



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		Desh Bhagat Pandit Chetan Dev Govt. College of Education, Faridkot
• Name of the Head of the institution	Dr. Manjit Singh	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	06139250031	
• Mobile No:	9417119091	
• Registered e-mail ID (Principal)	gcedufaridkot@gmail.com	
• Alternate Email ID		
• Address	Desh Bhagat Pandit Chetan Dev Govt. College of Education. Opposite Balbir School, Chahal Road, Faridkot	
• City/Town	Faridkot	
• State/UT	Punjab	
• Pin Code	151203	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	

• Type of Institution	Co-education				
• Location	Urban				
• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Punjabi University Patiala				
• Name of the IQAC Co-ordinator/Director	Mrs. Manju Kapur				
• Phone No.	7837272373				
• Alternate phone No.(IQAC)	7589301944				
• Mobile (IQAC)	9988501904				
• IQAC e-mail address	gcedufaridkot@gmail.com				
• Alternate e-mail address (IQAC)	fannychawla@ymail.com				
3.Website address	http://gcedufaridkot.com				
• Web-link of the AQAR: (Previous Academic Year)					
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://gcedufaridkot.com				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.06	2024	23/08/2024	22/08/2029
6.Date of Establishment of IQAC			04/05/2005		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines	Yes		
Upload latest notification of formation of IQAC	No File Uploaded		
9. No. of IQAC meetings held during the year	9		
Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes		
(Please upload, minutes of meetings and action taken report)	View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No		
If yes, mention the amount			
11. Significant contributions made by IQAC during the current year (maximum five bullets)			
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).			
Plan of Action	Achievements/Outcomes		
Nil	Nil		
13. Whether the AQAR was placed before statutory body?	No		
Name of the statutory body			

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2024	24/01/2025

15. Multidisciplinary / interdisciplinary

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 a 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 interdisciplinary 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.

16.Academic bank of credits (ABC):

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 a path for effective integration of ABC in its academic programs

17.Skill development:

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 Content development 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.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

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 Drama and art in education we provide them exposure toward 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.

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

Focus on Outcome based education (OBE): GCE has adopted Outcome

Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme & course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

20.Distance education/online education:

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 platforms 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.

Extended Profile

1.Student

2.1	210
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	72
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	No File Uploaded
2.4	99
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	94
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	210
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	31, 78, 855
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	23
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	9
Number of full-time teachers during the year:	

File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded
5.2	15
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
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 AV 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 fee structure, scholarships, faculty and the nature of discipline to be followed in the campus.	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded
1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	
E. Any 1 of the above	
File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	
D. Any 1 of the Above	

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

3

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

3

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

3

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

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

37

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

37

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

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

Three of the above

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

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

0

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

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

1.3 - Curriculum Enrichment

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

To ensure the holistic development of the students, the college

conducts various programmes related to Gender Equity, Professional Ethics, Human Values, Environment and Sustainability. Academic as well as NSS, and Physical Education Department take lead in conducting these programmes. 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.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

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,

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

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

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 core teaching skills are practiced by the students in simulated settings 1. 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.

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

1.4 - Feedback System

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

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

210

2.1.1.1 - Number of students enrolled during the year

210

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

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

105

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

105

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

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

0

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

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

2.2 - Honoring Student Diversity

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

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. The college follows a robust student academic counseling process. The students are given special guidance by the subject teachers.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
Two/One of the above	
File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	
One of the above	

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

2.2.4 - Student-Mentor ratio for the academic year

11

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

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

Participative Learning

Problem Solving Methodologies:

Lecture Method

Brainstorming:

Focused group discussion

Online mode

Interactive Learning Method

This method stimulates students' interest and provides an opportunity to the students to express their views. It also consolidates 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	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

0

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

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

Three of the above

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

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

Response: On an average, the ratio of student teachers in identified practice school is about 1:12 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 taught on the spot on the lesson plan book itself. It is followed by discussion after the lesson is over

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

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

Four of the above

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

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

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	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

