YEARLY STATUS REPORT - 2021-2022

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)

  kceranjit@gmail.com

- Alternate Email ID

  kceranjit@gmail.com

- Address

  Khalsa College of Education C Block Ranjit Avenue

- 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. Mandeep Kaur**

- Phone No.   **9814105451**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9814105451**

- IQAC e-mail address   **mandeepk709@gmail.com**

- Alternate e-mail address (IQAC)

3.Website address   kceranjit.org

- Web-link of the AQAR: (Previous Academic Year)

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

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

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	**Nil**	**3.12**	**2014**	**24/09/2014**	**23/09/2019**
Cycle 3	**Nil**	**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?   No

- If yes, mention the amount

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

In order to improve internship practices, the college started school mentorship model, wherein college faculty oriented the teachers of the practising schools with the major objectives of the internship programme and the implementation of mentorship model.

The IQAC of the institute has been working hard since ever in maintaining the strong bonds with the Alumni of the institution. As a part of routine the meetings with the alumni's and their interaction with the students were organized for the present students.

As recommended by IQAC cell, the college initiated certain value added courses like Health and Nutrition and Add on course like Anger and Stress management.

As per the suggestion of IQAC members college worked on the

improvement of the mental health of teachers and students by arranging sessions of experts in the field. The guidance and counselling cell of the college has been very active in providing the needed counselling through its counselling cell.

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
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 different activities related to environmental awareness, enrichment of two villages and child literacy were organized successfully. The students visit the various community organisations and perform activities to aware and develop the society.
Exchange Programmes	The college has established linkages with other institutes and in the present year, number of faculty and students participated in various student, faculty and research exchange Programmes for their professional development and wide exposure.
Go green Go clean campaigns	Our College continuously makes efforts to spread awareness among the students regarding pollution free environment by performing activities like tree plantation. 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 vehicle pool to save fuel.
On Campus Placement Drive	The placement cell of the college invited varied schools in the college campus and arranged for the on campus job placements for students. Various schools approached and interviewed our students and offered them teaching positions in their schools.
Remedial Teaching	Under remedial teaching program, weak students in different subjects in various courses were diagnosed, followed by the remedial sessions given by the master teachers in each course identified by the principal. The students got benefitted out of these sessions and an improvement was seen in their results.

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	18/12/2021

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. SurinderPal Kaur Dhillon
• Designation	Principal
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• State/UT	Punjab
• Pin Code	143001
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Khalsa College Charitable Society Amritsar	**18/12/2021**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021	**03/01/2023**

15.Multidisciplinary / interdisciplinary

Khalsa College of Education, Ranjit Avenue, Amritsar is offering the integrated programmes: B.Ed. M.Ed. (Three Years Integrated) and BA.B.Ed.(Four Years Integrated) along with B.Ed. and M.Ed.

courses. In addition to this, we are also offering Value Added Course- Health and Nutrition, Add on Course-Anger and Stress Management. Beside this, the students are also encouraged to enrol themselves in various interdisciplinary online/offline self-study courses along with their regular education.Moreover, various extension activities are organised for students like interaction sessions with experts, seminars and extension lectures etc.

16.Academic bank of credits (ABC):

As initiated by NEP 2020, ABC is a credit facility envisioned by the GoI. It is a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India recognised by UGC. The college is in the planning phase of getting registered for the ABC through the DigiLocker NAD portal. Also, we encourage our students to attend online MOOC courses run by NPTEL and SWAYAM. College is also motivating the faculty to attend FDPs, Refresher Courses and Workshops etc. to gain insight into the newly launched system so that they become well versed with the system and acquaint the students with the same.

17.Skill development:

The college has State-of - the-Art infrastructure including well equipped language lab, computer lab, Smart classroom, psychology lab, Maths lab, geography lab, Art lab, physical education lab, Science and Home Science lab. The labs are enriched with
multiple resources and the open access is given to all students where they can focus on enhancing their professional skills. The institute is emphasising more on experiential and practical oriented learning for skill development amongst students. To provide the learners with the
platform to enrich their skills, MoUs with industry/academia are signed from time to time.

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

The institute is preserving the authenticity of Indian multi-lingual system by using different languages (English, Punjabi, Hindi) in teaching-learning process. Students are also provided with study materials/web links in all the three languages to enhance their understanding of the content. To equip the students with receptive skills (listening and reading) and productive skills (speaking and writing) in all the three languages, bridge courses are offered and expert sessions are organised as well by

the institute. The students are motivated to attend the online courses in their language of their choice. Even the students are given the opportunity to choose medium of instruction of their choice.

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

The college has uploaded POs, PLOs, and COs on the college website in order to achieve OBE. The same are shared with students during student induction programme and while teaching in classrooms as well. The accomplishment of PO's, PLO's, and CO's are calculated for all subjects and programmes through the sessional work and house test assessments which are designed by preparing Blue Print's of each assessment using Bloom's Taxonomy.

20.Distance education/online education:

Sufficient infrastructure and Amenities have been developed for conducting online lectures. Faculty of the college has mastered the content development and online platforms for lecture delivery post-pandemic. The e-platforms like Zoom, Google Meet and Microsoft teams are used for varied tasks. The college focuses on blending online education with experimental and activity-based learning. The faculty shares links for various LMS, MOOCs, videos and weblinks with students to promote online education.

Extended Profile

1.Student

2.1   **670**

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   **221**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **220**

File Description	Documents
Data Template	View File

2.6   **312**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **25.31**

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

4.2   **95**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **32**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	670
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

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

File Description	Documents
Data Template	View File

2.4	221
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

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**25.31**
4.2 Total number of computers on campus for academic purposes	**95**

3.Teacher	
5.1 Number of full-time teachers during the year:	**32**

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

Our college is affiliated to Guru Nanak Dev University, Amritsar and follows the curricula prescribed by the University. The faculty members are briefed on the academic activities of the college on the first meeting of the commencement of every year.

Meetings are held periodically to review the Curriculum prescribed by GNDU and already existing add- on courses and also plan for addition of new add-on /value- oriented courses\ Certificate course as per the needs of the students and society.For the effective transmission of curricula, teachers integrate classroom teaching with various ICT tools, laboratory practical, field projects, students seminars,tutorials, question

papers solving, research projects, field survey, etc. For the effectivecurriculum delivery teacher's use student-centric learning methods.

For the up-gradation of subject-related knowledge, college organizes seminars and workshops.Faculties effectively and creatively use innovative aids for delivering the content. College also providesspecial guidance to the slow learners under the Special Guidance Scheme of remedialclasses.

The college encourages faculty members to attend Orientation/Refresher courses/workshops/FDP and present papers in seminars/conferences conducted at various levels.

At the end of every academic year, feedback from various stakeholders is collected and analysed for curriculum improvement..

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

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

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://kceranjit.org/public/web_images/351/plos_clos_2020.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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

2

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

2

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

15

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

15

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	View File
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

2

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

2

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.

Through the student induction programme, new entrants are given a coherent understanding of various Teacher Education programmes prior to the start of regular classes. During this programme, students are introduced to the goals and activities of the teacher education programmes that will be implemented during the session. Procedural knowledge that produces teachers for various levels of school education skills that are unique to one's chosen specialization the institution guarantees that students will be able to acquire knowledge and skills for various levels of school education by using innovative techniques and hands-on experience such as internship, field engagement, field trips, laboratory work, and so on.

Students' skills are developed by exposing them to both theoretical and practical aspects of teaching skills through teaching practice. Students apply their newly acquired knowledge and competencies during school internship and field engagement activities. M.Ed. students apply their newly acquired skills in teacher education institutions. After the theory is taught, the entire emphasis is on the students' skill/competency development through EPCs. Students are given opportunities to acquire skills and competencies related to various aspects of personality so that they can navigate the environment in addition to

theoretical knowledge and teaching competencies.

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 of the teacher education programmes are familiarized with the diversity of the Indian school system by providing theoretical (as specified in the syllabus) as well as practical knowledge through curriculum, school internship, and field engagement. Students learn about how schools work by participating in various field engagement activities at their respective schools. As part of their Internship in that school, they observe and prepare a profile of the school depicting the functioning of the Board to which the school is affiliated. Students of the three-year integrated B.Ed.-M.Ed. programme and M.Ed. create the school profile with stage-specific specialization based on their curriculum. Dissertations help PG students become acquainted with differences in the school system. During the induction session held prior to the start of the internship programme, students become acquainted with the school system. They are asked to observe both public and private elementary and secondary schools in rural and urban areas. Students are also required to analyze and research the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices, and roles and responsibilities of various 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 knowledge transmission but also equips future teachers and teacher educators with the necessary knowledge and pedagogical skills. Teaching as a profession is taught theoretically and practically through skill practice at the micro and macro levels. Students are first introduced to the theoretical and practical aspects of micro-teaching and its skills. The students are then given a platform for practicing micro-teaching skills, which they use to practice and master the skills outlined in their pedagogy curriculum. After providing students with micro-teaching skills, they are assigned to schools for their internship programme, which is designed to provide maximum professional understanding. During the internship programme, interns consolidate their knowledge of various subjects in order to maximize the learning outcomes of the assigned school's students. During the internship, students prepare and teach a variety of lesson plans (Herbartian, Model-based, ICT-based, Value-based, and Constructivist Approach Based). Interns are also encouraged to identify weak students and organize remedial instruction for them. It ensures that weak students can keep up with other students in their studies. Thus, teaching practice is a skill improvement and 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

308

2.1.1.1 - Number of students enrolled during the year

308

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

68

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

68

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

00

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

00

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

2.2 - Honoring Student Diversity

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

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 counselled 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 the 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 regard 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

1:30

2.2.4.1 - Number of mentors in the Institution

23

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. M.Ed., B.Ed., B.Ed.- M.Ed. (3-year integrated programme), B.A.-B.Ed. (4-year integrated programme) and PGDCA are the courses available in our college that incorporate numerous learning methodologies in order to get appreciable learning outcomes. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies. Students are encouraged to make power point

presentations, individually or in collaboration with peers to promote independent learning. For the enrichment of the teaching-learning process, educational visits and fieldtrips to Institutes /Historical Monuments etc. are conducted. To enable the students to interact more with experts, accomplished academicians and research scholars from their own domain, extension lectures and other co-curricular competitions are organized. EXPERIENTIAL LEARNING: Basically, the disciplines like Social Sciences, Physical Sciences, Life Sciences, Geography, Mathematics, Psychology and Computer are employing this approach to make teaching learning more effective. PARTICIPATORY LEARNING: Students actively participate in various activities such as:Classroom seminars, Quiz method, Role-playing, Art and drama in education. PROBLEM-SOLVING METHOD: Disciplines like Mathematics, Physical Sciences, Computer Sciences and Psychology are adopting this method for enhancing learning experiences of the 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

41

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

238

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. The faculty members identify, reflect and engage with diverse learners in order to maintain an

effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the learners. Working in teams Working in teams has always been an integral part of our institution. Teachers provide guidance and motivate students to construct knowledge on their own. Balancing Home and Work Stress Our college campus has a rich variety of academic, cultural, and recreational resources to expand prospective teachers' horizons. Mentors reduce the stress level of his/her mentees by teaching them various skills like time management skills, presentation skill 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. Teachers in turn motivate their mentees to present various seminars and take part in various debates, declamations and symposiums. Every student is encouraged to use the latest technologies

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

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

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

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

The college plays a vital role in inculcating various skills amongst students. Traditional teaching has been replaced with more innovative and creative ways. The various innovative teaching methods that our teachers follow to make their class more interesting are: Use of LMS: The college provides important links regarding learning materials on the college website. 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. Field-visits: The College also organizes field visits or projects for the students in order to promote participative learning. Seminars: The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds. Literary competitions: The College encourages students to participate in various literary items like quiz competitions, debates, declamation and recitation etc. Value-added courses: The College also provides value-added courses to gear the students' interest. Use of ICT: The College promotes the teaching-learning process through effective use of PPT's, projector and multi-media and various equipments in the laboratory. Project based learning: Students are allotted project during their course of study which they complete by following the maxims of teaching learning process.

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 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	Ten/All of the above

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	All of the above

event

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 Internship programme is systematically planned. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school and availability of basic infrastructural facilities. Before the commencement of internship, detailed instructions are given to student-teachers. The teacher in charge with the consent of Head organises orientation-cum-consultation meetings with the nschool principals. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. A few

such activities are suggested below: ? Observing the teaching of regular teachers. ? Preparation of case study of the internship school. ? Preparation of Lesson Plans, Question papers and other Assessment Tools. ? Preparation of diagnostic tests. ? Undertaking action research project. Lessons are observed by the Teacher supervisor at regular intervals and feedback is provided.Instructions are given to the student teachers based on the feedback received. The task of Teacher Supervisor is to assess the student teachers activities and evaluates their copies time to time. Student teachers performances is 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 mpracticing school.

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

230

File Description	Documents
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 the course of 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 `-Maintenance of attendance, stock and admission register, result records, etc. .-Organization of a Co-Curricular activity such as morning assembly, debate,`. `-Reflective Journal writing .-Checking of Answer Scripts .-Formulation of School Time table `.-Correction of home-work notebooks Role of School Principal The students who go for internship are under the charge of the Principal of the school and discharge all duties assigned by him/her. During their internship programme in schools, 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 of various registers, organizing school events etc.

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

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

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

41

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

11

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

329

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

329

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, workshops, seminars and symposiums organized by government and non-governmental norganizations. After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars. Staff is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also acts as resource person in the college activities. The staff members are encouraged to present papers in seminars and workshops at national, international and state level. The management encourages writing books and articles and publishes them for the college. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books. Every year some of our faculty members are deputed by the affiliating university as members of various committees. They, upon completion of PhD, are given increments as a sort of reward. When a member of the faculty wins any award; he/she is felicitated by the institution. The management of the institution recognises and appreciates the teacher's performance by honouring as best teacher and best researcher award every year.

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 pupil teachers. All lesson plans delivered in the classroom 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 classroom.

The student teachers have to 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

To address an examination-related grievance, students may speak with their teachers, the college examination officer, and the principal. A clear, time-bound, and effective mechanism is in place to address complaints relating to exams. • The various components of the assessment procedure are explained to the students by the faculty at the start of the semester. • The schedules for the internal evaluation tests are created in accordance with the university and distributed to the students well in advance. • Two invigilators are allocated to each hall in order to ensure the correct administration of formative exams. Within three days of the exam date, evaluation is completed by the faculty members who are responsible for the course. • Students' day-to-day performance is evaluated, and this includes regularity, performance, viva voce, and the promptness with which records are turned in. It uses a centralized exam cell system. Any complaints regarding the university's question paper, such as those regarding out-of-syllabus questions, repeated questions, an incorrect split of marks, missed marks, or the incorrect question number during semester exams, should be directed to the principal, who then immediately forwards them to the university.

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' which contains 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 academic progress of the students 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 decided 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 cleared and advice about writing correct & relevant answers. The Principal conducts curricular and extra- curricular review meetings on regular basis so as to check the implementation and progress of all the activities in the academic calendar.

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

2.7 - Student Performance and Learning Outcomes

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

The programmes offered by college cater to multiple interests of the students. There is also an emphasis on the holistic development of the students. The syllabi of all courses with the programme learning outcomes and course learning outcomes are displayed on the College website. The activities of the college are scheduled in the academic calendar. The syllabi is completed and examinations are conducted and on the basis of results merit holders are felicitated at college level. ? Continuous internal assessment is taken regularly and student's marks are recorded. ? Suitable pedagogical approaches are utilized for effective realization of learning outcomes. Placement record, feedback

from alumni ensure the alignment of stated PLOs and CLOs. ? Participation in various competitions such as debates, elocutions, essay writing competitions, quiz tests. ? The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes to enhance effective attainment of PLOs and CLOs. They are encouraged to use experiential learning techniques like seminars, workshops and field visits that helps to evaluate students' organizational and leadership skills which are a component of PLOs and CLOs attainment.

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

Students are evaluated on the pattern of examination that is framed by Guru Nanak Dev University. Students are provided with proper counselling and guidance that helps to overcome their barriers. In the beginning of the session, the tutorial sessions are conducted. The progress of students in both academic as well as non- academic field is recorded and maintained. The college adopts following methods to assess the performance of students in line with the PLOs and CLOs: ? Practical work such as assignments are checked and marked on time ? Based on result analysis, the required remedial measures are taken Students are provided with counselling and guidance programs. ? End semester

house test and final exams also helps to ensure alignment of stated outcomes. ? Suitable pedagogical approaches are utilized for effective realization of learning outcomes like participation in various literary, cultural programs, competitions such as debates, elocutions, quiz etc. ? Students are also encouraged to participate in various co-curricular activities such as NSS camps, awareness camps, community engagement activities such as visit to Red Cross, pingalwara and old age home. During internship, an evaluation proforma (Rubric) is developed and provided to the supervisors for evaluating teaching proficiency of students.

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

2.7.4 - Performance of outgoing students in internal assessment

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

275

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

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

The institution has made various provisions for assessing student's learning needs. Orientation program for the students

at the commencement of new batch every year. The institute conducts aptitude test in order to measure intellectual competencies of students. A series of talent search programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students. The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. At the end, remedial examinations are held to test the knowledge acquired during class hours. Peer tutoring is also provided to serve academic needs of such students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for	Four of the above

creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

09

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

02

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

03

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

245

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

05

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

686

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.

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

  1. NSS
  2. Indian Red Cross society
  3. Partner schools
  4. Villages (local areas)

5. Municipal corporations

The NSS wing of the college organizes camps for students in villages and nearby local communities where students conducts literacy camps for adults and vulnerable children, cleanliness and plantation drives and spread awareness regarding health and hygiene, social malpractices and conserving natural resources. College organizes blood donation camps, health and eye check up camps, health campaigns in collaboration with Indian Red Cross society. The institution also participates in local campaigns organized by GOs and NGOs to spread awareness among local communities regarding health and other malpractices like drug awareness, run for unity, walk for peace, cycle rally etc. The various outreach programs includes Literacy campaigns, Judicious use of environmental resources, Health and sanitation etc.

