



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**KHALSA COLLEGE OF EDUCATION RANJIT AVENUE
AMRITSAR**

KHALSA COLLEGE OF EDUCATION C-BLOCK RANJIT AVENUE AMRITSAR

PIN CODE 143001

143001

www.kceranjit.org

SSR SUBMITTED DATE: 03-08-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2005, Khalsa college of Education, Ranjit Avenue, Amritsar has its roots with main Khalsa College (Estb. in 1892), Amritsar. With its **affiliation to Guru Nanak Dev University, Amritsar**, the college started functioning in August 2005 with 100 B.Ed. students. The sole aim of the institution is to hone the precious human resource - the teachers, for the welfare of the society and nation. Striving for this aim, the college offers **B.Ed., M.Ed., B.Ed. - M.Ed. (Three years Integrated) and B.A. –B.Ed. (Four years Integrated) and PGDCA (T.E.)**. College provides teaching facilities according to contemporary needs of the society and students, Advanced experiences in curricular and co-curricular activities, emphasizing experiential learning through practical and internship promotes life - long learning, high ethical standards and development of knowledge and skills among students.

Our college is recognized by **UGC under section 2(f) and 12 (B) in the year 2012** and **re-accredited with 'A' grade by NAAC on September 24, 2014**.

The college believes in **quality, excellence and continuous growth of human resources and material infrastructure**. Out of 44 faculty, **13 are Ph.D. holders** and remaining are pursuing Ph.D. in Education from different universities. Believing in Life- Long learning, the faculty makes every endeavor to grow professionally by attending Refresher programs, Orientation programs, Conferences, Seminars, Workshops and Extension Lectures etc. From time to time, Faculty have **also been the members of Senate, Syndicate, Academic Council, Board of Studies, and Faculty of Education of affiliating university**.

The college has also received **funds and grants from UGC, Trust and NGO for research project**.

The college has excellent academic environment adorned by lush greenery and has about **15.7 acres of land** with the state of art facilities for providing the quality education. The infrastructural facilities include **15 ICT enabled class rooms, 2 seminar rooms, 2 multipurpose halls, Live Studio, well equipped laboratories, advanced technology laboratory, digital library** etc. The college library has **16063 books** as of now. It is also a member of **N-LIST** providing remote access to a large variety of e-resources. The college has a well established **guidance centre and placement cell**.

Vision

Our vision is **“the holistic development** of teacher trainees and teacher educators to give new direction to the society”. The college focuses at **developing competencies** among students and chisels their **professional skills** to turn this vision into reality. With the rare amalgamation of the Indian cultural traditions and modern technologies, the college aims at creating the best human resources reservoir to produce world class professionals and citizens.

Mission

As a leading Institute of Teacher Education in the region, our mission is to provide quality rather than quantity

teachers in the society. 'Education' is synonymous with 'liberation'; liberation from all shackles, liberation from all vices, liberation from cruel customs and unjust traditions. The college expands all its resources, human as well as material to prepare passionate, innovative, secular, and humane teachers with commitment to excellence and professional outlook.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Under the administration of **129 years old historic Khalsa College Charitable Society**, Amritsar, **19 institutions** are working successfully and **this institution is one of its establishments**.
- Situated in posh area, the college is *easily accessible to bus stand, railway station and air port*.
- **Distinguished and committed faculty** exemplified by **107 publications** in UGC/reputed journals, **01 psychological test** and publication of **books**. Some **faculty members** have been **honored** for their contribution in the field of **Fine Arts, Drama and Theatre** at **National and international level**.
- To promote Academic Excellence and Research, Great Initiative was taken by the **Khalsa College Charitable Society** to give Awards and incentives to teachers for their remarkable contribution in the field of Education. Under this Policy, one of our faculty got "**Best Teacher Award**' (Rs.51,000) and '**Best Researcher Award (Rs. 1,00,000)**).
- College has a state of **art infrastructure** for **Teaching, Learning, Research and Extension activities**.
- With the 16 years of glorious existence, this institution has produced Principals, Teacher Educators and Teachers.
- For providing the platform to the young researchers, college publishes **annual journal- Khalsa Journal of Research in Education**.
- The **average placement** in the last five years is about **70 percent** and others opt for higher studies.
- There are **thirteen functional MOUs** signed with various institutions and universities. For community linkages college has adopted **Harsha Chhinna, Vain Poin and Gandiwind villages**.
- **Efficiency and transparency is exemplified by e-governance** that leads to paperless work.
- Every year, our college bags top positions in academic as well as cultural front. Since its establishment, the college bagged **9 Times championship trophy** in Zonal Youth Festival of GNDU, Amritsar (**8th time in succession from the year 2012 onwards**) and **3 times Runners Up Trophy** in Youth Festival.
- Mental and spiritual well-being of students without any discrimination of caste, culture and creed is promoted.
- College provides financial help to needy students, merit holders and winners of cultural and sports events.
- Guidance for competitive examinations, career counseling, soft skill development and remedial teaching are provided.
- **Alumni Association** is the backbone of the college

Institutional Weakness

- Due to centralized admission process, classes commence late that losses the working days. But this lost is compensated by taking extra classes during vacations.
- Since the college is an affiliated college, it lacks autonomy in framing the curriculum.
- UGC has sanctioned three minor research projects but released funds for only one research project.
- College has sufficient number of grounds for outdoor sport facilities but requires indoor sports complex.
- Though college provides parking facility in two blocks, but still parking capacity needs to be enhanced.

Institutional Opportunity

We strive to build up committed, creative, imaginative and innovative teachers and our efforts are to provide leadership in a highly professional manner and always strived to make teaching-learning process better and useful by using various ICT resources and technological equipment's. We feel that the secret of success is to be ready for that opportunity when it comes. Although, COVID-19 accelerated the adoption of digital technologies to deliver education and has ignited the desire to learn. The COVID-19 pandemic has given us an opportunity to polish, re-vamp, re-invent modes and methods of teaching. Students and teachers alike have innovated and adapted to new modes of engagement by training in several online platforms like Microsoft Teams, Zoom, Webex, Google Meet, and Google Classroom. Teaching-learning process has been enhanced and supplemented by quality e-resources. This has also opened up opportunities for developing MOOC content by the faculty. E-learning initiated by educators to enhance ICT skills and provide exposure to various online courses. To provide specialised technology- based education, the college is looking for opportunities for collaboration with international institutions. Student participation in value- added courses, Bridge Courses, community outreach programmes and students' initiatives in placement and entrepreneurial activities have amplified the scope for building linkage with other organisations and sectors. With continuing efforts to draw support from alumni who are placed in positions of authority in higher institutions and from faculty on deputation in prestigious organisations, there are many opportunities to institute student fellowship and faculty exchange programmes under MoU with educational institutions of repute. Furthermore, College will also strive to obtain the autonomous status in coming years to have more freedom with regard to make teaching-learning process more worthy to students, teachers and community. The college has substantial potentiality for enhancing/expanding its educational operations by bringing about innovative changes in teaching-learning-evaluation, library and laboratory resources with the support of its qualified teachers. College also provides Active Campus Placements.

Institutional Challenge

- The duration of different program has enhanced so it is very challenging for 100% enrolment.
- Need to encourage community level extension activities of the students during COVID-19 Pandemic
- Delayed release of grants by funding agency
- Need to increase in the number of publications in SCOPUS
- Prospective teachers having English as a medium of instruction face communication problems in Govt . schools during internship program.
- Rising cost of education
- Mushrooming of Teacher Education Institutes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college being **affiliated to Guru Nanak Dev University, Amritsar** strictly follows the curriculum prescribed by it. The strategic plans of the college with respect to academic flexibility and curriculum enrichment have made it an academic destination of both students and teachers of the state.

- The IQAC reviews the curriculum **through a well-documented procedure** that involves strategic plan, university academic calendar, college academic calendar, college hand book, feedback system. Suggestions and comments are invited from the faculty and discussed during the meetings. The collective opinion on the curriculum is communicated to the University through the faculty who are the members of **Board of Studies and Faculty of Education**. From time to time **workshop, seminars and conferences** are organized by the college with respect to review of curriculum
- The college is offering 04 teacher education programmes at UG and PG level. During the assessment period, the college introduced two integrated teacher education **programmes (B.Ed. - M.Ed. and B.A. –B.Ed.)**. The students at UG and PG level has open choice to choose optional / elective courses including pedagogy offered by the college. All programmes have well spelt out PLOs and CLOs and are displayed on the website.
- College also provide platform for skill development by introducing new **certificate course and value-oriented courses**. Nearly 290 students have enrolled in such courses during the assessment period. These courses develop employability skills, professional skills, health consciousness, technical skills personality of the students.
- College provides **ample opportunities** to students to acquire and apply the **knowledge, skills, values and attitudes** to real life situations through participation in different activities and competitions related to various learning areas.
- As part of the **curriculum enrichment**, the college has **collaborations** with reputed institutions.
- The college has well **structured feedback mechanism**, analyses the feedback taken from the **stakeholders** and **actions** are taken as per the analyses.

Teaching-learning and Evaluation

- The entire **admission process** is transparent and systematic as per the rules of NCTE, Government of Punjab and Guru Nanak Dev University, Amritsar. All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and **reservations** are also taken care of during the admission by the institution.
- To retain the students with **diverse backgrounds** the institution provides the facilities like fee concession, **bilingual approach** by teachers, **no gender discrimination** in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective **mentoring** relationship.
- The college resorts to various **student-centric pedagogical methods** for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various **ICT resources** such as Google Classroom and other **e-platforms** in providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship.

- College endeavors to **professionally enrich** their staff members by providing them chance to be a part of various refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject.
- The **evaluation** system is both **scientific and objective**. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To **achieve stated PLOs and CLOs**, Continuous **internal assessment** and suitable pedagogical approaches are utilized.
- College holds full **transparency** in dissemination of basic details of each and every enrolled student which further helps in **boosting enrolment** and upgrading the quality of higher education.

Infrastructure and Learning Resources

The college campus is spread over 61,997.6 sq mts (over three blocks) of land, is equipped with modern and functional workspaces and create an excellent ambience and atmosphere for teaching-learning.

- The college has **34 spacious classrooms** with wi-fi facility.
- There are **8 well equipped laboratories** and **4 Resource Centres**, two well-equipped seminar rooms and two multipurpose halls.
- The college has **15 classrooms and seminar hall(s) with ICT** facilities like projector, smart boards etc.
- The college has **97 computers** loaded with latest antivirus software .and the student computer ratio is 16:1
- The college is equipped with **net+** (bandwidth 40Mbps to 100Mbps)-unlimited and **BSNL** (10Mbps till 10GB) Broadband unlimited Internet connections.
- The college library is partially automated with **“E-governance”** software and operates under the **“Open Access System”** which gives a user friendly interface to its users for searching resources in the library.
- The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (**N-LIST**) under ID 7797, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium.
- National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than **6,000 e-journals and more than 1,90,000 e-books**.
- The college has also subscribed services of **e-shodhsindhu** and **e-Shodhganga**, which is a digital repository of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability in open access.
- The institution has its own website- which is updated time to time.
- The college has **playgrounds** for football, basketball court, badminton court, and spaces for indoor games and yoga activities.
- There is an **open gymnasium** in the college campus.
- The college has **live recording studio** for developing e-content.
- Adequate budget is sanctioned every year by the management of the college to ensure the maintenance and augmentation of **physical, academic and support facilities**.
- The college also has **Medical Room, Dispensary, Guest House, Swimming pool, Residential Quarters** for the faculty and **Gurdwara Sahib**.
- The college is under **CCTV surveillance**.
- The college has a **generator (22KVA)** for uninterrupted power supply.

Student Support and Progression

- Khalsa College of Education, Ranjit Avenue, Amritsar has a keen sight and comprehensive approach to support its students.
- The institution organizes various **career oriented programmes** and **personal counselling sessions** which instill much needed confidence in students' and give impetus to the performance not only in academic but also in other activities in the curriculum.
- The institution organizes various **skill-set and capability development programmes** to equip students to work under different working environment. Students undergone in such programmes can easily become important member of teaching staff and seamlessly function in most difficult circumstances without any hassle.
- The **grievances** related to students encompassing complaints related to sexual-harassment, ragging, fee related, psychological complaints etc. are addressed proactively through **transparent mechanism** by inviting grievances by online and offline modes.
- **Specialized programmes** on student's awareness are also arranged. The main motive of these programmes is to enrich students with knowledge on subject less discussed and generally considered high on difficulty level.
- Students avail **financial help**, accommodation at reasonable rates and concession in fee (tuition/hostel).
- Guidance for **competitive examinations**, career counselling and soft skill development and **remedial teaching** are provided which enhances the percentage of students clearing competitive examinations and also students are directed towards jobs, well suited based on their qualification and aptitude.
- The **student council** is an important cog in the wheel of institution, responsible for organising various cultural and sports events (**Youth festival, Sports day**). It has successfully organized and participated in 4 youth festivals, 37 cultural events and 4 sports events.
- The **placement cell** acts as launch pad for students by holding skill development, career guidance programmes as well as campus drives for opening job opportunities. The average placement in the last five years, starting from 2016 is 71%. Since 2016, 28% of students opted for higher studies, 30% number of students cleared **NET, SLET, TET, CTET, UGC**, etc.
- The college has a highly experienced and helpful **Alumni Association** which makes whole-hearted and credible contribution financially as well as in areas of student placement, orientation programmes, curriculum development, student mentoring and many more.

Governance, Leadership and Management

- Leadership and governance of our college entails participative management by the **Governing Body, the Principal, the teaching and non-teaching staff and the students**. These stakeholders collaborate in a democratic manner in carrying out their responsibilities and in accomplishing **the vision and mission** of the college.

- There is a well-defined **hierarchy** in the college. The Principal is the decision-making authority for the college. **Coordinators** of different courses and faculty members execute the curricular aspects.
- A **strategic plan for three years** is prepared and academic calendar is prepared in tune with the strategic plan
- The inclusive and participatory approach promotes an environment of solidarity and mutual respect, which ensure smooth functioning, and growth of the institution. The college has various committees such as **Grievance Redressal Committee, Anti-Ragging Committee, Minority Cell, OBC cell, etc.** Any progressive policy and plan is thereby deployed after due deliberations at the level of different Committees.
- The college maintains **transparency in its financial, academic and administrative** functions.
- On an average **07 professional development or administrative programmes** are organised for teaching and non-teaching staff.
- The college believes in **democratization** of activities and information.
- E-governance measures **are adopted in admission, fee collection, staff attendance, all types of correspondence** and many others. The office is increasingly becoming paperless.
- Progress is the impetus that drives the college, which at the same time rests on the well-being of the students and the staff. **Welfare measures** such as health and economic have been implemented effectively for the college fraternity.
- Numerous professional development and **academic programmes** are organised in the college to extends incessant support to the staff in their professional pursuits.
- The **IQAC** and faculty member has been instrumental in overall quality assurance in teaching-learning processes. This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in **leadership, governance**, and in its institutional values.
- The IQAC conducts **Academic and Administrative Audit** every year.

Institutional Values and Best Practices

The institutional values and best practices of the institution are in **harmony with its vision and mission** with the idea of holistic development of students to give a new direction to the society.

- The institution is highly conscious and firmly determined in addressing the environmental issues judiciously. **Green practices** and **Energy conservation practices** are given highest priority to create eco-friendly rules in the campus.
- **Rooftop Solar PV System, LED lights, TFT/LCD Monitors, Energy efficient Electrical Appliances** are used to minimize its energy consumption.
- **Green Audits** are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students. Minimum **use of plastic bags, tree plantation drives, workshops on best out of waste, carpooling, use of ceramic and steel utensils and promotion of print little** are some initiatives taken.
- All wastes are disposed of through proper waste segregation mechanism. **Vermi-composting** is done to use Biodegradable Waste. E-waste and hazardous waste are also tackled effectively. Theme based **Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions, mass pledges, interactive sessions and skits** are organized to make students Environment Savvy.

- The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of **'Body, Mind and Soul'**. The tutorials are named at different moral values in order to build their character and form their firm moral beliefs. Significant days, awareness programs and camps on **AIDS, Blood Donation, Social Evils, etc. are organized.**
- It organizes various programs and works with **old age homes, NGOs, Orphanages** to address the local community and societal needs
- There is **Code of Conduct for faculty and students** and they work as per the codes prescribed.
- **ICT enabled teaching** is one of the best practices of the institution. Various initiatives have been taken to improve the digital skills of the students. It follows the practice of improving the mental health and overall well-being of its students.
- Believing the **spirit of true religion** the institution celebrates different religious days with the message of secularism and brotherhood.

NAAC

Research and Outreach Activities

- The college has undertaken **three minor projects approved by UGC and Non Government organization.** Also the **management of the college sanctions the seed money for conducting research** and provides financial and material support for encouraging research amongst the college faculty.
- Further the institute **facilitates the professional growth of teachers by giving study leave with pay.** Additionally the college management has a policy of awarding **incentives in the form of yearly**

increments and hike in salary on the completion of doctorate degree.

- To strengthen the research, the management has made a policy to award **'Best Researcher' and 'Best Teacher' of Rs. one lakh and fifty one thousand respectively to the teachers who are active on the research front.**
- The college has to its **credit publication of an annual journal -'Khalsa Journal of Research in Education'**. The college faculty has been enthusiastically publishing research papers and articles in reputed journals and so far there are **107 publications in UGC listed journals with 6 Scopus indexed and 110 chapters in books of state and national level and Books written and edited by the college faculty.**
- Institution facilitates **access to digital library also to encourage faculty and students to perform various research activities. Our college Psychology laboratory is well equipped with latest tests and equipments for exploring the unexplored areas in the research.**
- To develop entrepreneurial skills by incarnating various clubs like art and craft club and Theatre club.
- Further institute organizes various **outreach activities for community development and participates in government initiatives-** Swachh Bharat movement, Road safety week, health awareness and like in collaboration with Municipal Corporation, NGOs, Charitable Society etc.
- The college has **signed MOU's with different education colleges, schools and charitable societies.** In tune with this, the college organizes and participates in various activities with regard to faculty, students and research exchange programs.
- The college has **linkages with other colleges and schools of repute for internship and placement of the students.**
- College has its own **website with a copyright for the same.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHALSA COLLEGE OF EDUCATION RANJIT AVENUE AMRITSAR
Address	Khalsa College of Education C-Block Ranjit Avenue Amritsar Pin Code 143001
City	Amritsar
State	Punjab
Pin	143001
Website	www.kceranjit.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Surinder Pal Kaur Dhillon	0183-2507029	9815020300	91183-2507029	spkdhillon@rediffmail.com
IQAC / CIQA coordinator	Surinder Kaur	-	9814790220	-	dr.surinder70@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Sikh
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Punjab	Guru Nanak Dev University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	09-08-2012	View Document		
12B of UGC	09-08-2012	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	19-08-2005	42	NCTE may issue revised Recognition orders on the implementation of NEP

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Khalsa College of Education C-Block Ranjit Avenue Amritsar Pin Code 143001	Urban	15.6666	16846.04

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	B.A.BEd,Education	48	Graduation	English,Hindi,Punjabi	100	42
UG	BEd,Education	24	Graduation	English,Hindi,Punjabi	200	200
PG	BEd MEd,Education	36	Post Garduation	English,Hindi,Punjabi	50	50
PG	MEd,Education	24	B.Ed.	English,Hindi,Punjabi	50	11
PG Diploma recognised by statutory authority including university	PGDCA,Education	12	Plus Two	English,Hindi,Punjabi	40	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				54			
Recruited	0	2	0	2	0	2	0	2	6	27	0	33
Yet to Recruit	0				0				21			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	7	4	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	1	3	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	1	0	2
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	2	0	1	8	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	19	0	24

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		1		2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	6	0	0	0	6
	Female	23	0	0	0	23
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	56	0	0	0	56
	Others	0	0	0	0	0
UG	Male	24	1	0	0	25
	Female	214	3	0	0	217
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	2	7
	Female	23	22	27	31
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	0	0	2
	Female	4	2	9	19
	Others	0	0	0	0
General	Male	15	23	15	18
	Female	189	190	173	207
	Others	0	0	0	0
Others	Male	3	3	0	0
	Female	7	6	5	3
	Others	0	0	0	0
Total		244	248	231	287

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
613	476	449	460	461
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
440	440	340	290	290
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	196	146	121	121
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
224	151	233	222	229
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
224	151	233	222	229
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
306	287	231	248	244
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
37	35	34	35	37

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	58	46	37	37

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
39.45	64.48	45.26	44.58	41.75

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 98

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Every year IQAC plans and prepares **Academic Calendar** of the college keeping in mind the calendar of the university. It is published in the **college Information Hand Book** and displayed on the **website**.

The curriculum is **reviewed** with the aim of **holistic development** of students and enhanced employability. Our college being **affiliated to Guru Nanak Dev University, Amritsar; strictly follows the curriculum prescribed** by the above said **University**. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as **suggestions and comments** are invited every year from the stakeholders. **Before the commencement** of the new academic session, planning to review the curriculum is done with the help of **Curriculum Development Cell and the committee**. Senior and experienced faculty members are members of this cell and take proactive steps to enrich the curriculum by meticulously figuring out loop holes in it, if any. The Principal of the institution and Members of the cell, further; form the committees for different classes for reviewing the curriculum. **Class Coordinators and subject teachers** are part of curriculum committee and the **meetings are conducted** periodically. It is done to **review the curriculum for gap analysis** and to discuss the different kinds of issues keeping in mind the **local and global needs** of the students and the society. The proceedings of the **meetings** are also **recorded and recommendations** are made. The same is communicated to the concerned officials of the University along with the recommendation of the meetings through the college faculty who are members of different bodies such as such as **Board of Studies, Faculty of Education and College Development Council**. Decisions of the University are conveyed to the concerned teachers. Furthermore, **feedback regarding the curriculum from the students, teachers, parents and employers**, also, serves as the backbone for planning and reviewing the curriculum.

Besides reviewing the curriculum prescribed by GNDU, Curriculum Development Cell reviews already existing **add-on courses** and also plans for addition of new add- on/ **value-oriented courses/Certificate course** as per the needs of the society.

As per the revised syllabus, **periodic meetings** are also held for availability of **referral books** and various study material (**e-content** as well as printed journals etc.) for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand.

Organization of **workshop, seminars and conferences** by the college is also the part of planning and/or reviewing, revising curriculum. For this, experts in the field of Education are invited from different areas of the country. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 99.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	50	26	26

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	50	27	27

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

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

Response: 2.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	2	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 6.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	41	52	14	24

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: 0.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	1	1	1

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

1.3 Curriculum Enrichment

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

Response:

A fundamental or coherent understanding of the field of teacher education

Before the commencement of regular classes, students (new entrants) are given a coherent understanding of different Teacher Education programmes (B.Ed., M.Ed., B.Ed. M.Ed. Three years Integrated and B.A. B.Ed. 4 Years integrated) running in the institution through **induction programme**. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New entrants are made aware of **Programme and Course Learning Outcomes**. **Visits to library** are made mandatory for each and every student so that they get familiarize with the **print as well as e-resources available** in the library. Beside this, students are also made aware of culture, rules and regulations of the institution.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through **innovative techniques** and **hands- on experience** such as internship, field engagement, field trips, laboratory work, etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equip the prospective teacher with skills as per the needs of the schools.

Capability to extrapolate from what one has learnt and apply acquired competencies

Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students

during school internship and field engagement activities. Students of M.Ed. also apply the acquired competencies in teacher education institutions. Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

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

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

Response:

Students of all the teacher education programmes running in the institution are familiarized with the diversities in the school system in India by providing **theoretical** (as mentioned in the syllabus) as well as **practical** knowledge through **curriculum, school internship and field engagement**. Students are made aware of functioning of schools through various activities of field engagement programme undertaken in the respective schools. They observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated as a part of their **Internship** in that school. Students of B.Ed.-M.Ed. three years integrated and M.Ed. make the profile of the school with stage specific specialization as per their curriculum. Students of PG level are also familiarized with diversities in school system through dissertations.

The students are acquainted with the school system during the **induction session** conducted before the commencement of internship program. They are asked to closely observe **Government as well as Private Elementary and Secondary schools in rural and urban areas**. Furthermore, students are made to

analyse and study the **admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles** and responsibilities of different staff members. They observe and perceive the presence of **functional differences among schools**, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed.

Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. The observation and practice of these norms and standards lead the students to understand the diversity in school Education system. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison.

With the advancements in technology, we do have **Off-Shore International Schools** in our region also. We make sure that our students visit such schools during field engagement and internship to know about the functioning, **curriculum transaction, assessment system, norms and standards and other pedagogical strategies** used in the teaching-learning process. They make a profile of these schools from comparative perspective.

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

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

Response:

The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with necessary **knowledge and pedagogical skills**. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at **micro and macro level**. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided **platform for practicing micro teaching skills** during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for **eliciting maximum learning outcomes** of students of allotted school.

On the first day of internship in allotted schools, interns receive time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of **audio visual aids** catering to diversity in the classroom. They prepare variety of lesson plans (**Herbertian, Model based, ICT based, Value based and Constructivist Approach Based**) and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. **Cooperative learning approach, peer tutoring and experiential learning** are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts. Strategies are decided according to the need of the learner and topic to be taught.

Interns are also motivated to identify weak students and organize **remedial teaching** for them. It ensures that weak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with **hands- on experience** and teaching as a profession.

The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences. Beside above mentioned curricular and co-curricular activities, interns also apply the knowledge in maintaining **result records, attendance register, admission register, stock register** etc. They construct and administer the achievement test in their respective pedagogy subject. They do not just perform their duties but **develop enviable respect for the teaching profession.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 74.47

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

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

Response: 5.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	58	37	27	30

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 0.3**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	1	0

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

2.2 Honoring Student Diversity

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

Response:

The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their **admission** is based on **academic merit** and observation of relevant **reservation policies of the government**. During the time of admission, Principal interacts with the parents and the students to assess their needs and aspirations. Students are also **counselled** at the time of admission. They are **familiarized** with the course, mode of internal assessment, **curricular and co-curricular activities**, rules and regulations as well as other facilities available in the institution. The institution organizes **orientation program** for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program.

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 various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learners. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. **Tutorials** are taken by the teachers as per the **needs of the learners**. During the tutorial sessions, gaps if any are identified by the teachers which are removed by the **bridge courses** that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses. The key areas of the bridge course are **ICT**

(Information and Communication Technology), **Art and Craft**, Language Proficiency, **Library Resource for Research** and Basic Statistics.

Students with good co-curricular skills are identified through '**Talent Hunt Program**' organized by different Houses of the institution and are nurtured to further gear their talents.

Slow and advanced learners are identified and special measures are taken to enhance their abilities. Special care is taken by the faculty in monitoring the performance of slow learners. Faculty members **interact with parents** about the performance of slow learners. As regard advanced learners, they are given activities and tasks according to their capabilities. The learners are encouraged to read reference books of their choice related to their course and also actively participate in various college events like organizing sports day, managing and organizing **morning assemblies** etc. They are also encouraged to take part in research related activities.

The Institute also has a robust student academic counselling process. Further, during the course of study, groups of students are assigned to a faculty for counselling. The counsellors **monitor academic performance** and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success. The institute has a system to regularly **communicate** performance and attendance of students to **parents** regularly. To educate the students with curriculum, examination rules, minimum academic requirements such as attendance etc., students are briefed about the other activities such as research and development, NSS activities, etc.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 31:1

2.2.4.1 Number of mentors in the Institution

Response: 20

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

2.3 Teaching- Learning Process

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

Response:

The academic plan of Khalsa College of Education, Ranjit Avenue is **learner-centered**. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to **apply their skills** to develop innovative solutions to present day problems.

Various academic courses are available in our college namely, M.Ed., B.Ed., B.Ed.-M.Ed. (3-year integrated programme), B.A.-B.Ed. (4-year integrated programme) and PGDCA. These courses incorporate numerous learning methodologies and strategies in order to get palpable learning outcomes.

The college resorts to various **student-centric pedagogical methods** for raising the learning levels of the students. In normal classroom teaching, teachers utilize **experiential learning, problem-solving methodologies**, role-playing activities, classroom seminars, **group discussions**, project work, assignment work, **field visits** and case studies.

In all courses, students are encouraged to make **power point presentations**, individually or in collaboration with peers to promote **independent learning**. Classroom assignments and projects emphasize **individual thinking** over received knowledge. Emphasis is always on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking.

Students also get opportunities to **enrol themselves** in various **self-study** courses. They are motivated to construct the knowledge on their own. Many students are engaged in **developing e-content**. For instance, creation of website, uploading content on various e-platforms etc. Educational visits and **fieldtrips** to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process.

The college organise extension lectures, **quiz periods, workshops, seminars** and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of text-books. The college has **well equipped laboratories** in the disciplines of Computer Science, Science, Educational Technology, Psychology, Mathematics.

EXPERIENTIAL LEARNING: The teaching faculty of the college utilizes experiential learning approach. The main objective of this approach is to **sensitize the students** regarding new experimental learning techniques. Basically, the disciplines like Social Sciences, Physical Sciences, Life Sciences, Geography, Mathematics, Psychology and Computer are employing this approach to make teaching-learning more effective. It also enhances the learning abilities of the students.

PARTICIPATORY LEARNING: This is one of the best **learner-centered** approaches being used in the college. Students actively participate in various activities such as: -

1. Classroom seminars
2. Group discussion
3. Debates
4. Quiz method
5. Role-playing
6. Art and drama in education
7. Field visits

8. Project work

9. Case studies

PROBLEM-SOLVING METHOD: The College utilizes problem-solving method in order to inculcate creativity, **critical thinking, reasoning abilities**, logical thinking, decision-making power, analytical reasoning and scientific outlook among students. Disciplines like Mathematics, Physical Sciences, Computer Sciences and Psychology are adopting this method successfully for enhancing learning experiences of the students.

The college gives priority to the **holistic development** of the students outside the classroom through co-curricular, extra-curricular and field-based activities. In order to promote interest in their field of specialization, students' forum, committees are organized which function regularly.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	35	34	35	37

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 23

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

Response: 141

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

A mentoring system is well in place in our college where each teacher constantly mentors students on **academic, professional and personal** fronts. Many students who needed assistance in personal/academic/professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully.

Mentoring Catering To Student Diversity

Our college offers various **opportunities** to welcome **diversity** in mentor-mentee relationship. The faculty members **identify, reflect and engage** with diverse learners in order to maintain an effective mentoring relationship. **Tutorials** are taken by the teachers as per the needs of the learners. During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the Bridge courses that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses. The key areas of the **bridge course** are ICT, Art and Craft, Language Proficiency, Library Resource for Research and Basic Statistics. The college also offers various **value-added courses** for the students to further gear the students' interest and intellectual ability.

Working in teams

Working in teams has always been an integral part of our institution. Teachers provide guidance and full support to their students and establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design a wide variety of **working models, charts and teaching aids**. They are motivated to construct knowledge on their own. Many students are engaged in developing e-content. For instance, creation of website, uploading content on various e-platforms, e-blogs etc.

Teachers and students develop relationships as they work together in social, cultural, and **recreational activities, community service projects**, youth festival, tutoring etc.

Balancing Home and Work Stress

Our college campus has a rich variety of academic, cultural, and recreational resources to expand a prospective teachers' horizons. College provides free coaching classes for various **National and state level Competitions** such as B.Ed Entrance Test, UGC, PSTET and CTET. Mentors reduce the stress level of his/her mentees by teaching them various skills like time management skills, presentation skill, dealing with delinquent children etc.

Keeping abreast with recent developments in education and life

There is also a provision for teachers to improve their professional competencies. Staff members are encouraged to attend orientation, **refresher courses, Induction Training Programme**, workshops, **seminars** and symposiums organized by **government and non-governmental organisations**. Teachers in turn motivate their mentees to present various seminars and take part in various debates, declamations and symposiums. Every student is encouraged to use the **latest technologies**. They are provided **access** to the **computer laboratory** and have access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education. Many students are motivated to construct knowledge

on their own by developing and uploading e-content on various e-platforms.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

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

Response:

The college plays a vital role in inculcating various skills like **innovation and creativity** amongst students in tackling their assignment projects and other tasks. Students are encouraged to **think critically** and be innovative and creative. Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Teaching pedagogies have been altered over time to facilitate innovation. Use of ICT enabled devices by the college helps in producing effective teaching learning outcomes. All disciplines in the college have taken initiatives to make teaching-learning process more live, learner-centered, student-centric and proactive. There is provision of **full-fledged computer lab** which provides the students proper access to the internet

connectivity and various other facilities for effective-teaching learning. The various innovative teaching methods that our teachers follow to make their class more interesting are:

- **Use of Google Classrooms and G-Meet:** The faculty of the college use **Google class room** and **G-Meet** to deliver the course content in an effective way.
- **Use of LMS (Learning Management System):** The college provides important **links** regarding learning materials on the **college website**.
- **Certificate courses:** Many students of the college have enrolled themselves in various certificate courses.
- **Experiential learning:** The students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Many students are engaged in developing e-content. For instance, **creation of website, uploading content on various e-platforms, e-blogs** etc.
- **Field-visits:** The College also organizes **field visits** or projects for the students in order to promote participative learning.
- **Seminars:** The College also organizes **workshops, seminars, conferences**, extension lectures in order to develop creative and innovative minds.
- **Literary competitions:** The College encourages students to participate in various literary items like quiz competitions, debates, declamations, elocution, poem recitation etc.
- **Value-added courses:** The College also provides for value-added courses like Communication skills, Health and Nutrition etc. to gear the students' interest in this direction.
- **Use of ICT:** The College promotes the teaching-learning process through effective **use of PPT's**, projector and **multi-media** and various equipments in the laboratory.
- **Preparation of lesson plans:** All the disciplines in the college endeavor to develop creative and **innovative lesson plans** by the pupil-teachers under the guidance of faculty members.
- **Project based learning:** Students are allotted one or the other **project** during their course of study which they complete by following the maxims of teaching learning process. It helps to **nurture their creativity** and innovativeness among the students.
- **Brainstorming session:** It is a **group creativity** in which efforts are made to find a solution to a specific problem by gathering a list of ideas contributed by its members.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme

- Internship programme is systematically planned, involving the school staff and teacher educators. The practicing **schools** are **selected** on the **basis of the proximity of the student teachers' 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 organises **orientation-cum-consultation meetings** with the school principals. The list of participating teachers is sent to the co-operating schools. The school teachers are requested by the faculty members for allotment of syllabus.
- Before the commencement of internship, detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a **variety of activities** relating to classroom teaching, **classroom management**, and organisation of school-based and **community-based activities** of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. A few such activities are suggested below:

- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers as well as peer student-teachers.
- **Preparation of case study** of the internship school and the innovative activities that the school undertakes.
- **Preparation of Lesson Plans**, Unit Plans, Question papers and other Assessment Tools.
- Mobilisation and development of teaching-learning resources.
- Preparation of a **diagnostic tests** and organisation of remedial teaching.
- Undertaking **action research project** on at least one problem area of schooling.
- Maintenance of a **reflective diary or journal** to record day to day happenings and reflections thereon.

- Lessons are observed by the Teacher Educators at **regular intervals** and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. **Feedbacks** are collected from mentor teachers and heads of institutions by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.
- The task of Teacher Supervisor/Mentor is to assess the student teachers activities along with the guidance to be offered. The Teacher Supervisor **evaluates the copies** of the student teachers from time to time. The performance of the students is **duly observed** by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is **duly certified** by the **head** of the practicing school.
- While planning internship programme the institutions takes care of providing **exposure of variety of schools** to interns. Student teachers perform various internship activities in government, private, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 2.02

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

Response: 111

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Role of Teacher Educators

The internship lasts for **20 weeks** (School internship 15 weeks and field engagement with school and

community 4 weeks). Two composite discussion lessons and **50 lessons** in each subject are prepared by interns. During entire internship, teacher educators monitor all the activities at regular interval and provide at least sixty percent suggestive feedback on their respective subject files. They verify whether the students rectify the correction given in the previous observation. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a **real flow of feedback** is ensured regarding the performance of the trainees 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. Checking of Answer Scripts
 5. Formulation of School Time table
 6. Overall Conduct
 7. Maintenance of attendance register, admission register, result records, stock registers etc.
 8. Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report
 9. Reflective Journal writing
10. Correction of home-work notebooks
11. Construction, administration and analysis of one achievement test on different objectives (eg. Bloom's taxonomy)
1. Action research on a child with deviant behavior : a case study

Role of School Principal

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

Role of School Teachers

The student teachers are under the **supervision of senior teachers** of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like **checking of answer scripts**, maintenance of attendance register, organization of co-curricular activities, **correction of home-work notebooks**, maintenance of classroom discipline etc.

Role of Peers

Peer groups observe at least 20 lessons (10 per subject) delivered by each student teacher and **provide feedback** which helps the student teachers to be aware of their **strengths and weaknesses**. During

internship programme peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 75.42	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 39.33	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 14	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 7.92	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed	

academic year

Response: 293.16

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

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

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

Response:

Staff members are permitted to attend the **orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums** organized by government and non-governmental organizations. After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars. Seminars have been conducted on the following topics such as:

1. Communication Skills
2. Action Research
3. Case Studies
4. Flipped Learning
5. ICT Enabled Teaching and Learning
6. Development of Modules for Instructional Strategies
7. Integration of Value and Peace Education in Teaching Practice
8. Instructional Strategies for Science and Social Sciences Teachers
9. Stress Management
10. Soft Skills
11. Development of Internship Module for School Internship.

Staff is sent as **resource persons** to seminars, workshops, etc at the University, colleges and schools and also acts as resource person in the college activities. The staff members are encouraged to **present papers in seminars** and workshops at national, international and state level. For this management provides them **duty leave**. The management encourages writing books and articles and publishes them for the college. The staff is motivated to **publish articles** in reputed research journals. They also write books and contribute chapters in edited books.

Every faculty member is encouraged to use the **latest technologies**. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

Faculty members are permitted to **carry out university duties** such as evaluation, **paper setting, invigilation in university examination** etc. Every year some of our faculty members are deputed by the affiliating university as members of various committees.

For professional or career development the institution encourages the faculty to enhance their qualification. The staff members are free to avail the opportunity of pursuing higher studies through **FDP** (Faculty Development Programme). They, upon completion of PhD, are given advance increments as a sort of reward. When a member of the **faculty wins any award**; he/she is **felicitated** by the institution. The management of the institution recognises and appreciates the teacher educator's performance by honouring as **best teacher educator and best researcher award** every year. The best performance is also appreciated in meetings and on public address system. The staff is also encouraged to appear for NET exams if it is required.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

The students of all courses (B.Ed., M.Ed., B.Ed. M.Ed. (3-year Integrated Programme) and B.A. B.Ed. (4-year Integrated Programme) are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. The concerned subject teacher makes it explicitly clear to the students, the parameters of internal evaluation.