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

Three/Four of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses

Four/Five of the above

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

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

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Three of the above										
<table> <tr> <th data-bbox="86 568 549 629">File Description</th><th data-bbox="549 568 1477 629">Documents</th></tr> <tr> <td data-bbox="86 629 549 696">Data as per Data Template</td><td data-bbox="549 629 1477 696">View File</td></tr> <tr> <td data-bbox="86 696 549 797">Samples prepared by students for each indicated assessment tool</td><td data-bbox="549 696 1477 797">No File Uploaded</td></tr> <tr> <td data-bbox="86 797 549 938">Documents showing the different activities for evolving indicated assessment tools</td><td data-bbox="549 797 1477 938">No File Uploaded</td></tr> <tr> <td data-bbox="86 938 549 1003">Any other relevant information</td><td data-bbox="549 938 1477 1003">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	No File Uploaded	Documents showing the different activities for evolving indicated assessment tools	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	No File Uploaded										
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded										
Any other relevant information	No File Uploaded										
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Two of the above										
<table> <tr> <th data-bbox="86 1480 549 1541">File Description</th><th data-bbox="549 1480 1477 1541">Documents</th></tr> <tr> <td data-bbox="86 1541 549 1608">Data as per Data Template</td><td data-bbox="549 1541 1477 1608">View File</td></tr> <tr> <td data-bbox="86 1608 549 1709">Documentary evidence in support of each response selected</td><td data-bbox="549 1608 1477 1709">No File Uploaded</td></tr> <tr> <td data-bbox="86 1709 549 1850">Sample evidence showing the tasks carried out for each of the selected response</td><td data-bbox="549 1709 1477 1850">No File Uploaded</td></tr> <tr> <td data-bbox="86 1850 549 1915">Any other relevant information</td><td data-bbox="549 1850 1477 1915">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	No File Uploaded	Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of each response selected	No File Uploaded										
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded										
Any other relevant information	No File Uploaded										
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning	Three of the above										

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

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

Internship programme 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 variety 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 of understanding, competencies, and skills.

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

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

2.4.9.1 - Number of final year students during the academic year

99

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	View File

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

Five/Six of the above

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

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

The internship lasts for 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 trainees 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

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

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

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

2.5 - Teacher Profile and Quality

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

15

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

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

2

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

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

18

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

188

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

The 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 performed Teachers and Teaching All the teachers performed very well and qualified the written exam successfully.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Three of the above

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

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

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

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.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the

institution in not more than 100-200 words.

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 academics calendar. 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. T

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

2.7 - Student Performance and Learning Outcomes

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

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. 1annual 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.

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

2.7.2 - Pass percentage of Students during the year

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

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

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 collegemeasures 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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

210

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

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

The 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.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

One of the above

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

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

One of the above

try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

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

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

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

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

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

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

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

Nil

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

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

3.3.5 - Number of awards and honours received for outreach activities from government /

recognized agency during the year

Nil

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

3.4 - Collaboration and Linkages

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

2

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

2

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Three/Four of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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 room

seminar hall

library

laboratories

equipments

girls common room

drinking water facility

cctv

sports field

fitness centre

canteen

parking area

hostel facility

ramp facilities

toilets

generator

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

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

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

8

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

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

3178855

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

4.2 - Library as a Learning Resource

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

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.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gcedufaridkot.com/Library.aspx
Any other relevant information	View File

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

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

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

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

One of the above

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

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

71, 30612

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

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

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

380

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

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

4.3 - ICT Infrastructure

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

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.

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

4.3.2 - Student – Computer ratio during the academic year

11.56

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

43, 28, 310 . 52

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

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

The 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.

File Description	Documents
Appropriate link(s) on the institutional website	http://gcedufaridkot.com/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

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

5.2 - Student Progression

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

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

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

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

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

10

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

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

69

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

5.3 - Student Participation and Activities

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

Nil

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

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

2

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

5.4 - Alumni Engagement

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

Nil

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

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

One/Two of the above

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

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

Nil

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

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

Nil

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The 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.

Curriculum

Teaching

Resources management

Meeting Pupil's need

Nature of Governance

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 all necessary approvals. 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.

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

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

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.

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

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

The 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 are governed in a very transparent manner as per the policy of state government. Transplace alit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years .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

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

6.2 - Strategy Development and Deployment

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

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

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.

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

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

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. T

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

Nil

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

6.3 - Faculty Empowerment Strategies

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

Nil

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

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

0

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

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

0

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

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

0

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

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

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

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

6.4 - Financial Management and Resource Mobilization

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

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. 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.

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

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

0

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

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

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 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 Government's 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.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

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.

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

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

The institution reviews its teaching-learning process 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.

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

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

Nil

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

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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 energy and energy conservation. College has installed total 07 KW Rooftop Solar Panel (On Grid) and a Solar water heater. College has adopted energy efficient lighting including LED based streetlight, Bulbs and Tube Lights etc to promote energy 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	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

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

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

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

Two of the above

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

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

One of the above

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

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

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 saving 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	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Two of the above

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

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

Nil

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

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

The college is having environment Club which 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.

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

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

A. All of the above

**teachers, administrators and other staff
Annual awareness programmes on the Code of
Conduct are organized**

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

7.2 - Best Practices

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

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.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

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.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded