to inspire and professionally help the parents for the care and guidance of their wards -to help demonstrate commitment to values such as loyalty, love, service, quality and excellence. Effective Citizen Ethics: To understand different values such as morality. social service and accept responsibility for the society. To create leaders in all walks of life and thus be agents of change in the society by braking the fetters of all social evils for the betterment of the people of our country and for a better world. Effective Communication: To boost confidence and promote abilities to communicate effectively, to plan, teach, and organize school related community based activities and programmers, to collaborate with parents and community for the betterment of students.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 110.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	103	111	113	103

File Description	Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

Our college is affiliated to Punjabi University Patiala, the syllabus of each course is designed by the respective Board of Studies in the University. In keeping with the objectives of the syllabus, the college

measures the attainment of the PLO and CLO through the process of evaluation of the students in different subjects as per the guidelines of the University. As per the Academic Calendar of the college, regular assessment and evaluation of the students are conducted. At the beginning of the semester, every subject teacher explains the course objectives, evaluation and marking systems to the students. Internal assessment is the core component of the Continuous Comprehensive Evaluation (CCE). Every subject teacher follows the evaluation process for the fulfillment of the PLO and CLO Evaluation includes , Home Assignments, Practical's, , Seminars, Group Discussions, Workshops, Field Visits, Field Projects, Excursions etc. Semester tests and Home Assignments are taken to test the written skill and the expression of thoughts of the students. Through Seminars, Group Discussions and linguistic ability of the students is tested. Through Field visits and Excursions, students receive firsthand experience and learn how to apply theoretical knowledge in day-to-day practice. At the end of each semester, exams are conducted by the University and based on these results, the course outcomes are evaluated. Besides evaluation, college tries to attain the above-mentioned outcomes by conducting various programmes and activities. College organise programmes on topics dealing with social, political, economic, ethical and environmental issues. N.S.S and Sports for the overall personality development of the students. Active

participation in N.S.S/Sports and in other activities make the students responsible citizens. Various collegiate and inter-collegiate competitions, Scholarly lectures, Career Counseling, Health Awareness programmes and VAN-Mahotsav are conducted by the college for the holistic development of the students. In addition to this, college provides opportunities to students to showcase their talent and creativity by publishing their Articles, Essays, Poems and Stories in college annual magazine .In this magazine, the best Articles, Essays, Poems and Stories, selected by the editorial board are published. In order to inculcate sports skills among the students, the college organizes Annual Athletic Meet. The students, joining our college, aim to achieve a degree at the end of two years course. The college also expects the students to achieve excellence in every walk of life and bring laurels to the institution. When the students leave the college after having successfully completed the course, they should be bold and confident enough to face the world of competition. To find out the level of course attainment, the college has developed a feedback mechanism.

The most appropriate assessments to improve guidance in student learning are quizz, mid semester tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 105.32

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

Response: 99

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

2.7.5

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

Response:

The institution has made various provisions for assessing student's learning needs. During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. The institution organizes orientation programme for the students at the commencement of new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute. A-series of talent search activities organized in morning assembly in order to discover the hidden talent and potentialities of the students. The institution also provides extra certificate courses to the students in order to enrich their knowledge. The faculty members assess the learning needs of the students through regular class performance and house test. Performance of students is measured in terms of their achievement in these tests, Students are provided with reading material from library Genral books and book bank. Lots-of written assignments are given to them. Peer tutoring is also provided to serve academic needs -of sue students. Mentor-mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. The record of internal assessment is properly maintained. During internship, the peer group is encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship ie. maintenance of lesson plan book note book registers, action research, discussion lesson preparation of teaching aids and organization of co-curricular activities in the school.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.5

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

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

3.1.4

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

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

Response: E. None of the above

3.2 Research Publications

3.2.1

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

Response: 0

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

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

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

3.2.2

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

Response: 0

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 0.8

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

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

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 16.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	57	00	55	00

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

3.3.3

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

Response: 28.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	70	0	80	70

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

3.3.4

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

Response:

To inculcate a sense of discipline, social responsibility and community service among the students, the college encourages the students to participate in various extension activities. Such activities not only strengthen students' community participation but also sensitize them to social issues thereby contributing in their holistic development. NSS and some departments organize various extension activities and outreach programmes to fulfill these objectives.

1. Cleanliness Drive (Swachh Bharat Abhiyan): A cleanliness drive is regularly organized by the NSS unit within the campus and in the NSS special camps to create awareness among the students about health, hygiene and to inform them about ill-effects of open defecation causing several communicable diseases and pollution. Maintaining cleanliness is the essential part of healthy living because it helps to improve our personality.

. Tree Plantation: All the college students participate in "Tree Plantation Drive" every year. Dozens of saplings are planted in college campus of Every Year. It focuses students' attention on many environmental issues like deforestation, erosion of soil, desertification, global warming.

3. Aids Awareness campaign: students participate in this campaign to create awareness about the importance of engaging youth in the prevention and treatment of HIV/AID.

4. Plastic Awareness: College organizes Plastic Eradication programme to increase students understanding and shape their perceptions on the dangers of plastic pollution. NSS volunteers conduct Cleanliness in the college campus regularly.

 5. De-addiction: our college organizes De-addiction Campaign to highlight the ill effects of smoking and tobacco chewing. It focuses on how addiction has grave consequences on our existing social systems, effecting crime rates and hospitalizations. Special Nukad Nataks are arranged for this purpose.

6. Gender Issue: our college organize programmes on Gender Issues having indelible impact on students. Gender inequality has a profound effect on the mental health of the girl students. Some of the psychological effects of gender inequality include higher levels of stress.

7. Road Safety Drive: our college participate in Road Safety programmes by On this day, students are made aware of Road Safety, Traffic Rules and Rights of Pedestrians.

8. Financial Literacy: College organize programmes on Financial Literacy in order to make the students aware about building wealth, achieving goals, securing the family's future and make plans related to retirement to lead a life free from stress.

 9. Voter Awareness: College organizes Voter Awareness Programme in order to spread voter awareness and promote voter literacy in India.

Blood Donation: College conducts Blood Donation camps to cultivate the values of social responsibility and enlightens the students about keeping man healthy

11. It's always remarkable to recall the contributions of great leaders of India and let the people make aware of their contribution too. In this spirit, the students took initiatives and spread the contribution of Sardar Vallabhbhai Patel, the Iron-man and the Unifier of India Nation on" Rashtriya Ekta Diwas' and organized a Rally mentioning his golden words.

12.Nutrition Food Drive: Students are motivated to adopt the right kind of eating habits by Prof. Ranjit Singh Bajwa

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

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

Response: 5

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 2

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

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

File Description	Document
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 3

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

Response: 3

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Govt. College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner.