Examination Scheme for B.Ed.

The purpose of evaluation system is to improve knowledge, teaching competency and performance skills of the student teachers. All lesson plans for classroom teaching by each student are assessed by subject teachers, peer group and school teachers on a daily basis. All lessons are **thoroughly planned**, corrected, rewritten, and signed by teachers before demonstration in schools. Scheme of internal evaluation of students learning for theory papers, **school internship programme, field engagements with community and CP** (curriculum and pedagogy) is provided on

School Internship

The student teachers prepare 2 composite discussion lessons and 50 lessons in each subject (40+10) i.e.; 40 Composite lessons(20 Herbartian based, 05 value based, 5 model based, 5 lessons on ICT integration and 5

lesson plans based on constructivist approach) and 10 Micro lessons in each subject. An **evaluation Performa** (Rubric) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are **evaluated** on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

Examination Scheme for M.Ed.

The performance of M.Ed. students is evaluated continuously and comprehensively.

Internship in Teacher Education Institution

4 weeks internship in a teacher Education institution is compulsory. Interns are evaluated at the institution level by the teacher educators on the basis of the following activities:

- a) Performance in teaching B.Ed. Classes
- b) Performance in 2 demonstration lessons.
- c) Preparation of 10 lesson plans (5 composite + 5 based on different models) in school subjects.
- d) Preparation of a Question paper/ Rating scale.
- e) Resources used during teaching program.
- f) Observation/Reflection of at least 10 lessons delivered by peer group.
- g) Field report.

Examination Scheme for B.Ed. M.Ed. (Integrated)

The evaluation criteria is provided in the link: <http://kceranjit.org/campus/261>

School Internship

During first semester students visit both **rural and urban schools** to observe their functioning and maintain a reflective journal. In second semester they are evaluated at institutional level for the activities which they perform in **Field Engagement** with Perspective Paper. In the first semester **School Internship – Orientation to School System** is conducted in the Institution and students are evaluated on the basis of prescribed activities given by GNDU. After this school **internship of 13 weeks** in a recognized school is organised. Details of activities is provided in the link

Examination Scheme for B. A. B.Ed. Integrated

Internal evaluation criteria for this programme is provided in the link: <http://kceranjit.org/campus/261>

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institution appoints College Examination Officer for smooth conduct of Examinations. The students can approach the Teachers, **College Examination Officer** (Dr. Mandeep Kaur) and Principal to redress the **examination related grievance** as per the requirement. Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations.

1. At the beginning of the semester, faculty members **inform the students** about the various components in the **assessment process** during the semester.
2. The internal assessment **test schedules** are prepared **as per the university** and communicated to the students well in advance.
3. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within three days from the date of examination.
4. The **corrected answer scripts** at random are verified to ensure the standards of evaluation.
5. The corrected **answer sheets** of the students are **distributed** to them for the verification and if any discrepancy is found it is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board.
6. Day to day **performance** of the students is assessed which includes **regularity, performance, viva voce** and the promptness in submitting the record.
7. The students have the **freedom to use the suggestion box** regarding dissatisfaction if any, with the internal examination mechanism. The Principal and faculty in charge keep an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.
8. For the quality of the projects, evaluation is done by Project Review Committee along with the project guides.
9. A **centralized exam cell system** is followed. **Any grievance** related to the university question paper like **out-of-syllabus**, repeated questions, improper split of marks, marks missed, **wrong question number** during semester exams are **addressed** to the Principal in turn he/she forwards the same to the university immediately.
10. University decision or information, after resolving the grievances is intimated immediately to the concerned departments once it is obtained, through the Principal. It is also conveyed to the students through subject handling faculties.
11. Review on the question papers are made by faculties to find out how tough the question papers are and the **feedback** is given to the department Head.
12. The **revaluation** is applied for **answer scripts** and the re-evaluated marks can be obtained during the announcement of revaluation results of the same semester.

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

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes ‘**Academic calendar**’ containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), **various events** to be organized, holidays, **dates of internal examination**, semester examination etc. It is also published on website of the college and displayed in the Principal’s office. The **time tables** are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students’ **academic progress** is monitored **regularly** by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of **internal assessment** is taken by the Principal regularly. For the implementation of Internal Assessment Process, an **Examination committee** is in place which monitor overall internal assessment process. **Internal practical examinations** are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University.

The **schedule of external examinations** is **fixed** by the **University** and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation.

1. **Preparatory Exams** are conducted every year before the university exams.
2. Every teacher conducts **regular class tests** with MCQs (Multiple Choice Questions) on the related topics.
3. **Online tests** are conducted by teachers with the use of Google forms

After assessment the **answer scripts** are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers. The Principal conducts **curricular and extra- curricular** review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedule of activities are made if required. Further, **extra lectures** are scheduled to **complete the syllabus** before the university examination.

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

2.7 Student Performance and Learning Outcomes

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

Response:

PLOS AND CLOS IN ACCORDANCE WITH TEACHING LEARNING PROCESS

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes).

The programmes offered by college cater to **multiple interests** of the student which aim at imparting knowledge and skills for building their competence and personality. In fact there is also an emphasis on the **holistic development** of the students as the learning outcomes focus on imparting values and ethics and on enhancing their **interpersonal and communication skills**. The syllabi of all courses with the programme learning outcomes and the course learning outcomes are displayed on the College website.

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes.

The activities of the college are scheduled in the academic calendar published at the beginning of the year. The calendar is prepared after consultation with all faculty members and they then decide about the schedule of events. All-important announcements such as timetable, date sheet, submission of award lists etc are put up on the notice board well on time. The syllabi are completed and **examinations are conducted** and on the basis of results **merit holders** are **felicitated** at college level. The college also offers some add-on courses for the development of students.

The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers in the following ways:

- **Continuous internal assessment** is taken regularly and student's marks are recorded which helps to predict their academic progress.
- End semester **house test** and final exams also help to ensure alignment of stated outcomes.
- **Suitable pedagogical approaches** are utilized for effective realization of learning outcomes.
- Parents are informed on regular basis about the academic performance of their children.

- Placement record, **feedback from alumni** regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.
- Contribution in various **literary and cultural programs**.
- Participation in **various competitions** such as debates, elocutions, essay writing competitions, quiz tests.
- Participation in various **class room activities** such as group discussions, seminars.
- Participation in various co-curricular activities such as organizing morning assemblies, **NSS camps, tree plantation campaigns**, awareness camps.
- Participation in **community engagement activities** such as visits to Red Cross, Orphanage, Pingalwara and Old Age Home.

The faculty members are also encouraged to **update their subject knowledge** along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances effective attainment of PLOs and CLOs. They are encouraged to use **experiential learning techniques** like seminars, **workshops, field visits** and internship that helps to evaluate students' organizational and leadership skills which are a component of PLOs and CLOs attainment.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 97.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
224	151	228	210	223

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college being affiliated to Guru Nanak Dev University follows the pattern of examination that is framed by them. The end semester examination results are analysed and the **desired learning outcomes** of students are evaluated. Students are provided with **proper counselling and guidance** that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as non-academic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- **Compulsory attendance** i.e., minimum 75% per semester
- Paper evaluation is done on time for grading internal assessment
- Practical work such as **assignments** are checked and marked on time
- Based on result analysis, the required **remedial measures** are taken
- Students are provided with **counselling and guidance programs** for improving their cognitive and professional performance
- The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic progress.
- **End semester house test** and final exams also helps to ensure alignment of stated outcomes.
- Suitable pedagogical approaches are utilized for effective realization of learning outcomes.
- Participation in various literary and **cultural programs**.
- Participation in **various competitions** such as debates, elocutions, essay writing competitions, quiz test.
- Participation in various class room activities such as **group discussions**, seminars.
- Participation in various **co-curricular activities** such as organizing morning assemblies, NSS camps, tree plantation **campaigns**, awareness camps.
- Participation in **community engagement activities** such as visit to Red Cross, orphanage,

pingalwara and old age home.

During internship, **an evaluation proforma** (Rubric) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e. maintenance of registers, action research, organization of co-curricular activities etc.

The college carry out these activities on regular basis in order to maximize and monitor learning outcomes.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 63.84

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

Response: 143

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

The institution has made various provisions for assessing student's learning needs.

- During the time of **admission**, the Principal **interacts** with the parents and the students to assess their needs and aspirations. Students are **counselled** at the time of admission.
- The institution organizes **orientation program** 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.
- The institute conducts aptitude test in order to measure **intellectual competencies** of students.
- A series of **talent search** programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students.
- **Bridge courses** are the first step in helping students to come at par with the rest of the class. Bridge courses are designed for newly admitted students in order to bridge the gap between subjects studied in previous classes and subjects that would be studying in new courses.
- 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 tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts **remedial classes** for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of **written assignments** and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours.
- The faculty members coordinate with parents of slow learners so that their needs can be catered to.
- **Peer tutoring** is also provided to serve academic needs of such students.
- **Mentor- mentee interaction** keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students.
- The **continuous internal assessment** is taken regularly and students' marks are recorded which helps to predict their academic performance.
- During internship, an **evaluation Performa (Rubric)** developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 34000

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

2020-21	2019-20	2018-19	2017-18	2016-17
55000	85000	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

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

Response: 2.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	27	13	47	10

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

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

Response: 3.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	19	23	19	30

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 9.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	9	6	8

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 82.68**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
215	469	441	455	453

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 82.43**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
215	467	438	453	454

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

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

Response:

The institution organises a range of outreach activities for welfare of community and multifaceted development of students. These activities are performed in collaboration with government organization, NGOs, partner schools and local community with the active participation of faculty and students. Some of these organizations/ bodies are:

- NSS
- Indian Red Cross society
- Partner schools
- Villages (local areas)
- Municipal corporations
- Orphange, Blind School
- All India Pingalwara Charitable Society
- NGOs

The NSS wing of the college organizes camps for students in villages and nearby local communities where students conduct literacy camps for adults and vulnerable children, cleanliness and plantation drives and spread awareness regarding health and hygiene, social malpractices and conserving natural resources. College organizes blood donation camps, health and eye check up camps, health campaigns in collaboration with Indian Red Cross society. In addition to this institute organizes various activities like gender sensitizations, awareness programs, celebration of important days for students of partner schools. The college has adopted two villages namely, Bal Khurd and Harsha Chhina, for their extension and development. The institution also participates in local campaigns organized by GOs and NGOs to spread awareness among local communities regarding health and other malpractices like drug awareness, run for unity, walk for peace, cycle rally etc. The list of various outreach programs is as follows:

- Literacy campaigns
- Judicious use of environmental resources
- Vocational training and skill development program for adults
- Health and sanitation
- Swachh Bharat movements
- Road safety programs
- Literary and art competitions for school students
- Seminars and extension lectures on social and gender issues for school students

Further institute participates in government's initiative of Swachh Bharat movement, Road safety week, health awareness (during global pandemic) and like in collaboration with Municipal Corporation. Days and weeks are also celebrated and special morning assemblies are conducted in order to sensitize students towards various social issues. These include women's day, AIDS day, world environment day, human rights day, mother tongue day, republic day, independence day etc. The institution

These outreach activities benefit neighborhood communities as well as students of the institution. They instill civic sense, sense of social responsibility, sense of serving others and feeling of universal

brotherhood among students leading to their overall personality development. In addition to this organizing such programs facilitates in sensitizing students to national integrity, communal harmony and tends to constructive use of their potential.

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

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

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	5	2	2

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

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

Response: 9.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	11	7	7

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 13

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

Response: 13

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning

5.Join hands with schools in identifying areas for innovative practice**6.Rehabilitation Clinics****7.Linkages with general colleges****Response:** A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college, established in 2005, with a campus spread of 63,535.64 sq. mts. of land, is equipped with modern and functional workspaces and create an excellent ambience and atmosphere for teaching-learning. It offers 5 courses: B.Ed. (2 Years), M.Ed. (2 Years), B.A.-B.Ed. (4 Years Integrated), B.Ed.-M.Ed. (3 Years Integrated), and PGDCATE (1 Year), for which infrastructural facilities are provided across three blocks (Block-I, II & III). The college provides excellent facilities for teaching and learning as per the requirement of the university and needs of the students. The college has adequate number of classrooms, laboratories, reading room, library and other facilities for the execution of teaching-learning process.

Classroom Facilities: The college has 34 well-ventilated and spacious classrooms with green boards, comfortable furniture and Wi-Fi facility. The college has two seminar rooms with adequate seating capacity, which are used to organize workshops, seminars and conferences. For organizing cultural activities, college has two spacious multipurpose halls. The ICT facility like projector, smart boards and smart classrooms is available to enhance the quality in teaching learning process.

