YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution — KHALSA COLLEGE OF EDUCATION RANJIT AVENUE AMRITSAR

- Name of the Head of the institution — Dr. SurinderPal Kaur Dhillon

- Designation — Principal

- Does the institution function from its own campus? — Yes

- Alternate phone No. — 01832507029

- Mobile No: — 9815020300

- Registered e-mail ID (Principal) — spkdhillon@rediffmail.com

- Alternate Email ID — kceranjit@gmail.com

- Address — Khalsa College of Education C-Block Ranjit Avenue Amritsar

- City/Town — Amritsar

- State/UT — Punjab

- Pin Code — 143001

2.Institutional status

- Teacher Education/ Special Education/Physical Education: — Teacher Education

- Type of Institution — Co-education

- Location   **Urban**

- Financial Status   **Self-financing**

- Name of the Affiliating University   **Guru Nanak Dev University Amritsar**

- Name of the IQAC Co-ordinator/Director   **Dr. Surinder Kaur**

- Phone No.   **9814790220**

- Alternate phone No.(IQAC)

- Mobile (IQAC)

- IQAC e-mail address   **dr.surinder70@gmail.com**

- Alternate e-mail address (IQAC)

3.Website address   kceranjit.org

- Web-link of the AQAR: (Previous Academic Year)   https://kceranjit.org/campus/report-19-20

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://kceranjit.org/campus/academic-calendar-20-21

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.54**	**2008**	**28/03/2008**	**27/03/2013**
Cycle 2	**A**	**3.12**	**2014**	**24/09/2014**	**23/09/2019**
Cycle 3	**A**	**3.18**	**2022**	**15/02/2022**	**15/02/2027**

6.Date of Establishment of IQAC   **08/08/2008**

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

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

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC

[View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report)

[View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **50000**

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

IQAC from time to time arranges in house orientation sessions for teachers and encouraging them to use these excellent quality expert e-resources in their classrooms. Organisation of orientation-cum-consultation meetings with the school principals. The principals were oriented with the major objectives of the internship programme and were also encouraged to come up with the actual challenges faced by them during the school internships. Their suggestions were taken and internship was planned according to their demands as well. Under the aegis of IQAC, 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. The IQAC of the institute also works hard in maintaining the strong bonds with the Alumni of the institution. In collaboration with IQAC, the college follows the "practice of

improving the mental health" of its students so that they may get success, happiness, and satisfaction in life.

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

Plan of Action	Achievements/Outcomes
Offering New Value-Added Courses to the students	The college has offered two new value added courses on Cosmetology and video editing. These courses were offered to develop the potential and skills of interested students. Moreover, course on video editing was offered with an objective of making the students independent enough to edit videos for their lessons during their internship and otherwise as well.
Competency of effective communication among students	To develop Competency of effective communication among students workshop on effective communication was given to students followed by simulated sessions of practice and finally the students were given the opportunity to organize an in house seminar wherein students played different roles like anchor, discussant and rapporteur.
Community Development Programmes	The College always shows a concern about community development and extends a welcoming hand to participate in community enrichment activities. This year 11 different activities like blood donation, workshop on resource reuse, online awareness campaign regarding pandemic etc. were organized successfully.

Exchange Programmes	The college has established linkages with other institutes and in the present years number of faculty and students participated in various student, faculty and research exchange Programmes for their professional development and wide exposure.
Green Covers and Pollution free environment in the campus	Our College continuously makes efforts to spread awareness among the students regarding pollution free environment by performing activities like tree plantation was carried out to increase the existing green cover. Instructions to turn off the lights when not in use were placed at many places in the institutions. Recycle and reuse of waste papers was encouraged in the institution. This year students and teachers were encouraged to carpool to save fuel. Celebration of World Environment day to aware and encourage the students to preserve their environment.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Khalsa College Charitable Society Amritsar	24/12/2020

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	**KHALSA COLLEGE OF EDUCATION RANJIT AVENUE AMRITSAR**
• Name of the Head of the institution	**Dr. SurinderPal Kaur Dhillon**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**01832507029**
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• Registered e-mail ID (Principal)	**spkdhillon@rediffmail.com**
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• Pin Code	**143001**
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• Type of Institution	**Co-education**
• Location	**Urban**
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• Name of the Affiliating University	**Guru Nanak Dev University Amritsar**
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Name of the statutory body	Date of meeting(s)
Khalsa College Charitable Society Amritsar	24/12/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	14/07/2020

15.Multidisciplinary / interdisciplinary	
16.Academic bank of credits (ABC):	
17.Skill development:	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
20.Distance education/online education:	

Extended Profile

2.Student

2.1   **613**

Number of students on roll during the year

File Description	Documents
Data Template	[View File]

2.2   **440**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File]

2.3   **196**

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

File Description	Documents
Data Template	View File

2.4   **224**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **224**

File Description	Documents
Data Template	View File

2.6   **306**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

4.Institution

4.1   **39.45**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **98**

Total number of computers on campus for academic purposes

5.Teacher

5.1   **37**

Number of full-time teachers during the year:

Extended Profile

2.Student

2.1	**613**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

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Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**196**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**224**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

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File Description	Documents
Data Template	View File

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Number of students enrolled during the year	

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

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**39.45**
4.2 Total number of computers on campus for academic purposes	**98**

5.Teacher

5.1 Number of full-time teachers during the year:	**37**

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

5.2 Number of sanctioned posts for the year:	**58**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Every year IQAC plans and prepares theAcademic 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 theholistic development of students and enhanced employability. Our college is 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 theCurriculum 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 loopholes in it if any. The Principal of the institutionand members of the cell, further; form the committees for different classes for reviewing the curriculum as well asplans for addition of new add- on/ value-oriented courses/Certificatecourse as per the needs of the society.

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

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

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

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

File Description	Documents
Data as per Data Template	<u>View File</u>
URL to the page on website where the PLOs and CLOs are listed	<u>https://kceranjit.org/public/web_images/351/plos_clos_2020.pdf</u>
Prospectus for the academic year	<u>View File</u>
Report and photographs with caption and date of student induction programmes	<u>View File</u>
Report and photographs with caption and date of teacher orientation programmes	<u>View File</u>
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

62

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

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

3

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

3

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

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

22

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

22

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

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

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

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

12

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

12

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

1.3 - Curriculum Enrichment

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

Before the commencement of regular classes, new entrants are given a coherent understandingof different Teacher Education programmes through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes tobe undertaken during the session.

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, fieldengagement, field trips, laboratory work, etc.

The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills through teaching practice. Acquired knowledge and competency is practiced by the studentsduring school internship and field engagement activities. Students of M.Ed. also apply the acquiredcompetencies in teacher education institutions.

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 theenvironment.

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

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

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.

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

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

The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with the 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 aplatform 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 program, as per the prescribed syllabus with the objective of maximum professional understanding. During the internship program, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of the allotted school. During the internship, students prepare a variety of lesson plans (Herbertian, Model-based, ICT-based, Value-based, and Constructivist Approach Based) and teach accordingly. Interns are also motivated to identify weak students and organize remedial teaching for them. It ensuresthat weak students can cope up with other students in studies. Thus, teaching practice is a skillimprovement as well skill development process with hands-on experience and teaching as a profession.

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

1.4 - Feedback System

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

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

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

306

2.1.1.1 - Number of students enrolled during the year

306

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

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

59

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

59

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

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

3

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

3

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

2.2 - Honoring Student Diversity

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

The admission of students 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 counseled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities and rules and regulations of the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and takes every possible measure to understand the needs and requirements of the students before the commencement of the program.

The entire teaching faculty is sensitive towards diverse learners. 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. Faculty members interact with parents about the performance of slow learners. As regards advanced learners, they are given activities and tasks according to their capabilities.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**One of the above**

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

2.2.4 - Student-Mentor ratio for the academic year

31:1

2.2.4.1 - Number of mentors in the Institution

22

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

2.3 - Teaching- Learning Process

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

The academic plan of Khalsa College of Education, Ranjit Avenue is learner-centered. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, group discussions, project work, assignment work, and field visits. Students are encouraged to make power point presentations, individually or in collaboration with peers to promote independent learning. The college organize 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 textbooks.

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.

PARTICIPATORY LEARNING: This is one of the best learner-centered approaches being used in the college. Students actively participate in various activities such as Seminars, Group Discussions, Debates, Quiz Methods etc.

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.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

100

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://kccsstudents.in/
Any other relevant information	No File Uploaded

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

220

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://kceranjit.org/campus/234
Any other relevant information	**No File Uploaded**

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

A mentoring system is well in place in our college where each teacher constantly mentors students on academic, professional and personal fronts.

Mentoring Catering To Student Diversity

Our college offers various opportunities to welcome diversity in mentor-mentee 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 new entrants to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses.

Working in teams

Teachers establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design working models, charts and teaching aids.

Balancing Home and Work Stress

Our college campus has rich variety of academic, cultural, and recreational resources to expand prospective teachers' horizons. College provides free coaching classes for various National and state level Competitions such as B.Ed Entrance Test, UGC, PSTET etc.

Keeping abreast with recent developments in education and life

Staff members are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organisations.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures	Five/Six of the above

by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

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

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

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. 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 Gmeet 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 a 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 etc. in order to develop creative and innovative minds.**

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

2.4 - Competency and Skill Development

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

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

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

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

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

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

All of the above

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

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

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

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

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

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

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

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

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

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

- Internship programme is systematically planned. The practicing schools are selected on the basis of the proximity of the pupils' residence to the school and availability of basic infrastructural facilities.
- The teacher in charge of internship programme with the consent of head of the institution organises orientation-cum-consultation meetings with the school principals. 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. A few such activities are :-

Analysis of school syllabus and textbooks, Observing the classroom teaching of regular teachers as well as peer student-teachers. Preparation of case study, Preparation of Lesson Plans, preparation of diagnostic testsand organisation of remedial teaching, Undertaking action research project on at least one problem area of schooling, maintenance of a reflective diary or journal etc.

- The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. 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.

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

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

2.4.9.1 - Number of final year students during the academic year

166

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

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

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

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

Role of Teacher Educators

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. The teacher educator interacts with the mentees and the trainees and thus a real flow of feedback is ensured in the following

way:

- **`. Use of qualitative Teaching aids**
- **`. Checking of Answer Scripts**
- **`. Formulation of School Time table**
- **`. Maintenance of attendance, stock and admission register, result records, etc.**
- **`. Organization of a Co-Curricular activity such as morning assembly, debate,**
- **`.**
- **`. Reflective Journal writing**
- **`. Correction of home-work notebooks**

Role of School Principal

The students are under the charge of the Principal of the school and discharge all duties assigned by him. During their stay in the school, the students serve complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by then head of the institution.

Role of School Teachers

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 ofvarious registers etc.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students	**All of the above**

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

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

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

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

2.5 - Teacher Profile and Quality

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

37

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

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

12

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

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

293

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

293

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

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

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, seminars and symposiums

organized by governmental and non-governmental organizations. After these programmes, the institute organizes faculty development programmes through IQAC where teachers get the opportunity to share their experiences with fellow colleagues in the form of seminars. Staff is sent as resource persons to seminars, workshops etc at the university and colleges. The staff members are encouraged to present papers in seminars and workshops at the national, international and state levels. Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examination etc.

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

2.6 - Evaluation Process

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

The 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 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.

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

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

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

Five of the above

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

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

The students can approach the Teachers, College Examination Officer 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.

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
- 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.
- Day to day performance of the students is assessed which includes regularity, performance, viva voce and the promptness in submitting the record.

A centralized exam cell system is followed. Any grievance related to the university question paper like out-of-syllabus, repeated questions, the 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

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

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

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. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. 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 the internal evaluation as well. 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.

2.7 - Student Performance and Learning Outcomes

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

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 briefs their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in its program outcomes and course outcomes. 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 college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by:-

- Continuous internal assessment
- Suitable pedagogical approaches are utilized for the effective realization of learning outcomes
- Placement record, feedback from alumni regarding their job, and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.
- Participation in various classroom activities such as group discussions, seminars.
- Participation in community engagement activities such as visits to Red Cross, Orphanage, Pingalwara, and Old Age Home.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college adopts the 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
- The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress
- Participation in various competitions such as debates, elocutions, essay writing competitions etc.
- 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.

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

2.7.4 - Performance of outgoing students in internal assessment

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

223

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

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

The institution organizes anorientation program for the students at the commencement of the 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 tests in order to measure the intellectual competencies of students. 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 faculty members assess the learning needs of the students through regular class tests and house 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. . The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. During the internship, an evaluation Performa (Rubric) developed by the college is provided to the supervisors for evaluating the teaching proficiency of student teachers.

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

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

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

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

approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

Nil

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

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

19

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

3.3 - Outreach Activities

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

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

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

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

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

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

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

Nil

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

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

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

Nil

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

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

Nil

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

Nil

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

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

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

Nil

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has 34 well-ventilated and spacious classrooms with green boards, comfortable furniture and a Wi-Fi facility. For organizing cultural activities, the college has two spacious multipurpose halls. The ICT facility like projector, smart boards and smart classrooms is available to enhance the quality of the teaching-learning process. 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. The college has 98 computers installed in two computer laboratories (02), which are

well furnished with a server and an adequate number of systems with high configuration, LAN connection, internet and wi-fi facility for both students and teachers. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. There is an outdoor open gymnasium on the college campus. Yoga activities are conducted on daily bases on college grounds and multipurpose hall.

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

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

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

15

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://kceranjit.org/campus/ict-geo-tagged-photos
Any other relevant information	No File Uploaded

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

4.44

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

4.2 - Library as a Learning Resource

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

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 thelibrary desktop on their own smartphone by using their user ID and Password. The college has subscribed services of (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 to the services of e-Shodhganga, which is a digital repository of Indian e-theses and e-dissertations set up by the INFLIBNET Centre, whichis also made available in open access.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://kceranjit.org/campus/421
Any other relevant information	No File Uploaded

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

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 to services of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID 7797, which is jointly executed by the e-shodhganga consortium, INFLIBNET Centre, and INDEST-AICTE consortium. The students, researchers, and faculty of the college. The college library provides a remote login facility forall the students and faculty members to access digital resources online subject to the 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	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

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

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

3.69

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

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

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

779

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://kceranjit.org/campus/425
Any other relevant information	View File

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

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

4.3 - ICT Infrastructure

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

The college has well-established mechanism for upgrading and deploying ICT to ensure an effective teaching-learning process. Every year, a 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 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 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 and launched KGGC TV in July,2020.
- The college has its own youtube channel (KCE RA OFFICIAL) which is regularly updated.
- 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 uses enhanced Biometric attendance and recording system for teaching and non-teaching staff.

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

4.3.2 - Student – Computer ratio during the academic year

6:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCKBNiFly GxtahSJx7pDLTDQ
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCKBNiFly GxtahSJx7pDLTDQ
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

81.54

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

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

In every academic year, an 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. 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. The respective heads and concerned members discuss these issues with the principal. Need based up-gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. 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 are regularly serviced and reused. For any repair beyond the scope of the college administrator, external agencies are called.

File Description	Documents
Appropriate link(s) on the institutional website	http://kceranjit.org/campus/link-for-building-maintainance
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

`Nine or more of the above`

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

`A. All of the above`

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

36

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

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

4

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Response

The institution has a student council led by student representatives. The student council has members from different college committees.

The list of committees including intern teacher representation is:

1. Discipline Committee: Discipline Committee has been formed to take care of the student discipline.
2. Cultural committee: Organizing cultural events in the college, conducting morning assemblies and youth festival preparations.
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.
4. Internal Quality Assurance Committee: IQAC committee is formed to increase the quality of education imparted in the college.
5. Sports Committee: Encouraging participation in sport activities and organizing sport events.
6. Grievances and redressal committee: The committee look into the complaints lodged by any student/teacher and judge its merit.
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.
9. Alumni Association: Alumni Association plays an active role in voluntary programmes.

All the committees hold meetings for the recommendations to the Principal for approval and execution of the same.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

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. It was established in 2005. A remarkable addition of new alumni members is a common practice every year.

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.

Raghav Mehta

  1.

Book racks

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Alumni Association of Khalsa College of Education, Ranjit Avenue, Amritsa rplays 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. 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. Few examples of task performed by members are enlisted below to give an insight into alumni associations' role to support the institution:

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.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers,

students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

VISION STATEMENT Our vision is "the holistic development of teacher trainees and teacher educators to give a new directionto the society". The college focuses at developing competencies among students and chisels theirprofessional skills to turn this vision into reality. With the rare amalgamation of the Indian culturaltraditions and modern technologies, the college aims at creating the best human resources reservoir toproduce world-class professionals and citizens.

MISSION STATEMENT As a leading Institute of Teacher Education in the region, our mission is to provide quality rather thanquantity 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 itsresources, human as well as material to prepare passionate, innovative, secular, and humane teacherswith commitment to excellence and professional outlook.

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

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

Our College practices decentralization and participatorymanagement in keeping with its belief in collective leadership and democratic traditions. A particularreflection of this practice may be seen in the extensive delegation of authority to the Principal then toCoordinators 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.

Participative Management Planning and Development: Annual budget and other expenses are pre-planned and implemented throughrecommendation of the Principal and approval by Khalsa College Charitable Society, Amritsar. Forsalary, salary- module of e-governance is used to prepare salary and upload salary slips. Administration: The administrative activities involve maintenance of records of infrastructure, faculty, support staff and students, inventory etc. through e-governance.Service books of the faculty members are updated. Finance and Accounts: Student Admission and Support: Complete details of the studentsare saved in the e governance software

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

Institution conducts internal and external financial audits regularly at the end of each financial year. Theauditors visit the college at regular intervals, they verify all financial transactions with the supportingdocuments and approval of proper authority for each financial transactions.Based on such audit, they issue audit report to the college for True and Fair view on thefinancial statements. Such financial statements will be signed and approved by the Auditor andManagement. 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 GNDUand UGC are

followed.The results of students are also uploaded on college website.

All the Administrative activities are also transparent. Every activity related to purchase andaccounts 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 totime. 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.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The 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 andsupport facilities for the students is one of the measures recognized by the Perspective Plan. The collegestrives to go ahead with this perspective plan helping as a roadmap for student's achievement andcollege's growth and development.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://kceranjit.org/campus/strategic-plan
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Policies: College has well defined policies related with different running programs. This College hasautonomy for policy making but it should abide by the rules of management governing council. Thecollege governing body grants approval and ratification of various policy decisions of the college. Itapproves budgets for administrative, academic and research programmes and activities. The governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular andextra-curricular activities.

Administrative Setup:E-governance of college is the best example of transparentadministration, 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 AcademicCommittee 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 therecommendations of the Academic Committee.

Service rules: All staff is oriented about the Administrative and Service Manual available in theinstitution.

Appointment: Criteria for the selection of teaching and non-teaching staff are completely based upon thenorms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published inNational as well as local newspapers.

File Description	Documents
Link to organogram on the institutional website	https://kceranjit.org/campus/institutional-organogram
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

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.

In this contemporary technological world, our college also played a vital role. The staff of college is committed to use

ICT in education.

For promoting online teaching learning college organised series of webinars in online mode

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

6.3 - Faculty Empowerment Strategies

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

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 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.

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

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

36

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

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

6

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

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

42

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

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

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 nonteaching 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 PerformanceBased Appraisal System (PBAS).

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.

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

6.4 - Financial Management and Resource Mobilization

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

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.

Furthermore the Institute's accounts are routinely audited by a Chartered Accountant in compliance with government rules. The external Certified Charted 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.

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

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

160,000

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

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

The 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.

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.

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.

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

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

6.5 - Internal Quality Assurance System

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

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.

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

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

The 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.Thecommonly 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.

The success of this effort is seen in form of number students getting university ranks,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 the college are High Performing students are paired with the low performing students to achieve desired learningoutcomes Delivery of Demonstration lessons by high performing senior students to juniors Participation in various Co-curricular activities. ICT usage in teaching-learning process.

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

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

16

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://kceranjit.org/campus/iqac-meetings-atr
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://kceranjit.org/campus/report-19-20
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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.

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

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution's "Energy Conservation Cell" resolves its energy conservation policy with objectives and action plan in the beginning of the session.

Objectives: To

- Promote awareness to increase and encourage minimization of energy waste.
- Ensure realistic and comprehensive reduce of energyto save energy usage cost.

- Improveenergy efficiencythrough consistent, safe and secure methods.
- Ensure safe handling and minimize wastage by facilitating repair and reuse.
- Provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.
- Assure acceptable indoor air quality and natural light facility.

Action Plan:

- Sensitization of staff and students to save energy through extension lectures of persons with expertise in the area
- Periodical meetings of Cell and Discipline Committee regarding orientation of rules, regulations, facilities and observations.
- Well-designed building with natural light and ventilation.
- Cost-effective LED lights.
- TFT/low power LCD monitors in all the laboratories and offices.
- Outdoor games and open gym
- Energy-efficient Appliances
- Floor-wise master switches
- Facility of Solar Energy with 120 kwp Rooftop Solar PV System in Block III.
- Block IV under construction is equipped with Roof Top Solar PV System

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

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 through 'Beautification Committee'. The institution follows the motto, to reduce, reuse and recycle to dispose of all waste at college level.

Objectives: To

- Ensure waste management in accordance with all waste.
- Minimize waste generation through repair, reuse and recycling.
- Cost effective manner waste disposal
- Define roles and responsibilities for each activity
- Transform waste into value added products
- Ensure the safe handling and storage of wastes
- Provide appropriate training and code of conduct on waste

management issues.

- **Promote holistic approach of waste management in the campus**

Action Plan

- **Extension lectures of persons with expertise in the in order to minimize waste management issues.**
- **Periodical meetings of Cell and College Beautification Committee regarding orientation of rules, regulations, facilities and observations.**
- **Preventing accumulation of junk and allowing optimum utilization of space dispose obsolete and unusable items**
- **Notices, order, circulars through e-governance.**
- **Colored Waste Bins at strategic locations**
- **Safe disposal of hazardous waste**
- **Vermi- composting**

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4.	**Three of the above**

Economical usage/ reduced wastage

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

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

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

Initiatives:

- **Assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings**
- **Cleanliness Drives under NSS scheme.**
- **Drawing and poster competitions, slogan competitions, etc.**
- **Removal of the broken, waste and unusable material.**
- **Workshops and interactive sessions**
- **Mass pledge for maintaining cleanliness**
- **Bulletin boards displaying news, quotes, thoughts on hygienic lifestyle**
- **Discussions in tutorials**
- **Interactive sessions with experts**
- **lush green gardens having approximately 1,000 trees**
- **'Tree plantation' to increase green cover.**
- **Minimum use of plastic bags in the campus.**

- **Participation in cycle marathon**
- **Best out of waste workshops to learn reuse of plastic grocery bags to grow plant seedlings, to store old clothes and books, to make doormats, etc**
- **Carpooling by the staff members**
- **Use of ceramic utensils at college**

- o **Donation of books in college library Book Bank**
- o **Plant propagation for college nursery**
- o **'Print little' promotion with paperless office through e-governance**
- o **Maintaining carbon neutrality through suitable plants**
- o **Celebration of 'World Environment Day'**

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

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

4.01

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

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

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:

- **Curriculum of teacher education includes topics to address Environment Sustainability, Social issues to strengthen students' affinity to the environment and provide them content knowledge.**
- **Provides opportunities to work together with neighboring schools and community members through extension lectures and seminars to makea connection to and a responsibility for their local environment.**
- **Cleanliness Drives, Projects on 'Tree Plantation' and "Beti Paradho Beti Baccaho".**
- **Visits to museum, historical monuments, culture heritage programs, youth fest, etc. to make familiar about culture, history and develop respect for their heritage.**
- **Sharing of resources with the sister institutions and work in collaboration**
- **Institution 'strengthens ties with the Community and help the Marginalized' by raising relief funds**
- **Organization and participation in blood donation camps**
- **Visits to orphanages and old age homes for community service**
- **A system which facilitates home-school-community communication, for this institution arranges alumni meets, assemblies, parent teacher meeting, etc.**
- **linkage with other educational bodies, NGOs**

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

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

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

7.2 - Best Practices

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

BEST PRACTICE -1

TITLE: ICT for effective Teaching-Learning

Objectives: To:

- provide access to authentic ICT resources and virtual "space" for learners

Context:

Information Technology is a way to ensure effective institutional functioning and blended learning.

Practice:

- Recorded lectures and live lectures
- Use of apps like WHATSAPP, Google Classroom, Meet, Zoom, Telegram, Messenger, E-Blog YouTube, etc.
- Digital contents, assignments, questions banks, quizzes, lab manuals and relevant articles, research and current knowledge
- Availability of E-journals and e-books
- Language lab
- Webinars, Computer based examinations and FDP's
- Computer lab and ICT resource room

Evidence of Success:

- Multimedia presentations, you Tube lectures
- KCGC -TV, a first Web-based TV
- E-governance

BEST PRACTICE -2

TITLE: Improving Mental Health of students

Objectives: To:

- promote good mental health among students
- develop insight about their problems and adjustments

Context:

Institution follows the "practice of improving the mental health" of students

Practice:

- **Guidance and counseling Cell**
- **Meetings with Psychologists and Psychiatrists**
- **Strategies for managing and altering patterns for resetting thoughts and feelings**
- **Records are maintained in black and white which provide information to all.**

Evidence of Success:

- **Regular attendance in Counseling sessions**

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

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.

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 DiyanPairhaan" (Footprints of Divine Light) depicting the life history of Guru Ji.
- based on female foeticide and aimed to spread Guru Saheb's message of secular

2.Kirtan Darbar

3.Hosting of Akhand Pathand Langar

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

5. Art workshop

6.Visits to

- Sultanpur Lodhi
- Manikaran Sahib

1. Morning Assembly dedicated to 550thPrakash Parv
2. Khalsa Journal of Research 2020 dedicated to 550th birth anniversary of Guru Nanak Devji.

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