High-quality infrastructure facilitates, better instruction improve students' outcomes and reduces dropout rates. The college has built up area of 2.912 acer m, that consists of following:

Administrative Block: The college has a separate Administrative Block. It has five computer along with printers and One Photostat Machine. There are Separate Cabins for Administrative staff. College administrative block is fully Wi-Fi, Classrooms: College has 6 classrooms and 1 Virtual class room that supports the teaching-learning process. College administrative block is fully Wi-Fi. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Smart Class Rooms: Three ICT enabled class rooms with LCD Projectors and screen being fixed for Power Point and Multimedia presentations.

Seminar Hall: Seminar Hall with latest multimedia for facilitating presentation during workshops and seminars. It is fully air conditioned and has sitting capacity of 200 persons.

Library: The college has one library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System, ILMS: E-libsys that helps in maintaining the records of the books/journals.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Technology and Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the Present scenario of requirement of technology enabled teachers.

Equipment's: The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviors of the persons.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions

in free time available. There are chairs, mats and Almirah. There is attached toilet block and incinerator

Drinking Water Facilities: A water cooler with Aqua Guard and Reverse Osmosis (RO) purifier facility is available in the campus.

CCTV: College campus is under CCTV surveillance.

Sports field: To support sports activities one sports field is available in the college.

Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves. Indoor games like table-tennis, carrom-board etc. are also available in the centre.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler Vehicles.

Hostel Facility: In-campus Hostel facility is provided to girl students on payment basis. There are well ventilated rooms, Mess and one T.V.room.

Ramp: Ramps are also available for differently abled persons.

Toilets: The college has separate toilets for boys and girls.

Generator: To supply electrical power during a power outage and prevent discontinuity of daily activities, we have 10 KVA 1 PHASE PANEL Automatic Silent Diesel Generator

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

4.1.2

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

Response: 87.5

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

Response: 7

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

Response: 8

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 60.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
60.25	1.80	2.72	1.95	60.48

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is a store house of knowledge and is the ultimate place to study or research on an important subject. Maintenance of Library involves stacking, shelf arrangement, cleaning, shelving, stock verification, binding of books and weeding of unwanted material. Under the supervision of our college Librarian Smt. Karamjit kaur, the job of cleaning and maintaining the library is done by the library

attendants. In Library, according to the syllabus of Punjabi University Patiala, sufficient text books are purchased and made available to the students. Books for competitive examinations and other reference books are also bought. Before placing an order for new books, suggestions of students and staff are sought and the final decision regarding the purchase is taken by the Library Committee. Continuous feedback from the students and the staff helps the librarian to introduce new ideas for enriching the library. The college ensures the return of the books from the students before the expiry of the academic session by taking mandatory 'no dues' certificate. The proper record of students and staff is maintained on daily basis. If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal. Library is semi automated with E-libsys software which is help full in arrnging the books at proper place student find it very easy to locate the requried books. There are Three coputers and internet facility to search online study metiral.

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

4.2.2

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

Response:

The institusion has Remote Access to Library Books which they can search as and when they need

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document

4.2.4

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	1.3

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

4.2.5

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

Response: 6.13

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

Response: 380

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

Response: 290

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

Response: 203

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

Response: 205

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

Response: 258

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

We are living in modern world. In this age, information technology plays a critical role in the field of education. Demand for internet access in educational institutes is increasing daily. Colleges and institutes are taking initiatives to setup Wi-Fi network in the campus for teachers and students. Our college provides the best possible facilities to staff and students so that extensive and effective teaching learning process is facilitated.

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication

Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand

experience demonstration and practical skill development. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall.

Wi-Fi facility is made available to all faculty members and inside the campus (Internet speed of Wi-Fi is 50mbps.).

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in teaching learning process.

Following ICT facilities are provided to students and teachers for academic and administrative purposes:

1. The entire campus is connected with Wi-Fi network. All faculty and staff are allocated password for free access.

1. Only authorized members can access the computer and network resources.
2. College has LCD projectors for power point and audio- visual presentations.
3. Administrative Office has about 5 computers and are provided with a separate internet connectivity. Scanning, Printing and Xeroxing facilities are also available. Important messages, notices or circulars are posted online to students and teachers.

4.

5. College has 3 Smart Class Room that fosters opportunities for teaching and learning process. It helps the teacher to access multimedia content and information. These class rooms are a used by all the subject teachers as per their requirements. College has a separate Computer Lab with 10 computers.

6.

7. The knowledge about Tally, Power Point Presentation, MS- Excel, MS-Word etc. are provided by the computer teacher. Besides teaching, College staff has been instrumental in guiding the students in online admissions \counselling for the last years.

8. Our library has been using E-libsys software. Data of the library is completely computerized and each book has its own unique barcode which allows easy tracking of books in the library. Users typically search library catalogue to locate books, periodicals or other items under control of a library.

9. Most of the computers in the college have internet facilities and can be connected with printers and scanners whenever required. The college has a well-designed website which is regularly monitored and updated time to time.

10. The college website creates a first impression among the students and parents. It can affect the overall image and reputation of the college which can lead to increased admission. All-important notices concerning curriculum, examinations or events are uploaded on the collegewebsite. Some teachers also use internet for providing notes to students. Timely maintenance and up gradation are done by the college

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 11.56

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 8.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	7.74	2.99	2.53	2.73

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

4.4.2

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

Response:

The college has a structured mechanism to oversee the maintenance of. Physical, academic and support facilities - laboratory, library, sports ground, computers, classrooms etc.

Building maintenance:

Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Ornamental plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus.

Being A Government Institute, the civil works construction and maintenance is regularly done by PWD to ensure the maximum benefit to the students and the staff. Constant maintenance work is taken up round the year. PWD is responsible for providing material, labour, equipment and services necessary for the various constructions and maintenance in the campus.

Mr. SEWAK,has been given the duty to ensure the good condition of taps, connecting pipes, chambers, sanitary lines, cleaning of water tanks, clean drinking water supply in the campus.

Electrical maintenance is taken care of by Mr. Lakhwinder Singh, contractor/ an electrician appointed for the same. His job is to identify faulty electrical fittings and their replacement throughout the year. His duty is to ensure that no loose wires are kept hanging and all electrical connections are safe. Whenever voltage fluctuations go beyond a certain level, the auto-on generator turns on cutting of the main supply.

Mr. SUKHJINDER SINGH has been given the work of painting on daily wages. He paints walls, buildings, equipment and other structural surfaces with his team.

CCTV cameras have been installed to monitor the campus surveillance.

To ensure the upkeep of Solar Energy System, maintenance has been assigned to contractual workers of the college.

College and Hostel securities have been handed over to college guards appointed by the college.

To ensure the clean drinking water to the students, the college has purchased Water Cooler and Aqua System.

To keep the campus green and environment friendly, the green cover of the campus is well maintained .The parking facility of the college is well organized.

Fire Safety equipment is maintained in college campus as a precautionary measure**.**

Classrooms:

To maintain hygiene, cleanliness and infrastructure on the campus and to provide congenial learning environment Corridors, Classrooms, Staffrooms, Seminar Halls and Laboratories etc. are cleaned and maintained regularly by the peons who have been assigned the duties for the same. More than a dozen dustbins are spread over the campus for garbage

disposal and waste management. Maintenance of Toilet blocks and washrooms is done by the contractually appointed sweepers. College has installed incinerator for sanitary napkins. Our NSS unit plays a vital role in keeping the campus green and clean. Volunteers of these units and the students of the college actively participate in Swachhata Abhiyan (Sanitation Campaign) organized by the college periodically.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: D. Any 1 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 15.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	16	26	17	15

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)

5.2.2

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

Response: 19.15

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

Response: 18

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 19.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	17	17	23	26

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The Institute has student clubs constituted with academically strong students as its body. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enable them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. Institute puts efforts for the all-round development of a student. Also student members are involved in several Institute level committees with active participation. They are explained below. Internal Quality Assurance Cell (IQAC): Student representatives are nominated for this cell, who participate in the decisions regarding the quality initiatives of the institute. L&C Committee: Students clubs like Literary club, Music and Dance club, Environment club, Science & Maths club, Sports Club, History and culture club are involved in this committee. NSS is also encouraged in the institute enabling the student to participate in service activities like organizing blood donation, rural health & sanitation, adult education, and environmental awareness camps in the neighbouring areas as a social responsibility. NSS Activities In addition to the above, the students are involved in organizing Cultural fest and Sports fest. Student members of all professional societies and student clubs actively take part in hosting their respective events.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)

5.3.2

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	0	1

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni).

Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

Alumni of Govt. College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

It promotes and fosters mutually beneficial interaction among the Alumni and the present students of our college. The association works for the educational and social development of the college and society.

The mission of the GCE's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change.

The objectives of GCE Alumni group are:

1. Maintaining the updates and current information of all alumni.

2. Sustained sense of belonging to the Alma Mater.

At GCE we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group.

We also encourage our final year students to continue with our WhatsApp groups and join alumni Face book page so that we can connect with each other for a long time and they can

share their experiences, memories and any updates regarding vacancies or upcoming events too.

College and Alumni Rapport:

Our college has developed a system of continuous communication with its alumni. Apart from personal communication, we use social media platform like What's app to be in touch with alumni. The Alumni Association meets at regular intervals in order to establish a constant connection between the institution and its alumni. We also encourage them to participate in large numbers in alumni meetings so that they can provide Suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of GCE alumni group in College Management Committee (CMC) and in Internal

Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations.SCE alumni group contributed significantly through various activities during the last five years:

- Motivating new students
- Organizing various activities

Alumni's Guidance for Career Development:

Guest lecturers of Alumni are organized by various departments in order to receive guidance and motivation to students for career development.

Alumni's support in NSS Special Camp:

While College organizing NSS Special Camp, Alumni help the programme officer.

Alumni's Feedback:

In order to improve the performance and effectiveness of the institution regular feedback from the

alumni is taken.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)

5.4.3

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

Response: 2

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

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

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

5.4.4

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

Response:

Objectives of the Alumni association: To encourage and promote close relations between the Institution and its alumni and among the alumni themselves. To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution. To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni. To initiate and develop programs for the benefit of the alumni. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution. To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful to society. To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter. To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater. Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college and they interact with their teachers. Few Alumni gave Guest lecturers to the existing students on some contemporary technological developments and career guiding focuses.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

Vision

MILES TO GO BEFORE I SLEEP

The vision of Desh Bhagat Pandit Chetan Dev Govt. College of Education (B.Ed. College), Faridkot is to provide an excellent education for all pupils within a caring environment.

Mission

Mission of our Institution is community development in all cycles of life.

1. **Curriculum:** To provide a framework for learning within and beyond the formal curriculum that offers pupils a range of opportunities designed to help them reach ;excellent standards of attainment and achievement.
2. **Teaching:** To provide effective teaching that is marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.
3. **Meeting Pupils' Needs:** To provide challenge and support for learning that are well suited to pupils' individual abilities and needs.
4. **Resources:** To provide accommodation, resources and facilities that is appropriate to an excellent modern education.
5. **Management:** To provide effective leadership and management that enables all staff I to be aware and responsive to the needs and aspirations of pupils, other staff members, parents and the wider community; and to be successful in pursuing continuous improvement.

6. **Nature of Governance:**

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration.

College has firm commitment to foster a holistic approach to facilitate and promote studies. The

governing body delegate authority to Principal who, in turn share it with different committees and club for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

And in order to accomplish our endeavors our Governing body strictly follows the below:

7. Appoint teachers with all the rules and regulations of the State Government.
8. Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.
9. Make sure that the student intake is as per the NCTE rules and regulations.
10. Follows reservation policy as decided by State Government.

EDUCATION

Focuses on All round development of Personality of Students.

College with a duoble-storey, environmentally friendly spacious campus provides good atmosphere for studies.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College keeps investing in the latest technology and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment.

The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required.

The College also keeps participating in Teaching events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest teaching standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and other teaching aids.

GCE does not just provide education; rather it focuses on building their students' personality.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Our college practices the policy of decentralization and the culture of participative management. All the Professors of the institution and parents are involved in the process of decision making. All the policy decisions are framed and approved by the College Council along with IQAC. Principal of the college is the chairman of the CMC and IQAC. The Internal Quality Assurance Cell (IQAC) of the college plans, guides and monitors quality assurance and quality enhancement in all the academic activities of the college. **College Committees**:

Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of convener and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Examination committee and Library committee. Co-curricular activities include Science and Math club, Sports club, Music and Dance Club and Bhasha Manch Clubs. Student welfare is ensured through Placement Cell, Grievance Redressal Committees and Alumni Association also contributes to student welfare. The college has a well-defined Organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.

The effective practice of decentralization and participative management is clearly reflected in the following case study.

A Case Study:

At the beginning of the academic session 2022-2023, Principal Jag deep Singh floated the idea to organize National Level Seminar on NEP 2020.The proposal was welcomed by the staff members. After the approval, the responsibility of organizing the Seminar was handed over to Various committees of the teachers and the students for the smooth conduct and preparation of the Seminar. Dates of the Seminar, Key Note Speakers, Guests, and Menu etc. were finalized and a National Seminar on NEP 2020 was organized in college on 2-12-2022. Prof. Sham Sunder Sharma, Head of Social Science Department, Govt. College of Girls, Patiala participated as the Keynote Speaker. He discussed in detail various aspects of NEP-2020. After that there was interactive session with the students. The Seminar was a grand success. Principal assigns specific duties to administrative staff and academic staff for the smooth functioning of the college. Faculty members act as mentors to redress the student related grievances. Curriculum Planning Committee prepares the annual calendar that includes academic, co-curricular and extra-curricular activities. Proper implementation of it is ensured by the college. Office administration

plays a very important role in the progress of an institution. The non-teaching staff members maintain the college accounts which are checked by College Bursar, Principal and Charted Accounted. The external audit of the college is done by AG Office Chandigarh. College teachers are given full freedom and authority for organizing various activities. College has its Student' Clubs. The college teachers consult the representatives of the Club and decide the programmes to be done in the academic session. Various activities are organized under the auspices of respective Student' Clubs.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

administrative and other functions and history.