Laboratories/Resource Centres Facilities: There are eight well equipped laboratories for carrying out curriculum-oriented activities and research related to the subjects -Science, Psychology, Computer, Computer cum language, Mathematics, Home Science, Curriculum and Geography. There are four Resource Centres (Art and Craft Resource Centre, ICT Resource Centre, Music Resource Centre, Health and Physical Education Resource Centre) with adequate equipment and material in the college.

Computing facilities: The college has 98 computers with wi-fi connectivity, out of which 75 are installed in computer laboratories, 17 in the library and 6 in administrative office. The computer laboratories (02) are well furnished with a server and adequate number of systems with high configuration, LAN connection, internet and wi-fi facility for both students and teachers.

Cultural and Sports Facilities: The college provides excellent facilities for cultural activities as a result of which the college has been winning Championship Trophy in Youth Festival (GNDU, Amritsar) since 2012. The institution has well established Health and Physical Education Resource Centre which caters to the diverse needs of the students in sports. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for football, basketball court, Badminton court & Kho-Kho, and for indoor games college provides material and equipment like shot put, discus, carom board, chess, skipping rope and table tennis etc.

Fitness Centre: There is an outdoor open gymnasium in the college campus which is utilized by the students under the guidance of our trained instructor. Yoga activities are conducted on daily bases in

college grounds and multipurpose hall.

Other Facilities:

- Washrooms for male (04) and females (04)
- Canteen (02)
- Common rooms for boys (01) & girls (02)
- Medical/First Aid Room
- Hostel for girls and boys
- Access to safe water
- Dispensary/Hospital
- Guest House
- Swimming pool
- Residential Quarters for the faculty
- Spacious parking
- Studio
- Youtube Channel-KCE RA OFFICIAL
- Gurdwara Sahib
- CCTV surveillance
- 24X7 internet and wi-fi
- Transportation

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

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

Response: 44.12

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

Response: 15

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

Response: 34

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 19.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.44	13.88	6.51	8.85	11.64

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The library of the college was established in 2005, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched in terms of availability of textual resources consisting of text **books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers**. For the ease of the users, the library is divided into various sections- General Reference Section, Periodical Section, Research Section (M.Ed.), Photocopying Section, Subject

Wise Books Section, and Reading Room. The up gradation of library software is done time to time. The college was using “Orbit software” provided by “**Orbit Technologies**” for library services and it was replaced by “**E-governance**” software set-up by Hertzest i-Technologies which is established by management of the college. Now, the college library is partially automated with “E-governance” and operates under the “**Open Access System**”, which gives a user friendly interface to its users for searching resources in the library. The library **Web-OPAC** provides remote access to its repertoire of textual resources. A separate reading room is provided to the library users where they can access OPAC on library desktop or their own smart phone by using their user ID and Password. The college library also contains digital repository of syllabi, previous year question paper sets, e-dissertations, e-abstracts, Online open access resources, competitive exam resources etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) **under ID 7797**, which is jointly executed by **e-shodhsindhu** consortium, **INFLIBNET Centre and INDEST-AICTE** consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college has also subscribed services of **e-Shodhganga**, which is a digital repository of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made available in open access. These services of e-resources are accessible for students, researchers and faculty of the college; and other beneficiaries who have a liaison with the college library.

It is functional with proper internet and Wi-Fi connectivity. The library provides services like Computerized issue/return, New arrival display, subscription of journals- Print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. All the students and faculty are allowed to access internet free of cost. The college has appointed a full time librarian, one assistant librarian and two library attendants. Proper maintenance of registers is done from time to time. The library is fully AC and under CCTV surveillance security.

Library Resources:

Name of Resource	No.
Books	16063
e-Books	1,90,000+ Via NLIST
Journals	24
e-Journals	6,000+ Via NLIST
Magazines	18
Encyclopedias	216
Dictionaries	118
Newspapers	07
Reference Books	539
Theses & Dissertations	310
CDs	262

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers **free Internet access** with high speed broadband, Wi-Fi facilities which are required by students, research scholars, and faculty for conducting research, writing research papers, other research oriented activities, etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (**N-LIST**) under **ID 7797**, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than **6,000 e-journals and more than 1,90,000 e-books**. The college has also subscribed services of **e-shodhsindhu, e-Shodhganga**, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability of e-resources in open access. The students, researchers and faculty of the college

The college library provides remote login facility of to all undergraduates (4 years B.A.- B. Ed. Integrated, 2 years B.Ed.), Postgraduate students (3 years B. Ed.- M. Ed. Integrated, 2 years M.Ed.), students of Diploma (PGDCATE) and the faculty members to access digital resources online subject to following conditions: -

- Users can access online journals and e-books as per guidelines (rules) created under e-resource access policy and remote access policy.
- The information retrieved from these e-resources through remote/campus access facility is used only for educational and research purposes and not for any commercial gains.
- If a user is found violating the above-mentioned conditions, he/she is liable to face strict disciplinary action as decided by the Principal of the college.

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

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

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

Response: A. Any 4 or more of the above

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

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

Response: 2.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.69	2.84	0.79	1.46	1.35

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

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

Response: 6.07

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

Response: 779

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

Response: 958

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

Response: 672

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

Response: 819

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

Response: 718

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

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus.

- The college has 15 classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors.
- There are 98 computers in the college which are loaded with latest versions of essential software. The installation of anti-virus periodically, formatting of computers and replacing of hardware is done timely. However, for any major damage, computer technicians and service providers are hired for the up keeping and replacement.
- To meet ICT needs, the college was using BSNL broadband and has recently upgraded its internet connectivity by installing net+ broadband internet connection. The available bandwidth for net+ is 200Mbps and for BSNL is 10Mbps. The college provides free Wi-Fi facility to all stake holders.
- The college library is partially automated with “E-governance” software set-up by HertZest i-Technologies and operates under the “Open Access System”, which gives a user friendly interface for accessing e-resources. The college has subscribed services of N-LIST under ID 7797, which provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college has also subscribed services of e-shodhsindhu, e-Shodhganga, which is a digital repository of Indian e-theses and e-dissertations.
- The Khalsa College Charitable Society (KCCS) has established a “Studio” for e-content development for the faculty and has also appointed technical staff for recording and editing of the

content.

- With a view to promote education, rich Punjabi culture and heritage, the Khalsa College Charitable Society (KCCS) launched KGGC TV in July,2020. This web-based TV focuses on educational seminars, conferences, cultural and spiritual activities related to all 18 educational institutions under the society.
- The college has its own youtube channel (KCE RA OFFICIAL) which is regularly updated. The users can go and find the digital resources as per their need.
- The administrative office uses “E-governance” software and wi-fi/LAN facility for admission, fee collection, get student’s results, maintenance of accounts. The college shares official letters, documents related to the students, teaching and non-teaching faculty with the management of the college through “e-governance” software.
- The college uses enhanced Biometric attendance and recording system for teaching and non-teaching staff that offers an advanced verification of human identity for recording the daily attendance.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 6:1

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

4.3.3 Internet bandwidth available in the institution

Response: 210

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

Response: 210

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 81.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
37.10	50.57	39.1	35.59	29.69

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

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

Response:

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads and concerned members discuss these issues with the principal.

The classrooms are laid out with adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment and are also equipped with fire extinguishers. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy. Stock registers are maintained for every laboratory. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Both computer laboratories have adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. Free access to internet is provided to faculty and the students.

The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After

that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

The college campus is maintained by the maintenance committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing and water tank etc. is maintained on daily basis. In case of disruption in power supply, the diesel generator having a capacity of 22KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called.

Sports Committee takes the responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students. The maintenance of the sports courts, playgrounds and gymnasium is done on regular basis.

The green cover of the campus is well maintained by full time gardeners appointed by the college. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. are done by supporting staff who are made available during day time in all days.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 55.15				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
35	41	162	170	176
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 16.07				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 36				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.	
File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)				
Response: 23.98				
5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
4	76	52	67	55
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Copy of certificates for qualifying in the state/national examination	View Document			
Paste link for additional information	View Document			

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning
Response:
The institution has a student council led by student representatives. The student council has members from different college committees. Optimum administrative and academic growth of the institution requires genuine participation of the students. Developing comprehensive programmes to pursue this participation

is the sole aim of student-teacher committees which significantly affect the smooth functioning and growth of the institution. The list of committees including intern teacher representation is:

1. **Discipline Committee:** Discipline Committee has been formed to take care of the student discipline and its related problems throughout the year during regular classes as well as on the various events. Class representatives are appointed for different classes for the maintenance of discipline in the institution.
2. **Cultural committee:** Organizing cultural events in the college, conducting morning assemblies and youth festival preparations. Yearly festivals such as zonal youth festival (2018-19), Guru Nanak Dev University were hosted by this institution.
3. **Library Committee:** Formulating the norms for issuing of the relevant books, updating of library resources, purchase and upgrade of software and enhancing of library services. It also considers suggestions from student council representatives for the improvement of library services.
4. **Internal Quality Assurance Committee:** IQAC committee is formed to initiate, plan and supervise various activities to increase the quality of education imparted in the college.
5. **Sports Committee:** Encouraging participation in sport activities and organizing sport events. The committee organizes sports day every year, in the institution and take the students to different colleges to participate in various sports events.
6. **Grievances and redressal committee:** The functions of the committee are to look into the complaints lodged by any student/teacher and judge its merit. The committee is also empowered to look into the matters of harassment, if any. Anyone with genuine grievance may approach its members in person. As per the 3rd Amendment of UGC Regulations on “Curbing the menace of Ragging in Higher Educational Institutions, 2016 ‘Zero tolerance’ policy is adopted.
7. **Curriculum development committee:** This committee invites suggestions from student teachers for modification and refinement in the existing curriculum.
8. **Campus cleanliness and beautification:** Maintaining the clean college environment sets a good example to students. Campus cleanliness and beautification committee works for it and motivates student teachers for the same. The committee supervises general cleanliness, support facilities like notice-boards, drinking water, waste management and other facilities for students.
9. **Alumni Association:** Alumni Association plays an active role in voluntary programmes like mentorship and scholarships in their areas of expertise. It also helps students get placed at their respective organisations.

All the committees hold meetings and table their recommendations through proper channel to the Principal for approval and execution of the same, in best interest of the institution.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

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

Response: 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	10	7	10	10

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

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

Response:

Khalsa College of Education, Ranjit Avenue, Amritsar is a premier institute under the illustrious Khalsa

College Charitable Society, Amritsar. It always strives towards excellence in overall development of its students to become professionally sound human resource of the country. In line with the traditions of premier colleges of India Khalsa college of Education, Ranjit Avenue also has a highly competent and active Alumni Association. It was established in 2005. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution.

The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged.

An awareness programme titled Global warming and Eco-friendly campaign was organized by the institution with the help of alumni association.

Extension lecture on fitness and health was given by alumni member Dr. Prashant Mehra.

Objectives of the Alumni Association:

- To motivate newly admitted students by fostering strong relationship with them and enhance their awareness over the applied aspects of education and training.
- To advise the teaching faculty to tweak the institutional curriculum enough to bring about positive changes in outlook of outgoing students.
- To attend various institutional activities like seminars, in-house discussions, lecturette to share, impart, discuss important tips on management in professional capacity.
- To organize and establish scholarship funds to help the needy and deserving students.
- To advise regarding placement and absorption of employable students as well as extending full support for the same.

o

Sr. No.	Name of the Alumnus	•	o
1.	Mr. Ajaypal Singh	1.	Window AC
1.	Ms. Navkeerat Kaur	1.	Sofa set
1.	Dr. Prashant Mehra	1.	Split AC
1.	Ms. Rajeshwari Sachdeva	1.	o
1.	Ms. Manjot Kaur	1.	Colored Printer
1.	Raghav Mehta	1.	Book racks

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	3	2	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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

Response:

Alumni Association of Khalsa College of Education, Ranjit Avenue, Amritsar plays crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, muster resources, organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lesson for classroom teaching, writing of synopsis, paper presentation, and also participation in personality oriented events like debate competition and performing arts etc. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, plan internship and provide donations and accommodations. E-content development and extension of various online services to students for example website registration readily available notes and lectures as well as conducting online examinations smoothly. Feedback of members plays a very vital role in filling the lacunae in curriculum left unnoticed. This association works as ultimate watchdog who keep the institute on track to meet preset targets in a time bound manner. Few examples of task performed by members are enlisted below to give an insight into alumni associations' role to support the institution:

Gurpreet Kaur (teaching research as teacher educators) , an alumnus, delivered an extension lecture to give tips regarding research specially on, '*How to write synopses*' to M. Ed (Sem II) and B. Ed / M. Ed Integrated (Sem III) students in Rendezvous Meet held on 2nd March, 2019. She discussed ways and means to derive logical conclusions of research conducted and summarize the results in the dissertation. Students posed lot of questions related to the subject which were answered to their satisfaction.

Raj Anmol Kaur, Principal, Sri Guru Gobind Singh Public School, Chheharta invited as a special guest on the occasion of Orientation Day of 2017 interacted with new students and discussed about tests like TET, CTET, a pre requisite for landing a teaching job in Govt. schools.

Extension lecture on 'Fitness and Health' was delivered by alumnus Dr. Prashant Mehra in coordination with Arun Sharma (ASI, CID).

Alumni members Dr. Parshant Mehra, Poonam Sarkaria, Monika and Poonam, Rajeshwari Sachdeva, Manjot Kaur, Gurpreet Kaur, Ajaypal Singh, Navkeerat Kaur, Pooja, Viney Vaid share their feedback on performance of students in skill in teaching final discussion lesson to iron out any shortcomings.

Kushagr kalia one of the students who won singing reality show on a popular Punjabi TV channel was invited by **Dr. Prashant Mehra**, our alumnus, and principal of Ajanta Public School, Amritsar and felicitated for his achievement and providing motivation to budding talents.

Annual Youth Festival preparatory rehearsals were always attended by alumni members for constructive feedback and to ascertain level of preparedness. **Mr. Raghav Mehta and Ms. Ishpreet Kaur** mentored the youth festival preparations.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION STATEMENT

Our vision is “the **holistic development of teacher trainees and teacher educators** to give new direction to the society”. The college focuses at developing competencies among students and chisels their **professional skills** to turn this vision into reality. With the rare amalgamation of the **Indian cultural traditions and modern technologies**, the college aims at creating the best human resources reservoir to produce world class professionals and citizens.

MISSION STATEMENT

As a leading Institute of Teacher Education in the region, our mission is to provide **quality rather than quantity** teachers in the society. ‘Education’ is synonymous with ‘liberation’; liberation from **all hackles**, liberation from **all vices**, liberation from **cruel customs and unjust traditions**. The college expends all its resources, human as well as material to prepare **passionate, innovative, secular, and humane** teachers with commitment to excellence and professional outlook.

Nature of Governance and Perspective plans

The institution follows a **democratic and participatory mode** of governance with all stakeholders participating actively in its administration. The Khalsa College Charitable Society delegates authority to the Principal of the college who, in turn shares it with the **different levels of functionaries** in the college. The **Coordinators and Teachers In-charge** of various committees and cells along with the non-teaching staff and students work in tandem and play an important role in determining the institutional policies, perspective plans and implementing the same.

Furthermore, faculty of the college play an important role in implementing the **vision and mission** of the college and to that end play a proactive part in decision-making process. **Various cells and committees** are instituted for the day-to-day functioning of the college. Some of these committees are the **Academic Committee, the Examination Committee, the Admission Committee**, etc.; they enjoy considerable administrative and academic autonomy in running their disciplinary part of the committee.

In the preparation of the Perspective Plan, **IQAC** of the college has taken initiatives to obtain Inputs from all stakeholders viz, the **management, Principal, the faculty, the administrative staff, students** of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders’ expectations, management **policies, goals and objectives** and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan.

Considering the background of our college as an institution imparting quality education in teacher

education, the College IQAC has identified the **broad aims of perspective plan** as follows:

- To create an enabling **academic environment** for students embedded with sincerity, discipline and commitment;
- To mould **humane citizens** of the nation;
- To establish **globally the brand image** of the college;
- To emerge as a **model college** for teacher education.

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

6.1.2 Institution practices decentralization and participative management

Response:

Khalsa College of Education, Ranjit Avenue, Amritsar practices **decentralization and participatory management** in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the **extensive delegation of authority** to the Principal then to **Coordinators and teachers in-charge** of the various cells and committees in the college.

The following **committees and cells** are operational in the institution to implement various activities:

- Academic Committee
- Research Committee
- Anti-Ragging Committee
- Admission Committee
- College Discipline Committee
- Library Committee
- Examination Committee
- Sports Committee
- Internal Quality Assurance Committee
- Cultural Committee
- Curriculum Development Cell
- Grievance Redressal Cell
- Placement and Career Counseling Cell
- Energy Conservation Cell

- Internal Complaint Cell
- SC/ST/OBC and Minority Committee etc.

The ways in which coordinators and teachers in-charge of different cells and committees participate in the Management Process is as follow:

- The **Principal** of the college oversees the activities of various committees and cells.
- **Academic committee** is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.
- Academic committee often takes the lead in planning **seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises.**
- Academic committee is at liberty to **introduce creative and innovative measures** for the benefit of the students.
- **Cultural committee** organises all the functions and morning assemblies in the college.
- Examination committee prepares **date sheet and conducts two house tests in a semester** and prepares internal assessment of students.
- IQAC does the **planning and evaluation** for quality assurance in the college and organises meetings periodically, throughout the year.

The committee meetings are held as and when required for the implementation and organisation of certain activities.

Participative Management

Planning and Development: Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by **Khalsa College Charitable Society, Amritsar**. For salary, salary- module of **e-governance** is used to prepare salary and upload salary slips. It keeps the record of all personal details of employees. **Academic calendar** is pre-planned and implemented with the approval of charitable society and is uploaded on the college website.

Administration: The administrative activities involve maintenance of records related to

infrastructure, faculty, support staff and students, inventory etc. of the college through e-governance. **Service books** of the faculty members are updated. Inventory of the college is also maintained on e-governance.

Finance and Accounts: **Day- to- day transactions, vouchers and bills** are saved and compiled on e-governance software. The institution has been using e-governance to maintain and manage the inflow and outflow of the finances.

Student Admission and Support: During the **admission time**, complete details of student i.e. **personal data, qualification, fees deposit** etc. are saved in the e governance software Students can avail Scholarships granted by Khalsa College Charitable Society, Amritsar on the basis of merit, fatherless cases, academic and co-curricular excellence and in sports category.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Institution conducts **internal and external financial audits** regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all **financial transactions** with the supporting documents and approval of proper authority for each financial transactions. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue **audit report** to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the **Auditor** and Management. Based on the audited financial statements, auditors issue “**Audit Report**”

Transparency is also followed in academic functioning of the college. All the guidelines given by **GNDU and UGC** are followed. Before the commencement of the session, college academic calendar is prepared and all the **academic and non academic activities** are scheduled before hand. It is circulated to all faculty members. **Time tables and work load** are also prepared and circulated too. Greater use of technology is encouraged to enhance **teaching- learning process** Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least two house examinations are conducted before the students appear in the final examination conducted by the university. There is an **Examination coordinator** who takes the responsibility of submitting the student applications for the exams, prepares date sheet, manages seating arrangement, maintains the record of absentees and also prepares the question papers. The examination coordinator works with examination committee of the institution to complete the examination process smoothly.

The **results of students** are also uploaded on **college website**. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations.

All the Administrative activities are also **fair and transparent**. Every activity related to purchase and accounts is uploaded on **e-governance**. All the records of students’ **admission work, examination work, purchase, accounts** and inventory are maintained on e-governance. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by affiliating university. **Admission processes** of various courses are based upon previous merit of the students.

Library is partially **automated** e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college. The classification and **cataloguing of books** is ensured with proper maintenance of books, journals, periodicals and newspapers.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The institutional Strategic plan is effectively deployed

The extensive goals of Perspective Plans are associated with Khalsa College of Education, Ranjit Avenue, Amritsar that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

One Activity successfully implemented based on strategic plan:

In this contemporary technological world, our college also played a vital role. The staff of college is committed to use ICT in education. On this strategic plan, the staff of our college was also involved in E-content development in e-PG-Pathshala. e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. e-PG-Pathshala is a portal/app developed by the CIET, and NCERT and launched in November 2015. It hosts educational resources for teachers, students, parents, researchers and educators, can be accessed on the Web, and is available on Google Play, App Store and Windows. Staff of college was involved in developing e- content for e-PG Pathshala that was related with Educational Administration.

Name of the teacher	Name of the module	Platform on which module is developed	Date of launching
Dr. Surinder Kaur, Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	ePG EDN 13.1, 13.3, 13.19, 13.25, 13.27	CIET, New Delhi	20/4/2016
Dr. Mandeep Kaur, Associate Professor, Khalsa College of Education, Ranjit Avenue,	ePG EDN 13.2, 13.8, 13.20	CIET, New Delhi	19/4/2016

Amritsar				
Mrs. Avneet Kaur, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.4, 13.10	CIET, New Delhi	20/4/2016	
Dr. Ruchi Bhargava, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.5, 13.7, 13.11	CIET, New Delhi	22/4/2016	
Ms. Gagandeep Kaur, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.6, 13.16, 13.18, 13.28	CIET, New Delhi	21/4/2016	
Ms. Harpreet Kaur, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.9, 13.17	CIET, New Delhi	21/4/2016	
Ms. Rimalpreet Kaur, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.12, 13.23, 13.24	CIET, New Delhi	21/4/2016	
Dr. Satnam Kaur, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.13, 13.14, 13.21	CIET, New Delhi	20/4/2016	
Dr. Gurmanjit Kaur Bhullar, Associate Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.15, 13.26	CIET, New Delhi	19/4/2016	
Ms. Navdeep Saini, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.22	CIET, New Delhi	01/4/2016	
Ms. Pooja Sharma, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar	PG EDN 13.30	CIET, New Delhi	01/4/2016	

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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

Response:

Policies: College has well defined policies related with different running programs. This College has autonomy for policy making but it should abide by the rules of management governing council. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research & e-governance, divinity and extension activities etc. which make their policy by periodic meetings with principal.

Administrative Setup: Khalsa College of Education, Ranjit Avenue, Amritsar has a well-defined organizational structure. The College is managed by Khalsa College Charitable Society. Our Governing Council reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. E-governance of college is the best example of transparent administration, as each action related with the college is uploaded on the portal like salary, inventory, student record, finance etc. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of House Test and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

Service rules: All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others. To make the system more transparent all these parameters are also uploaded on e-governance.

Appointment: Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, GNDU Amritsar. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

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

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee etc.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes.

The college celebrated 550th Birth Anniversary of Guru Nanak Dev Ji during the academic year (2018-19). Several programmes were organized to celebrate the memorable occasion in the college. A committee was constituted under the guidance of the Principal at the institutional level to chalk out and execute the programmes.

A series of meetings of teaching and non-teaching staff was convened and it resolved the outlines of the programmes to be organised in the year 2018-19. The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management.

The 550th Anniversary of Guru Nanak Dev Ji was inaugurated on 4-2-2019 and several extension lecture series and other special programmes were organised for the celebration.

The committees formed exclusively for the celebration of 550th Birth anniversary of Guru Nanak Dev Ji worked effectively in organizing several programmes such as

- Morning Assemblies dedicated to Shri Guru Nanak Dev Ji's Philosophy and teachings
- Extension Lectures by renowned personalities.
- Visit to

1. Sultanpur Lodhi
2. Manikaran Sahib

- Two days Art Workshop depicting four Udasis of Sri Guru Nanak Dev Ji
- Live performance to mark the 550th Parkash Gurburab of Sri Guru Nanak Dev Ji

Light and Sound shows held in various schools and Colleges.

- Essay writing and Calligraphy competition in Gurmukhi Lipi for school students.
- A National Seminar on the Philosophy of Sri Guru Nanak Dev Ji
- Publication of a book on the Philosophy of Sri Guru Nanak Dev Ji
- Bhog Sri Akhand Path Sahib and Kirtan held in our college.

On the basis of several meetings various programs were successfully implemented.

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

6.3 Faculty Empowerment Strategies

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

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff.

- Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and

fitness, post office schemes etc.

- Medical checkups of teaching and non- teaching staff on discounted rate by Khalsa College Charitable society
- Yoga camps are organised from time to time
- Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences
- Staff achieving State and International award are felicitated by the institution
- Increments upto Rs 2000 per month on award of Ph.D and considerable increment is given to faculty completing NET.
- Research facilities are available for teachers pursuing their Ph.D.
- Fee Concession is provided for wards of the staff studying in the college.
- Gratuity is provided for Employees after completion of 5 years of service as stated in the administrative and service manual.
- Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund.
- Staff can avail vacation leave, 20 days of Casual leave, Earned leave, Medical leave, and Sick leave.
- Ladies teaching and non-teaching staff can avail maternal leave for 3 months.
- Festival bonus for non teaching staff.
- Staff Tour is sponsored by the management every year for teaching and non-teaching staff.
- Faculties can avail loan from the bank with very minimal charges and repay the loan in easy installments.
- Salary-in-advance can be availed by staff in need.
- Laptop facility and Data Card Facility to teachers based on their role and position.
- Staff is allowed to use college ICT facilities for their research work.
- Free Uniforms are provided to housekeeping Staff.
- Withpay leave facility for attend Pre-Ph D coursework

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 56.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	17	13	22	12

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

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 34**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	13	5	4	6

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 48.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	14	10	16	5

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the **UGC regulations** for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and non-teaching staff. The performance of each employee is **assessed annually** after completion of one year of service. The objective is not only to objectively evaluate the performance as per **established norms**, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the **Performance**

Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their **academic qualification , research experience and training ,worked on research projects** or carried out, **publications** : published papers in journals , book publications , **chapter published** in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, **courses taught** ,duration .Evaluation experience includes: paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and **membership of professional bodies** or societies are also recorded.

The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned **additional duties and responsibilities**, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The **PBAS Proforma** filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all **non-teaching staff** are also assessed through annual confidential reports and annual performance appraisal.

The various parameters for non teaching staff members are assessed under different categories i.e. **Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting , efficient organisation of documents and technical abilities** . Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted **promotions and financial up-gradation**. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institution has a mechanism for **internal and external audit**. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. **Qualified Internal Auditors** from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

The institution has online financial data system connected to its own management i.e. Khasla College Charitable Society, Amritsar. Hence, every income and expenditure has an **internal check and internal audit**. Then periodically internal auditors do internal audit verifying the related receipts, vouchers, ledger postings etc. and the external audit is also done by auditors by an authorized C.A.. The system of maintaining accounts except petty cash is done by bank transactions thus ensures internal check and balance of accounts.

Furthermore the Institute's accounts are routinely audited by a Chartered Accountant in compliance with government rules. The **external Certified Chartered Accountant audits** the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly. The institution utilizes its **resources in its optimal format**. The college embarks funds for various heads. The best alternative is opted. If additional expenses surpass the budget proposals, the governing body takes special measures.

So far there have been no major findings / objections. Minor errors of omission and commission when pointed out by the audit team are **immediately corrected / rectified and precautionary steps** are taken to avoid recurrence of such errors in future. If any observations / objections are reported in the audit report submitted by the external auditors, such complaints are investigated by the institute's separate committees consisting of the department of accounting, the internal auditor, and any other member nominated by the Principal.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 81300

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

2020-21	2019-20	2018-19	2017-18	2016-17
150000	133000	32500	26000	65000

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

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

Response:

Institutional strategies for mobilization of funds:

The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like **UGC, MHRD, NCTE** etc. The Institution and faculty apply for various projects and developmental schemes announced by these funding agencies.

The college mobilises funds for its regular activities from various agencies. The college generates financial resources through **its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives.**

The parent institution helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students. The IQAC committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their **optimal utilisation.** The college has tried to generate funds in the form of **money and material objects.** The college has very transparent mechanism of **auditing** and a specific committee for utilising this grant and resources.

The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. **Students' tuition fees** is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the **philanthropists, industrialists and other donors.**

Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It has

prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the **college management** for the maintenance of the laboratories and classrooms. The received funds are collected and used through the **Cheque, RTGS or NEFT** mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and up-gradation, student development and necessary equipment for the skill based courses. Each and every single rupee received, is spent using **proper channels, such as quotations, e-trending, discussion with consent of committees and Cheque or on- line payment system.**

Optimal Utilisation of Resources:

1. Institution Budget: Every year **annual budget** is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of **academic department, research activities, computer lab, psychology lab, Library and sports.** As per budget the Principal proceeds with the planned activities.

2. Purchase Committee: The committee considers requirements from all the departments, **invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed.** The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources.

3. Accounts and Audit: All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts **external and internal financial audits** by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

In the pursuance for **quality assurance, quality up-gradation, assessment and accreditation, and institutionalization** the college established the **Internal Quality Assurance Cell on 08-08-2008.** As soon

as the IQAC was established in the college in 2008, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the **quality culture** in its all spheres of the college activities by channelised efforts towards promoting **holistic academic excellence**. The IQAC monitors the implementation of **vision and mission** of the college. IQAC prepares perspective plan of development for the college and execute it in a **strategic plan** of every year. It has been trying to institutionalise number of **quality assurance strategies** such as **digitization of academic and administration facilities, gender equality, strengthening extension activities** etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several **curricular, co-curricular and extra- curricular** activities.

From **2008** onwards, IQAC was constituted with the following goals

- **Communication of information** on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution.
- Documentation of the various activities leading to **quality improvement**.
- Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Preparation of the **Annual Quality Assurance Report (AQAR)** to be submitted to NAAC based on the quality parameters.

The institution would like to high light the following activities of the IQAC:

- Feedback from **Students, Parents, Employers, Alumni, Principals and Teacher Educators**
- Improved **teaching-learning** and evaluation process
- Effective delivery of **curriculum** and enhanced usage of ICT tools
- Establishing/introducing more **Under Graduate and Post Graduate Teacher Training Programs**
- Organising **Seminars/Workshops/Conferences** and Endowment lecture series
- Recognizing and felicitating distinguished **alumni**
- Organizing **staff training** programmes

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the **teaching learning process, structures and methodologies of operations** in the institution and strived hard for its reforms.

Adequate space in **classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities** in classrooms, labs and the library are ensured before the commencement of every academic year.

A good number of faculty participation in **syllabus revision workshops** enhances the preparedness for effective teaching learning in the classrooms.

Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like **compulsory/elective/add-on/remedial etc.** on one hand and schedules of **co curricular and extracurricular** activities on the other.

The IQAC is also keen on **teachers' training and retraining workshops** organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices.

The most commonly used methods are **projects, internship, field visits and ICT based teaching including LMS like Google Classroom.** For further enhancement, many faculty members prepare specialized tools such as **workbooks, practical handbooks, blogs,** etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.

Designing and conduct of free of charge or affordable, need based **add-on courses** is also a regular practice to bridge the gap between the university curricula and the market demands.

Students as stakeholders are also included in reviewing the teaching learning process by getting **feedback** from them in prescribed format once in each semester.

In addition, the college calls **parents' meetings.** The parents are invited to the college for a discussion with the teachers in the presence of the students. During such meetings, the **teachers share with the parents their observations** about the **studies and behavioural patterns** of the student. Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the IQAC. The course wise **analysis of results** of the university exams is also taken as one of the reflections of the attainment of course outcomes.

As a quality measure, **academic audit** is also conducted by college and reports to be sent to Khalsa College Governing Council. IQAC takes review of the activities carried out by **different committees** periodically and suggests changes, if any, so that the **effectiveness** of teaching learning process shall enhance.

The success of this effort is seen in form of number students getting **university ranks, and other research competitions,** placement in organisations within and beyond state and high rate of progression along with **higher percentage** of result. Some quality-enhanced measures taken by college are:

- High Performing students are paired with the low performing students to achieve desired learning

outcomes

- Delivery of Demonstration lessons by high performing senior students to juniors
- Participation in various Co-curricular activities.
- ICT usage in teaching-learning process.
- Tutorial Sessions for high Achievers.

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

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

Response: 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	18	21	11	9

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality

Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

Response:

ACADEMIC INITIATIVES

- Up gradation of computer lab with new purchased computer systems
- Psychology lab was upgraded with new psychological tests and new computer system with Wi-Fi facility
- Smart board for effective teaching learning environment is installed in Technology Lab
- Value added courses have been introduced by the college.
- College website has been redesigned
- College library is upgraded with new books of different teacher training programs
- Preparation of time-table as per the guidelines of academic calendar.
- Faculty uses techniques like team teaching, role playing, project method, ICT-based teaching and flipped classroom through well equipped classrooms and laboratories
- Organised various extension lectures/ workshops/ seminars for creating general awareness and enriching knowledge of the staff
- Faculty members are encouraged to conduct research in field of education
- Faculty members are encouraged to participate in Refresher/ Orientation/ Induction training program for their professional and personal growth.

Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Computer Training for Non- teaching staff
- Yoga training for stress management
- Soft skill training
- Staff are encouraged to attend workshops and training program

Two examples

1. Updation and strengthening of E-Governance system

The implementation of **e-governance in planning and development** started in **2014**. The e-governance maintains the administrative activities that involves maintenance of records related to **infrastructure, faculty, support staff and students, inventory** etc. of the college. For **salary, salary module is used to prepare salary and upload salary slips**. It keeps track of all personal details of employees.

Fees record of students, salary and increment records of faculty and non-teaching staff and maintenance of admission records of different teacher training programs.

The Institute has already taken various steps for implementation of e-Governance in Finance Accounts i.e. **Online salary payment, Online deposit of PF/ESI , Online deposit of TDS ,Online approval of leaves, Online pay slips and leave records of staff Student** . All data of the students i.e. personal details, date of admission, status of fees etc. are available on e- governance website.

2. Got Affiliation of two new degree programs

For keeping the excellence alive, the college got affiliation of **B.Ed.-M.Ed. (Three years integrated course)** from session **2018-2019 with 50 seats**. In the year **2018-2019** the college got affiliation for **B.A-B.Ed (Four years integrated course)**. In 2019-2020 it started with 100 seats.

These courses are affiliated by **NCTE**. The **B.Ed.-M.Ed. (Three years integrated course)** is to prepare educators to work as adaptive experts and transformative intellectuals. The main aim of **B.A-B.Ed (Four years integrated course)** is to prepare the students by providing **theoretical and practical knowledge** in terms of teaching methodologies and other pedagogies.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution's "**Energy Conservation Cell**" resolves its energy conservation policy with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of '**Discipline Committee**'.

Policy Statement

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Policy Objectives

- To promote awareness to increase and encourage **minimization of energy waste**.
- To ensure realistic and comprehensive reduce of energy to **save energy usage cost**.
- To improve energy efficiency through consistent, safe and secure methods.
- To ensure safe handling and minimize wastage by facilitating repair and reuse.
- To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.
- To assure **acceptable indoor air quality and natural light facility**.

Action Plan

- **Extension lectures** of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage minimisation of energy waste.
- **Periodical meetings** of **Energy Conservation Cell** and **College Discipline Committee** regarding orientation of rules, regulations, facilities and observations.
- **Well-designed building** to maximize the use of **natural light and ventilation**.
- **Sensitization** of staff and students to **turn off lights /fans** when not in use.
- Air conditioners are used only when necessary.
- Use of modern more **cost-effective LED lights**.
- High wattage conventional CRT monitors have been replaced by **TFT/low power LCD monitors** in all the laboratories and offices.

- Preference to **outdoor games, open gym** facility for both students and staff
- Preference to **Energy-efficient Appliances with Timers and Energy Star Ratings** which consume less energy like Split AC instead of Window AC, 4-Star Rated Refrigerator and Microwave, etc.
- Floor-wise **master switches** for each room to shut down power of entire room when not in use.
- The **new Academic Block** under construction is also more energy efficient with **highly structured building, low-energy LED lighting**, etc.

Use of alternate sources of energy for meeting its power requirements

- The institution has **the facility of Solar Energy with 120 kwp Rooftop Solar PV System as an alternate source of energy in Block III**. The electricity generated through this plant is first sent to Government Electricity power house then the institution consumes the power sent by the Grid according to its consumption.
- The new **Academic Block under construction is also equipped with Roof Top Solar PV System**.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Our institution realizes **sustainable and holistic waste management** essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The institution's "**Waste management Cell**" resolves its '**Waste Management Policy**' with **objectives and action plan** in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college '**Beautification Committee**'. The **responsibilities** and organizational arrangements for this Waste Management Policy **lie with** a variety of personnel within the college i.e. **Principal, staff and non-teaching staff, students**.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It **applies the motto, to reduce, reuse, recycle and recover** waste products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.

Policy Objectives

- To ensure that **waste management** is performed in **accordance with all waste**.
- To **minimize waste generation** at source and **facilitate repair, reuse and recycling**.

- **Disposal** of wastes in a **cost effective manner**.
- To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.
- To promote environmental awareness in order to increase and **encourage waste minimization, reuse and recycling**.
- To invest into the expansion of recycling opportunities in the college and **transform waste into value added products**.
- To ensure the **safe handling and storage of wastes** in the college.
- To provide **appropriate training and code of conduct** for staff, students and other stakeholders on waste management issues.
- To promote holistic approach of waste management in the campus.

Action Plan

The Institution takes following significant initiatives for waste management.

- **Extension lectures** of persons with expertise in the area to promote awareness about waste management **in order to minimize waste management issues**.
- Periodical **meetings of Waste Management Cell and College Beautification Committee** regarding **orientation of rules, regulations, facilities and observations**.
- **Cleaning/waste management facilities** are provided and looked after by **beautification committee**.
- Procedures are adopted to **dispose obsolete and unusable items** preventing accumulation of junk and allowing **optimum utilization of space**.
- Use of paper for routine correspondence is discouraged; **notices, order, circulars**, etc. are issued electronically **through e-mail or e-governance**.
- Extreme care is taken in **disposing e-wastes**.
- **Different colored Waste Bins** across the campus are placed at strategic locations and every lab maintains separate bins for wastes.
- **Safe disposal of hazardous waste** which cannot be recycled or reused is adopted depending upon waste category.
- **Vermi- composting** to use biodegradable waste collected from the campus.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

The institution following the motto **Reduce, Reuse and Recycle**, took subsequent steps in the above mentioned context.

Cleanliness and Sanitation

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall **purity of 'Body, Mind and Soul'**.

Initiatives:

- Organisation of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '**3R's- reduce, reuse and recycle**' policy to avoid clutter in campus.
- '**Cleanliness Drives**' such as picking up litter in and around the college, cleaning labs and classrooms, performing plays on cleanliness during assemblies.
- **Drawing and poster competitions, slogan competitions**, etc.
- Cleanliness activities as part of **community service under NSS scheme**.
- Removal of the broken, waste and unusable material.
- **Workshops and interactive sessions on reuse and recycling of waste materials** in and outside the campus.
- **Mass pledge** by students and staff members **for maintaining cleanliness in and outside campus**.
- **Posters and instruction boards** displaying habits of cleanliness.
- **Tutorial Display board with news, quotes, thoughts**, etc. on hygienic lifestyle.
- **Discussions in tutorials** to share ideas on cultivating habits of cleanliness in daily life.
- **Interactive sessions with experts** on the importance of clean water, decent toilets and good hygiene.
- **Skits** on theme **save water** in tutorials and assemblies.

Green Covers and Pollution free environment

Our College also makes efforts to spread awareness among the students regarding pollution free environment with following activities:

- Entire campus has three well maintained lush green gardens having **approximately 1,000 trees and plants**.
- Every year '**Tree plantation**' is carried out to increase green cover.
- Instructions to **turn off the lights when not in use**.
- **Recycle and reuse of waste papers**.
- **Minimum use of plastic bags** in the campus.
- Use of **fans instead of Air Conditioner** most of the time.
- Participation in **cycle marathon** for awareness regarding pollution free environment.
- Choreographies on theme '**Importance of Trees**' in morning assemblies.
- The students learn to **reuse plastic grocery bags** for other purposes like to **grow plant seedlings, to store old clothes and books, to make doormats**, etc. in best out of waste workshops.
- Presentation of "**Plant-Saplings**" to invited guests.
- Joining of '**carpool**' by the staff members and students to save fuel and reduce its cost.
- **Use of own ceramic cups** at college by teachers in order to avoid using disposable cups to

maintain hygiene and reduce environmental waste.

- Encourage senior students **not to throw away their notes and books** at the end of the semester, rather **donate in the college library** or their juniors so as to **avoid paper wastage** and energy.
- **Plantation drive during teaching practice.**
- **‘Print little’** promotion with **paperless office** and the continuation of **E-governance practice** by the management.
- Maintaining **carbon neutrality through ‘Plantation Move’** by NSS students inside and outside college campus.
- Celebration of **‘World Environment Day’ with the theme, ‘Reduce, Reuse and Recycle’**

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

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

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary

component during the last five years (INR in Lakhs)**Response:** 12.39**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.01	5.28	10.10	6.02	3.77

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making **experiential learning as an integral aspect of teaching learning process.**

Initiatives:

- The **curriculum of teacher education** training program includes topics to **address Environment and Sustainability, Social issues**, which strengthen the students' affinity to the environment and provide them content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to **first-hand experience**, for example; **Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste, Seminar on Good and Bad Touch in Internship practicing Schools.**
- Provides opportunities to **work together with neighboring schools and community members** by helping in providing them resources and facilities for use which directly fosters *social connectivity, trust, bond, and network* between students and communities. For example; **Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day,**
- Promoting biodiversity through **energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.**
- Organization of **extension lectures and seminars on Road Safety and Traffic Rules, Swatch**

Bharat, Religious Equality, AIDS and Human Rights Day, etc. to make students aware about the environmental issues, social burning issues. These lectures make a connection to and a responsibility for their local environment.

- Organization of **Cleanliness Drive** to encourage students to clean their local surroundings.
- Students are also assigned **projects on ‘Tree Plantation’ and ‘BetiParadhoBetiBaccaho’**. This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- **Field trips** are arranged to make students aware about the **places and environment around** them and provide opportunity to work with local people to understand their problems.
- **Visits in museum, historical monuments** to make them **familiar about their own culture, history and other cultures and develop respect for their heritage.**
- Institution organizes **culture heritage program, youth fest** to provide our society great artists in different fields.
- Institution **shared resources with the sister institutions** and also work in collaboration with them.
- The Institution **‘strengthens ties with the Community and help the Marginalized’** by **raising relief funds** many a times with the help of staff and students.
- Institution arranged **workshops on English communication skill** for the students from rural background to **bridge the gap between urban and rural** background students and bring the marginalized to main stream.
- Institution **organized and participated in blood donation camp** for social welfare.
- Institution organized **visits to orphanages and old age homes for community service** and developing values among the students.
- Develop a system that **facilitates home-school-community communication.** To fulfill this purpose our institution arranges **alumni meets, assemblies, parent teacher meeting**, etc.

Institution has **linkage with other educational bodies, NGOs** .Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice. Many teachers and students **visit orphanage, slums, rehabilitation centers, schools for disabled and work their voluntarily.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

BEST PRACTICE -1

TITLE: ICT for effective Teaching-Learning

Objectives: To:

- provide access to **authentic ICT resources** and **virtual “space” for learners**
- promote **child centric technological methodologies**
- share contents, assignments, questions, readings and grades online
- enhance **student networking**

Context:

Most significant development- **online teaching-learning** attributed to the impact of Information Technology is a way to ensure effective institutional functioning and blended learning.

Practice:

- **Recorded lectures** and **live lectures** by Faculty
- Use of apps like **WHATSAPP, Google Classroom, Meet, Zoom, Telegram, Messenger, E-Blog YouTube, etc.**
- **Digital Course Orientation**

- **Contents, assignments, questions banks, quizzes, lab manuals and relevant articles, research and current knowledge** are posted digitally
- Submission of assignments in **Google classrooms**
- Availability of **E-journals and e-books**
- **Language lab and communication skill laboratory** to enhance knowledge in the field of communication and writing skills
- **Webinars, Computer based examinations and Web based examination** by students and online **FDP's** by staff
- **Technology lab** cum Seminar hall, equipped with **multimedia and smart board**
- Computer lab **equipped with computers with latest configuration**
- College continuously investigates the advances in ICT and uses innovative ways in supporting teaching and learning process

Evidence of Success:

- **Multimedia presentations, you Tube lectures** by faculty
- **On-line creativities** by **Students**
- **Webinars** attended by faculty and students.
- Launching of **KCGC –TV, a first Web-based TV**
- **Videos, feedbacks, assignment submission, comments** and online fee submission
- **E-governance**

Problems encountered:

- Non-availability of smart phones among rural students

BEST PRACTICE -2

TITLE: Improving Mental Health of students through Counseling

Objectives: To:

- promote good mental health of students
- develop insight about their problems and solution
- develop confidence and make them more relaxed
- aware them of their strengths and weaknesses

- help them in suitable adjustments

Context:

The college follows the “practice of improving the mental health” of its students so that they may get **success, happiness, and satisfaction** in life.

Practice:

- **Guidance and counseling Cell** attached to Psychology Laboratory, helps in maintaining students’ mental health
- **Regular teacher educators with masters in Psychology** help the students to **develop insight** about their problems
- Lab organizes meetings with **Psychologists** and **Psychiatrists** from different reputed institutes of **Amritsar**, with their consent
- Seminars on Autism collaborating with a local specialized institute for Autism and Cerebral Palsy NGO-GICD
- In sessions, experts **guide to look at problems with an objective way**, help them to **know their strengths and weaknesses** without being judgmental.
- Students **explore problems** and **alternative courses of action** to solve problems
- They suggest **strategies for managing and altering patterns** for resetting thoughts and feelings
- Students **talk about** their **stresses, family issues, depression, anxiety, relationship issues, home sickness, identity, loneliness, loss of motivation, pain, problems with food or body image.**
- **Records** are **maintained** in black and white which provide **information to all.**

Evidence of Success:

- Regular **attendance in Counseling sessions**

Problems encountered:

Separate room to hold counseling sessions

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Our efforts to be distinctive must be in **harmony with** our **vision, priority and thrust area**. **Vision** of our institution is ‘the holistic development of teacher trainees and teacher educators to **give new direction to the society**’. Institutional distinctiveness also sets a **central theme** around which excellence is built and that binds the **tie with our rich Indian culture and religion**. With this view, our institution always **celebrates** different **important days of different religions**.

True religion helps man to become passionate, innovative, secular and humane. In accordance with our mission, **the year 2019 was celebrated commemorating 550th Birth anniversary of Shri Guru Nanak Devji**, and many programs were held to tell that this is the high time to focus and understand the secularism, propagated by Guru Nanak Dev Ji.

1. Production and Staging of a light and sound program:

- From 6th April till 27 November, students of Khalsa College of Education Ranjit Avenue, Amritsar, staged self -prepared **light and sound program, “Noor Diyan Pairhaan” (Footprints of Divine Light)** directed by S. Yudhpreet Singh Cheema, Assistant Professor, at different educational institutions of the state and local Art Gallery.
- Live performance by the students of college theatre group **depicting the life history of Guru Ji**, featuring major events right from his birth to his demise.
- This play was largely based on the topic of **female foeticide** and aimed to spread **Guru Saheb’s message of secular humanism** to the contemporary world.
- The students got a stage and dais to develop their **academic as well as professional, cultural, religious, social consciousness, alertness, and responsiveness**. It was also staged in the educational institutions outside Amritsar district.

1. Kirtan Darbar in the commemoration of 550th birth anniversary of Guru Nanak Devji

- To celebrate 550th Birth anniversary of Guru Nanak Devji, the college also participated in the “**Kirtan Darbar**” organised by the Management.
- The students and staff paid their obeisance and overwhelmed by the divine Gurbani.

1. Hosting of Akhand Path and Langar

- Akhand Path (Continuous Recitation) of Guru Granth Sahb was also held in the college premises in this series of religious celebrations. The students and staff recited the path and did the **seva of langar**.

4. Series of lectures on Guru Nanak Devji’s Bani

- Series of lectures were delivered on the topics discussed in *Guru Nanak’s Bani such as environmental concerns, female feticide, women empowerment*, etc. by the invited Resource persons and college Professors.

5. Art workshop

- A national level ‘**Fine Arts Workshop**’ was conducted by the college on the same theme.
- College fine arts students along with renowned artistes from all over India also participated with great enthusiasm.
- **Visits to**
 - **SultanpurLodhi**
 - **Manikaran Sahib**

1. Morning Assembly

- First assembly of session was **dedicated to 550th Prakash Parv** giving message of ‘**Ek Omkar and Ekas ke hum Baarik**’.

Our Institution has its own mission statement accordingly we always try to function uniquely, innovatively and markedly different from other institutions.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

NVAAC

5. CONCLUSION

Additional Information :

College staff is continuously striving hard towards the **development and recording of E-content** for uninterrupted sharing of knowledge during the period of covid-19. In the coming session, the main aim of college is to take-up **major and minor projects from various government agencies and NGOs** to uncover the untouched areas that will make our teaching learning process more effective, job-oriented and practical. To achieve excellence in education, training, research and governance to face the challenges of future. From the upcoming session, the college will be starting new courses **Early Childhood Care Certificate Course** and will follow the new national education policy-**NEP 2020** so that the roots of our education system can be strengthen. The college is also working to get a status of an autonomous college, so; that the college get enormous amount of freedom while conducting the various activities involved in teaching learning process which makes an institution best in class. The college will also focus on getting the recognition from UGC as a college with **potential excellence** and to establish the **research center** which will help in reaching outstanding levels of performance in teaching, research and academic pursuits.

Concluding Remarks :

Khalsa College of Education, Ranjit Avenue, Amritsar established in 2005, affiliated to GNDU, Amritsar and recognized by **UGC under sections 2(f) and 12 (B) in the year 2012** and **re-accredited with 'A' grade by NAAC on September 24, 2014**. Currently, the college offers **B.Ed., M.Ed., B.Ed. - M.Ed. three years Integrated and B.A. –B.Ed. four years Integrated and PGDCA (T.E.)**. With the vision to achieve excellence in Teacher Education, empowerment through knowledge, inclusive growth for socio-economic change, sustainable development, and preparing students for facing global requirements, the college attempts to nurture their competence and creativity through innovations in teaching, learning, research, and extension activities, including the adoption and promotion of knowledge output for human development, women's education, optimum use of infrastructural facilities available participating of all the stakeholders in the development of the college, creation of awareness of human rights value system, cultural heritage, scientific temper and environment. The IQAC reviews the curriculum from time to time according to the dynamic needs of the society by organizing workshops, seminars, and conferences. College provides a platform for skill development by introducing certificate and value-oriented courses. The admission process is transparent and systematic as per the rules and to retain the students with diverse backgrounds. The college has undertaken three minor projects approved by UGC and Non-Government organizations. Also, the management of the college sanctions the seed money for conducting research. The further institute organizes various outreach activities for community development and participates in government initiatives- Swachh Bharat movement, Road safety week, health awareness and collaboration with NGOs, Charitable Society etc., signed MOUs with different education colleges, schools, and charitable societies and has subscribed services of National Library, Information Services Infrastructure, e-shodhsindhu, and e-ShodGanga for Scholarly Content. The institution organizes various career-oriented programs and personal counselling sessions. The relationship with the practice teaching schools is based on the principle of mutuality, complementing each other's roles and honor sensitivities and needs. It goes beyond the sphere of operation of the internship. Green practices and Energy conservation practices are given the highest priority to create eco-friendly rules in the campus.