It is not the only but the most important guide to institutional

The organizational structure depends upon the type of institution, culture activities. Govt. College Of Education is affiliated to Punjabi University, Patiala. The College Council and Committee arc governed in a very transparent manner as per the policy of state government. Transplace alit system is on of the best features of our institution. The College has an internal organizational structure that has evolved over years . The system of governance is as follows: The Statutory bodies of the College arc the College Council, college committees. These bodies along with the IQAC play an important role in Tanning policies and executing them, The College Council functions as the Executive Body of the College to take decisions and plan strategies Which are appropriate for the development of the institution. It is also responsible for planning programme of study curriculum and evaluation according to the guidelines of the UGC and Punjabi university of Patiala. The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the faculty members. They all discuss the major programmes and issues in the College and supports the principal in the administration of the institution. At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role tor monitoring the internal quality of the institution. College lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community. College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of convener and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Examination committee and Library committee. Co-curricular activities include Science and Math club, Sports club, Music and Dance Club and Bhasha Manch Clubs. Student welfare is ensured through Placement Cell, Grievance Redressal

Committees and Alumni Association also contributes to student welfare. The college has a well-defined Organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal. Recruitment and service rules: AIl appointments are made through the State Government. Being a Government Institute, Service Rules and Procedure are as per rules and Guidelines by Statc Government. College Council meetings are held at least twice every semester for the effective planning and implementation of programmes like teaching, earning, academic administration, curricular and extracurricular activities. The faculty members discuss their issues and grievances s in the College Council. The college has various Committees such as IQAC, Anti Ragging Committee, College Council and Grievance Redressal Commits as per the Government University guidelines . The Girls students and women employee can voice their grievances before the sexual harassment Complaint Committee. The Grievance Redressal Commits provides a platform to students to address their grievances, The students also can share their issues with the mentor as the college has robust mentor mentee system. The conceded teachers also share and resolve the students grievances at their own level. Students can freely meet and share their Views, opinions and grievances with Principal.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The 21st century has posed new and greater challenges to colleges. Hence, to run any organization or a college we need a good strategy. An organization without the clear strategy is rudderless. Indeed, good strategy and good strategy execution are the most trust worthy signs for good management.

The IQAC through deliberations with the College Council made a perspective plan for the development of academic, administrative and infrastructural facilities and approval is taken from Principal. The perspective plan of the college which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced Infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan is to strengthen the functioning of the institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment-following work is done in relation to infrastructure of the institution and demand of equipment

Increase in the number of computers: Administrative Block has5 computers along with printers and

One Photostat Machine. There are Separate Cabins for

1. Administrative staff. College administrative block is fully Wi-Fi. Most of the computers in the college have internet facilities and can be connected with printers and scanners whenever required. College has a separate Computer Lab with 10 computers.
2. Increase in the furniture: New furniture for Smart classroom has been purchased.
3. Books Rack for library: New book racks and Koha software installed in the library.
4. Renewable energy devices: New 7KV Solar Panel is installed in college.
5. Sports Equipment: New sports Equipment for Indoor Games like carom board, chess and Table tennis has been purchased.
6. Construction of Stage: A stage has been constructed for organizing various programmes.
7. Equipments for Smart classroom: White board and LCD projectors have been installed in the smart classrooms.
8. Construction of New Library: A new library construction is under process.
9. A New Gymnasium has been set up in the college.
10. Toilet blocks: separate toilet blocks for girls and boys students have been constructed. New incinerator has been purchased for girls toilets in common room as well as girl's hostel.
11. College Canteen: College canteen has been renovated. A New shed has been constructed to avoid rain and bad weather. New benches have been purchased for better sitting arrangement of the students.

- Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective.

Furniture in the classrooms, library has been increased.

E-Libsys software has been used for library working proved very useful for the students.

Sports Equipment is very essential for the holistic development of students. So institution has also worked on it.

Renewable sources of energy like solar plant etc. have been implemented in the institution.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

The organizational structure depends upon the type of institution, culture and history. It is not the only but the most important guide to institutional activities. Govt. College Of Education is affiliated to Punjabi University, Patiala. The College Council and Committees are governed in a very transparent manner as per the policy of state government. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years.

The system of governance is as follows:

The Statutory bodies of the College are the College Council, college committees. These bodies along with the IQAC play an important role in framing policies and executing them. The College Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. It is also responsible for planning programme of study curriculum and evaluation according to the guidelines of the UGC and Punjabi university of Patiala.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the faculty members. They all discuss the major programmes and issues in the College and supports the principal in the administration of the institution.

At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution. College lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community.

College Committees:

Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of convener and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Examination committee and Library committee. Co-curricular activities include Science and Math club, Sports club, Music and Dance Club and Bhasha Manch Clubs. Student welfare is ensured through Placement Cell, Grievance Redressal Committees and Alumni Association also contributes to student welfare. The college has a well-defined Organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.

Recruitment and service rules:

All appointments are made through the State Government.   Being a Government Institute, Service Rules and Procedure are as per rules and Guidelines by State Government.

College Council meetings are held at least twice every semester for the effective planning and implementation of programmes like teaching, learning, academic administration, curricular and extracurricular activities.

The college has various Committees such as IQAC, Anti-Ragging Committee, College Council and

Grievance Redressal Committee as per the Government/University guidelines. The Girls students and women employee can voice their grievances before the Sexual Harassment Complaint Committee. The Grievance Redressal Committee provides a platform to students to address their grievances. The students also can share their issues with the mentor as the college has robust mentor mentee system. The concerned teachers also share and resolve the students' grievances at their own level. Students can freely meet and share their views, opinions and grievances with Principal. The faculty members discuss their issues andgrievances in the College Council

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

IQAC has been taking quality initiatives since its inception regular meetings of IQAC members are held to improve the quality of working of the college to benefits the students. Various activities are organized throughout the year for all round development of personality of the students. Special efforts are made to inculcate teaching skills to Umang the students by organizing micro teaching session regular activities

are organized to instil self-confidence Umang students through activities of NSS camp the campus is made clean and green various rally an organized to sensitise the community regarding social evils trips a organized to provide knowledge to students about culture and history of Punjab.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Teachers are the real nation builders. Safe Working Place and the decent standard of living are the primary needs of the teachers which make their work interesting and motivating. Unfortunately, when these needs are ignored, the teachers face a lot of work stress which leads to adverse consequences on their work performance. Along with the teachers, non-teaching staff is also equally important in the development of a college. The reputation of an institution depends upon the performance of both its teaching and nonteaching staff. To keep the staff happy and free from worries, the college should look after the wellbeing of them.

Following welfare measures/schemes are provided to the teaching and non-teaching staff:

 1. Gratuity, GPF, Group Insurance and Medical Reimbursement schemes are applicable to permanent employees.

 2. Encashment of Earn Leaves as per Government rules.

 3. Leaves like Medical, Child-care is made available to   teaching and non-teaching staff.

4. Causal leave and half-pay leave can be availed by the teaching and non-teaching staff .

5. Duty leaves to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/Training Programs as per the Government rules.

6. Nonteaching staff is also given duty leave.

7. Female teaching and non-teaching staff can avail a   Maternity Leave of 180 days as per Government rules.

Full paid Maternity leaves to employees as per norms

8. Canteen facilities are made available in the campus to provide food and snacks at reasonable price to the staff and students.

9. Encouragement and motivation provided to faculty members to pursue further studies and join Faculty Development Programme Schemes by UGC.

10. Encouragement provided to faculty members to participate in events like Workshops, Seminars, Conferences, Symposiums etc. organized by other institutions.

11. Employee Provident Fund.

12. Employment on compassionate grounds to the wards of Class-III-IV employees in the event of employee's death.

13. Provision of Identity cards, Wi-Fi facility, Computing facility, Yoga, Sports and Gym facilities to the employees.

15. Felicitation of teaching and non-teaching staff at the time of superannuation by College.

Retirement Benefits (As per the State Government Rules)

GPF (General Provident Fund) which allows Pension to employees after superannuation.

Gratuity NPS (National Pension Scheme for employees who joined services after 01.01.2004)

Encashment of Earned Leave

Medical Benefits :

- Medical reimbursement as per rules

Loan Benefits

Both the teaching and non-teaching staff can avail Loan facilities as per Government rules .

Quick Provident Fund Loan Facility – 100% of those who applied have availed the benefit.

ICT Facilities

The College is fully Wi-Fi enabled.

A Computer labs and a Psychology lab for research work for both students and faculty.

Computer facilities are provided in the library and staff room.

Recreational Activities for Physical and Emotional Wellbeing

Indoor Gymnasium facilities for both teaching and non-teaching staff.

Games held during Sports Day for both teaching and non-teaching staff.

Support Facilities

- Canteen
- Mess Facility for both teaching as well as non-teaching staff.
- Fully Air-Condition well furnished Staff room with refrigerator, hot case, computer and heater.
- Staff quarter available in college campus.
- Grievance Redressal cell
- Parking facilities for both teaching and non-teaching staff. Clean drinking water facilities.
- Facilities such as ramps and Toilets.

Separate cabins are available for Administrative office staff with computers ,printers and Photostat

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

6.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 0

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

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

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

6.3.5

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

Response:

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. According to Govt. Guidelines, Teaching and Non-teaching Staff fill the Performa regarding :

Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension

Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity). At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the state Government.

Performance Appraisal and feedback have a strong influence on teachers increasing their job satisfaction. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. A good performance management system plays a pivotal role in managing the higher educational institute. The institution follows the performance appraisal system laid down by the State Govt. Appraisal System helps in identifying the potential of teachers. It eventually leads to the progress and the growth of the employee. In this type of system, the performance of each employee is assessed annually after completion of one year of service. The teachers who are due for promotion under CAS (Career Advancement Scheme) may apply in writing to Principal with three months in advance of the due date.

Performance Appraisal of Non-Teaching Staff based on ACR:

The institution assesses the non-teaching staff on the basis of their Annual Confidential Report. The College follows the performance appraisal procedures as per UGC norms. Each employee fills and submits online the Annual Performance Appraisal Report (APAR). This Document is then Certified by the Principal. Principal accord points to the concerned employee after a careful insight into the self-appraisal report filled.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in

B.Ed. Program- Daily attendance record of students, Course

1. development and management, coordination with students in terms of subject deliverance, class activities, attendance issues etc. in due time line and mentoring in co-curriculars like college events, workshops and Guest lectures.
2. Effectiveness of Academic Management (Coordination)– Completion of additional activities allotted in due time line.
3. Academic Development (self as well as the college)– Initiatives taken for self-improvement enhancement, Development of Best practices at workplace.
4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.

Qualitative and qualitative parameters adopted for Non-Teaching Staff are- All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e.- Various Activities, academic and administrative coordination, Self-Development, Discipline and efficient organization of work assigned and technical abilities.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The college is run by State Government. The college follows robust and transparent audit system as per statutory requirements. Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA is explained. There are no objections reflected as such in the report yet.

Internal Audit:

Dr. Kanwaldeep Singh is college Bursar who check receipts/payments of college accounts. While

carrying out the internal financial audit of the college, the approved auditor has not raised any major objection during the last five years. The internal audit is done to take adequate precaution and to detect and prevent any fraud. In addition, to ensure internal checks, all transactions, except petty expenses, are either done through online mode or through cheques only. All fees received in cash are deposited in local Punjab &Sind Bank either on same day or at the most on next working day. The financial receipts are properly maintained. Annual Accounts are submitted to Chartered Accountant for audit only after scrutiny by one of the office bearers of trust. No cheque can be prepared without authorization of Principal and the signature of one of the office bearers of the College.

External Audit:

External financial audit of the college is done by Accountant General Office, Chandigarh. External auditors generally verify the funds received and disbursed by the college. External financial audit is carried out by the Government through the Accountant General Office, Chandigarh. The audits are carried out to ensure proper maintenance of Assets, Documents and Audited Statements as per the guidelines of the Government. The last external audit of the college was conducted in the year 2020. Three audit objections were raised by the committee and the compliance of the same was done by the college. Apartfrom AG's Audit, Scholarship Audit is done by the Government officers. The assessment of salary and non-salary expenditure and grants of the college was done by the Auditor. Our College takes the serious cognizance of audit objections raised by the auditors. These audit objections are settled appropriately by providing necessary documentary evidences to the authority. Proper explanation and justification are provided as per audit objections.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The success of any institution lies in the strategy of resource mobilization. The resources are useful for any institution to grow and promote the academic ambience in the campus. The college has a structured mechanism for mobilization of funds and the optimum utilization of resources.

The success of any institution lies in the strategy of resource mobilization. The resources are useful for any institution to grow and promote the academic ambience in the campus. The college has a structured mechanism for mobilization of funds and the optimum utilization of resources.

The sources of funds for the college are as follows:

Salary and Non-Salary Grants from Government of Punjab:

The college prepares an annual budget of the estimated salary of the full-time permanent teaching and non-teaching staff and send it for State Government's approval. After Governments approval, the college receives the financial assistance in the form of salary grant. The salary grants is spent on the staff members as per the norms of the Government.

Development and Maintenance Grants from UGC

Since our college is under 2F and 12B as per UGC act and is affiliated to Punjabi University Patiala, the college receives some grant from UGC for the development and maintenance of

infrastructure. Once the grant received from UGC is utilized, Utilization Certificate is sent to the UGC.

Infrastructure grant from RUSA.

The College gets infrastructure grant from RUSA which is utilized for the development and maintenance of infrastructure of the college. After utilizing the grant utilization certificate are sent to RUSA.

Fees collected from Granted Course:

As per Government and Punjabi University, Patiala guidelines, fees are collected from students of various granted. Internal and External audit is done and Utilization Certificate is sent to the University.

Scholarships Received from Govt. for ST/SC/OBC and EBC Students

Contribution from Teachers for Felicitation of Students.

Library Books:

The funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

Infrastructural Improvements:

College utilizes the above funds to bring required Infrastructural changes in the premises from time to time like additional furniture in the classes, smart boards etc.

Housekeeping

College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.

The Resource Mobilization Policy and Procedures of the institution are as follows:

1. The institution has set up mechanism to monitor efficiently the available resources.
2. The College Bursar monitors the mobilization of fund and makes sure that the funds are spent for the purpose for which they have been allocated.
3. The purchases are made as per the recommendations of the duly constituted purchase committee.
4. Annual Accounts are submitted to the Chartered Accountant for regular internal audit.
5. The library committee takes care that the resources in library are utilized properly.
6. Principal monitors the use of resources and ensures the optimum utilization of resources.

Funds received under UGC and RUSA schemes are utilized as per the guidelines of government and utilization certificates are submitted.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Govt. College of Education aims at empowering being a Teachers training institute its objective is to provide best possible opportunities to student teachers for their Holistic development to serve the society after completion of the course. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students.

Prof. Manju Kapur, Assistant Professor is assigned the responsibility of IQAC Co-Ordinator. To ensure clarity and focus in college functioning towards quality enhancement through different strategies. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects.

Quality has been the hallmark of our institution. The college believes in creating active and dynamic learning environment. The faculty of the college is innovative and interactive. The college is well equipped to understand and address the needs of the students. Despite large classrooms, faculty is motivated to adopt active learning strategies. Individualized attention is also given to all students by using tutorial classes. The institution is committed to ensure that students understand course objectives and expected learning outcomes. We cannot think of a higher educational institute without having a research initiative. To enhance the utility and value of curriculum, the college focuses on proper implementation of the curriculum for the holistic development of students. In view of this, the students are encouraged to work relentlessly for disadvantaged communities. They are sensitized and motivated to work in the service of the nation. The NSS volunteers of the college participate in various extension activities for promoting the community cause.

Value-added courses for students, Encouragement to use ICT resources in teaching learning process. Institute reviews its teaching learning process through taking feedback from Students.

IQAC was constituted with the following goals:

- Communication of information on the various quality parameters of higher education
- Development of quality benchmarks for the various academic and administrative activities of the institution.
- Documentation of the various activities leading to quality improvement.
- Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes.

Process Adopted by the IQAC of Institute

College IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies. The quality strategies and processes used are:

- To intensify curricular aspects with value added course
- To intensify feedback collection, analysis and review
- To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome

Outcome based education is initiated by IQAC

- Result-analysis and active Grievance Redressed Committee.
- Extension activities are enhanced
- IQAC works constantly to establish newer collaborations and linkages with different organizations
- Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration
- To strengthen student support system with management scholarship
- Encourage student clubs activities including sports and cultural
- To express strong concern for environmental activities including rain water harvesting, plastic ban, waste management and Energy Saving

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)

6.5.2

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

Response:

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different Clubs and Committees like Science and Math Club, Environment Club, Sports Club, Library Committee, Examination Committee, Grievance Committee, Anti Ragging Committee, Admission Committee, Curriculum Planning Committee. Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops etc. Value-added courses for students, Encouragement to use ICT resources in teaching learning process. Institute reviews its teaching learning process through taking feedback from Students.

Following are the examples of institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC:

Systematic Structure to monitor the Teaching-Learning Process and Feedback:

The Curriculum Planning Committee prepares the Academic Calendar specifying the dates of the commencement of the First and Second session, schedule and admission process, dates of tentative term end examination. The academic calendar is displayed and strictly followed. Syllabus is distributed and

Workload is assigned to teachers. Before the Semester commences, the students are informed about the programme structure, syllabus of the course by the subject teachers. Principal ensure the smooth functioning of the classes by taking rounds in the campus. The college has developed a robust Mentor-Mentee and Feedback System. It provides very important information to improve the performance and effectiveness of the institutions. The information received for various stakeholders is kept confidential and is used to upgrade the various facilities available in the institute. The shortcomings suggested by students regarding the teaching-learning process are conveyed to the concerned teachers for further improvement. It helps the institution to understand and know what the other stakeholders expect from the college.

2**. Application of latest methods of teaching including the use of ICT**:

The institution used to follow the traditional methods in teaching learning process. Now, apart from traditional Chalk and Blackboard method, the teachers adopt following methods for effective curriculum delivery.

1. ICT enable teaching learning method.
2. Use of charts for effective lecture delivery.
3. Seminars and Presentations by students.
4. Field Work, Project Work and Excursions (for Practical subjects).

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

6.5.3

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

Response: 2

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

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

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)	
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)	

6.5.5

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

Response:

After the constitution of IQAC, things have completely changed. They download notes from the internet and shares e-resources available in the subject with the students. Teachers use ICT tools for teaching learning process. Smart classroom is also used by other subject teachers. It helps the teachers to access multimedia content and information by fostering opportunities for teaching and learning process. It helps the students, as in regular textbooks, information with graphical explanation is missing

Post Accreditation Quality Initiatives:

- ICT facilities have been updated.
- Multipurpose Hall has been constructed.
- Three Smart Class rooms have been constructed.
- LCD has been installed in smart classrooms.
- Renovation of Psychology Lab and Technology Lab.
- A virtual class room has been made.
- Library has been automated and E-Libsys app is used.
- New books have been purchased according to the changed syllabus.
- Rain Water Harvesting, Solar Panels and CCTV cameras have been installed

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

College has facilities for alternate source of engery and engery conservation. College has installed total07 KW Rooftop Solar Panel (On Gird) and a Solar water heater. College has adpoted engery efficient lighting including LED based streetlight,Bulbs and Tube Lights etc to promote engery Efficiency. Solar Panels of 10 KW Power 1. Reduce carbon footprint 2. To build and Maintain a clearer Energy efficient world. 3. Reduce Electricity Bills. 4. It is more energy saving and environment friendly. 5. Mitigate climate change.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

The institution has taken requisite measures to dispose of the waste generated in the campus in proper and safe manner. As per the Municipal Corporation guidelines, the solid waste materials are disposed. The principle focus of the college is to reduce, reuse, and recycle the waste. In order to collect regular solid waste (dry and wet) adequate number of garbage bins are strategically kept at different places like Principal's office, Library, Computer laboratory, Canteen, Main Gate, etc. The housekeeping staff members empty these bins and collected solid waste is then disposed of by the Municipal Council authorities. The biodegradable waste from the college campus is collected and used for preparation of organic compost. Each morning, solid waste is collected from hostel rooms by housekeeping staff in separate containers and collected in Garbage Collection Pit at the extreme end of the campus. Our college NSS volunteers actively participate in solid waste management programme. We have also kept dustbins in every classroom for collecting dry waste including papers and plastic. To encourage the idea of plastic free environment, signboards and posters are displayed in the college campus

1. **Liquid Waste Management**:

Liquid waste from the college is discharged to Municipal Corporation's sewage system. Drinking and Air conditioner water waste is supplied to different plants in the premises. Rain water conservation system has been installed in thecollege and hostel. The waste water generated from R.O treatment in the institute is reused to recharge ground water

1. **Biomedical waste management:**

The college has installed two Sanitary Pad Incinerators in girl's washroom for the disposal of sanitary napkins.

1. **E- Waste Management:**

Institute belives that before going on to the Replace & Recycle stage, reduce e-waste to the utmost extent possible with good maintenance.

1. **Waste recycling system:**

The college ensures that the waste is properly recycled. Every attempt is made to use blank side of the papers for rough work. University envelopes are reused in office for various purposes in order to save stationary expenditure thereby conserving nature.

1. **Hazardous chemicals and radioactive waste management:**

Our curriculum does not include Science Practical's using hazardous chemicals and radioactive waste.

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

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

7.1.5

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

Response:

Environment Awareness Programmes. Environment Awareness rallies. Planting saplings. Organising Competitions during teaching practice in schools (Poster Making, Collage, best out of waste and lectures by prominent personalities). The college maintenance and cleanliness of green belt is given utmost importance. To keep the environment pollution free the college persuades the students not to use polybags. Smoking is totally banned in the college. However, utilization of infrastructure like computers, LCD projects and OHPs sometimes requires the running of generator when there is cut in electric power supply. To take care of environment in the unity, the generator is kept at a distance and its services and maintenance is done regularly to keep the pollution level low. College is situated in a pollution free environment. Energy sewing devices are installed e.g. LED bulbs. The college has planted number of trees around the building. It always tries to keep the lawn green. Flower beds are filled with plants and seasonal flowers Cleanliness drive is taken out in slum areas, various schools, college campus, college hostels, Environment Parks etc. Distribution of dustbins, pots and plants.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Any additional information	[View Document](#)

7.1.7

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

Response: 6281.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
13132	0	0	0	0

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

7.1.8

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

Response:

The college is having environment Clubwhich is composed of two teachers and Students. The society organizes tree plantation, lectures and rallies to make the people aware and to keep the environment clean. It creates awareness about 4Rs (Reuse, Recycle, Renovate and Restore). The college has NSS Units which organize different programmes on environment. Some activities are: Environment Awareness Programmes. Environment Awareness rallies. Planting saplings. Organising Competitions during teaching practice in schools (Poster Making, Collage, best out of waste and lectures by prominent personalities). The college maintenance and cleanliness of green belt is given utmost importance. To keep the environment pollution free the college persuades the students not to use polybags. Smoking is totally banned in the college. However, utilization of infrastructure like computers, LCD projects and OHPs sometimes requires the running of generator when there is cut in electric power supply. To take care of environment in the unity, the generator is kept at a distance and its services and maintenance is done regularly to keep the pollution level low. College is situated in a pollution free environment. Energy sewing devices are installed e.g. LED bulbs. The college has planted number of trees around the building. It always tries to keep the lawn green. Flower beds are filled with plants and seasonal flowers Cleanliness drive is taken out in slum areas, various schools, college campus, college hostels, Environment Parks etc.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

1. **Title of the Practice**: Daily Morning Assembly
2. **Objective of the Practice**: To instill into the students faith in god, social values, professional ethics, and personal growth.
3. **The Context**

* Youth is a time when the young are restless and confused. The influence of social media, temperaments of their age, lack of sufficient family attention and social disturbances affects the youth in their attitude towards themselves, others, society and the world.
* They look for guidance, role models and encouragement in dealing with their tasks, relationships, mental confusions and conflicting social values.

1. **The Practice**

* Morning Assembly is done every Thursday as the first activity of the college. Student clubs perform various activities on national integration, Professional ethics, Gender sensitization, Environment, Inclusion and Social Evils.

1. **Evidence of Success**

The Morning Assembly is one of the most regular activities in the college timetable. It is also one of the most appreciated activities as mentioned by the outgoing students. Students feel comfortable and feel good as all the staff and students at one place before any other activity.

1. **Problem Encountered and Resources Required**

The new students need to get accustomed to the morning assembly of the sort as it is not a practice in most of the colleges where they come from.

1. **NOTE**

* The Morning Assembly offers opportunities to the students to improve communication skills self confidence and remove the stage fear.
* Students get acquainted with value of professional ethics to become good teachers.

Best Practice 2

Title of the Practice: Eco-friendly and Green Campus

Goal:

1) To save the human being from the effect of environmental pollution.

2) Eco-campus by planting more trees.

3) Green Audit and Enegy Audit.

4) Planting and maintaining trees.

3.**Context:**

Today there is a great need for conservation. Because we are facing several environment problems.

4. The Practice:

The time bound strategies are developed to implement green campus initiatives.

Environment Club creates awareness to make the campus Clean and Green.

Following are the initiatives for making eco friendly campus.

a) Plantation:

* The different varieties of plant species are planted at defined intervals in the campus.
* Present green campus is the outcomes of our sincere efforts.

b) Conservation of energy:

* Tube lights and bulbs have been replaced with CFL and LED lamps.
* Optimum power utilization is practiced.
* Water harvesting system is in place to collect roof top water into the underground drainage.
* The wet waste and dry leaves of plants are used for vermiculture which is used for making compost.

* **5. Evidence of Success:**

* The green campus developed by college helps not only to save the environment, but also adds to the beauty of the campus.
* College is able to save a lot of money on electricity bills.
* **6 Problems Encountered and Resources Required**: -

* Preservation and healthy growth of plants require a lot of human labour and money.

7. Notes:

- Use of paper cups and plates is encouraged and the use of plastic bags and is banned.
- Less paper communication and correspondence are practiced routinely. through e-mails and social media

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

GCE aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms.

It is our priority to develop teaching skills and all round personality of the pupil teachers.

We provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills.

The distinctiveness of the institution lies in promoting integrated personality development of the students. To enable the students to acquire a good character and a balanced personality, various activities are conducted throughout the session. Workshop are the integral part of teaching which help in stimulating intellectual growth of students. For deeper knowledge of subjects, seminars, workshops and extension lectures are organized. Students are urged to take up social roles through NSS unit.NSS cadets of the college conduct various activities like plantation of trees awaewness rallies and cleaning of college campus and nearby places to promote a healthy environment. For ensuring physical fitness lectures on yoga, health and hygiene, nutrition and wellness knowledge is provided by physical education teacher. Values such as sensitivity, empathy, patriotism etc. are inculcated through various activities like, seminar, conferences, guest lectures, workshops, cultural activities, various day celebrations, Rallies etc. Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their Creativity. Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities**.**Catering to the learning environment provided by the institution, students acquire good content knowledge, proper

content delivery and become technology competent. Students are in a better position to handle and use technology in their day – to - day teaching learning process. Throughout the year faculty members groom and develop the students in such a way, that they are hired by renowned institutions. This helps the student's sustenance in the society and is also economically independent.Our college is known for transforming and empowering students who come from diverse backgrounds ranging from underprivileged sections to affluent ones. Our college lays stress on "Growing Within: Nurturing the potential of students, enabling them, empowering them to carve their unique paths". It helps to facilitate self-growth, self-worth and actualization of potential of the students through myriad ways of empowerment and competence building.Hence, the institution promotes all round development of the students through quality education, which portrays the thrust area and reflects the vision of the institution.

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

5. CONCLUSION

Additional Information :

It is our priority to develop teaching skills and all round personality of the pupil teachers.

We provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills.

Concluding Remarks :

As the College is located in the heart of the City adjoining Nehru Stadium, Bus Stand and practicing school, it is easily approachable for students, teachers and local residents. Nearby Situated stadium provides a rare facility for our students for physical development and sports activities. During internship interaction with the students and teaching staff helps in professional growth of our students.

The talented faculty and meritorious students admitted to this prestigious college are always ready to adopt the latest trends in the field of education.

It is proposed to encourage more and more students to use modern gadgets and latest audio-visual aids to enable them to boldly face the challenges of the 21st century.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;**
	
	Indicate the persons involved in the curriculum planning process during the last completed academic year
	
	1. Faculty of the institution
	
	2. Head/Principal of the institution
	
	3. Schools including Practice teaching schools
	
	4. Employers
	
	5. Experts
	
	6. Students
	
	7. Alumni
	
	    Answer before DVV Verification : D. Any 2 of the above
	    Answer After DVV Verification: E. Any 1 or none of the above
	  Remark : Input edited as per the supporting documents

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**
	
	1. Website of the Institution
	
	2. Prospectus
	
	3. Student induction programme
	
	4. Orientation programme for teachers
	
	    Answer before DVV Verification : D. Any 1 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	  Remark : Input edited as per the supporting documents

1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**
	
	    1. **Provision in the Time Table**
	    2. **Facilities in the Library**

3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : E. None of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	100	27	23	19

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
Answer After DVV Verification: C. Feedback collected and analysed
Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108	105	112	116	108

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	68	69	71	54

	Remark : Input edited as per the supporting documents
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the supporting documents
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 9 Answer after DVV Verification: 8 Remark : Input edited as per the supporting documents
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents
2.3.6	**Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**

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

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

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

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

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

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: B. Any 4 of the above
Remark : HEI has provided all reports in regional language, Input edited as per the supporting documents

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input edited as per the supporting documents
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

>   Answer before DVV Verification : C. Any 4 or 5 of the above
>   Answer After DVV Verification: C. Any 4 or 5 of the above
> Remark : Input edited as per the supporting documents

2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	
	1. Preparation of lesson plans
	
	2. Developing assessment tools for both online and offline learning
	
	3. Effective use of social media/learning apps/adaptive devices for learning
	
	4. Identifying and selecting/ developing online learning resources
	
	5. Evolving learning sequences (learning activities) for online as well as face to face situations
	
	    Answer before DVV Verification : D. Any 2 of the above
	    Answer After DVV Verification: D. Any 2 of the above
	  Remark : Input edited as per the supporting documents

2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**
	
	  1. **Planning and scheduling academic, cultural and sports events in school**
	  2. **Planning and execution of community related events**
	  3. **Building teams and helping them to participate**
	  4. **Involvement in preparatory arrangements**
	  5. **Executing/conducting the event**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 3 of the above
	  Remark : Input edited as per the supporting documents, HEI has provided the reports in regional language,

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

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

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108	103	112	112	108

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
102	103	111	113	103

Remark : Input edited as per the supporting documents

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

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

years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	2	1

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	110	55	84	135

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	57	00	55	00

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	6	6

Answer After DVV Verification :

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

Remark : As per the supporting documents input is edited.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	24	7

Answer After DVV Verification :

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

Remark : HEI has given documents is not relevent to this metrics, So Input is edited

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**
	4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6025023	180588	27250	19520	6048548

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60.25	1.80	2.72	1.95	60.48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100804	0	0	0	131343

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	1.3

4.3.3	**Internet bandwidth available in the institution**
	4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS
	Answer before DVV Verification : 300
	Answer after DVV Verification: 100
	Remark : Input edited as per the supporting documents

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**
	4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1207665	774004	299276	2533013	2735215

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	7.74	2.99	2.53	2.73

5.1.2	**Available student support facilities in the institution are:**
	1. **Vehicle Parking**
	2. **Common rooms separately for boys and girls**
	3. **Recreational facility**
	4. **First aid and medical aid**
	5. **Transport**
	6. **Book bank**
	7. **Safe drinking water**
	8. **Hostel**
	9. **Canteen**
	10. **Toilets for girls**
	Answer before DVV Verification : B. Any 7 of the above
	Answer After DVV Verification: C. Any 6 of the above
	Remark : Input edited as per the supporting documents

5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**
	1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
	2. **Details of members of grievance redressal committees are available on the institutional**

website

3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	9	7	5	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	0	1

Remark : Input edited as per the supporting documents

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

1. **Motivating the freshly enrolled students**

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

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

4. **Support to curriculum delivery**

5. **Student mentoring**

6. **Financial contribution**

7. **Placement advice and support**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Input edited as per the supporting documnets

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input edited as per the supporting documnets
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documnets
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the supporting documnets
7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per the supporting documnets

2.Extended Profile Deviations

ID	Extended Questions
1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>105</td><td>102</td><td>114</td><td>113</td><td>105</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>94</td><td>98</td><td>99</td><td>97</td><td>95</td></tr></table>
1.5	**Number of graduating students year-wise during last five years..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>105</td><td>102</td><td>114</td><td>113</td><td>105</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>94</td><td>98</td><td>99</td><td>97</td><td>95</td></tr></table>
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>6961701</td><td>1629283</td><td>486156</td><td>2852199</td><td>8977372</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>69.61</td><td>16.29</td><td>4.86</td><td>28.52</td><td>89.77</td></tr></table>

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