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

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

01

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

3.4 - Collaboration and Linkages

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

14

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

01

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	**Five/Six of the above**

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has 34 well-ventilated and spacious classrooms with green boards, comfortable furniture and Wi-Fi facility. The college has two seminar rooms and two spacious multipurpose halls. The ICT facility like projector, smart boards and smart classrooms is available to enhance the quality in teaching learning process. There are eight well equipped laboratories for carrying out curriculum-oriented activities and research related to the subjects and four resource centres with adequate equipment and material in the college. The college has 98 computers with wi-fi connectivity. The computer laboratories (02) are well furnished with a server and adequate number of systems with high configuration, LAN connection, internet and wi-fi facility for both students and teachers. The institution has well established Health and Physical Education Resource Centre and has well maintained playgrounds for football, basketball court, Badminton court & Kho-Kho, and for indoor games college provides material and equipment like shot put, discus, carom board, chess, skipping rope and table tennis etc. There is an outdoor open gymnasium in the college campus.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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](View_File)
Geo-tagged photographs	[View File](View_File)
Link to relevant page on the Institutional website	https://kceranjit.org/geo_tag/Geo_Tag_ICT_List.pdf
Any other relevant information	**No File Uploaded**

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

25.31

File Description	Documents
Data as per Data Template	[View File](View_File)
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View File](View_File)
Any other relevant information	[View File](View_File)

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 enriched in terms of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is divided into various sections- General Reference Section, Periodical Section, Research Section (M.Ed.), Photocopying Section, Subject Wise Books Section, and Reading Room. The 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. The college library also contains digital repository

of syllabi, previous year question paper sets, e-dissertations, e- abstracts, Online open access resources, competitive exam resources etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID 7797, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e- journals and more than 1,90,000 e-books. The college has also subscribed services of e- Shodhganga, which is a digital repository of Indian e-theses set-up by the INFLIBNET Centre, is 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	View File

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

The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, research scholars, and faculty for conducting research, writing research papers, other research oriented activities, etc. The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID 7797, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e- journals and more than 1,90,000 e-books. The college has also subscribed services of e-shodhsindhu, e-Shodhganga, which are digital repositorie of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability of e-resources in open access. The students, researchers and faculty of the college. The college library provides remote login facility of to all undergraduates, postgraduate students and Diploma students (PGDCATE) and the faculty members to access digital resources online.

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	View File

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	**All 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	View File

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

1.89

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	View File

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

314

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	https://kceranjit.org/public/web_images/253/4.2_.5ledger_(1)_.pdf
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

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 provides adequate number of computers, printers, scanners, smart boards, interactive boards to help students and faculty to carry out academic activities effectively. ? The college has 15 classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors. ? There are

98 computers in the college which are loaded with latest versions of essential software. ? The college was using BSNL broadband and net+ broadband internet connection. The college provides free Wi-Fi facility. ? The college library is partially automated with "E-governance" software set-up by HertZest i-Technologies and operates under the "Open Access System", which gives a user friendly interface for accessing e-resources. The college has subscribed services of N-LIST under ID 7797, which provides access to more than 6,000 e-journals and more than 1,90,000 e-books. ? The College Management has established a "Studio" for e-content development for the faculty ? The Khalsa College Charitable Society (KCCS) launched KGGC TV in July, 2020. This web-based TV focuses on educational seminars, conferences, cultural and spiritual activities. ? The college has its own youtube channel (KCE RA OFFICIAL) which is regularly updated.

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

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	View File

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

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Four 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/watch?v=auzBd8o4sm4
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/UCKBNiFlyGxtahSJx7pDLTDQ
Any other relevant information	View File

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)

25.74

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	View File

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

The college has an established system for maintenance and utilization of physical, academic and support facilities. 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. Free access to internet is provided to faculty and the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. In case of disruption in power supply, the diesel generator having a capacity of 22KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced. Sports Committee takes the responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students. The regular maintenance and cleaning of campus is done by supporting staff who are made available during day time in all days.

File Description	Documents
Appropriate link(s) on the institutional website	https://kceranjit.org/campus/link-for-building-maintainance
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	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	No File Uploaded

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

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

File Description	Documents
Data as per Data Template for the applicable options	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	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
50	220

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	No File Uploaded

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

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

20

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

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

21

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	No File Uploaded

5.3 - Student Participation and Activities

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

The institution has a student council led by student representatives. The student council has members from different college committees. 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, purchase and upgrade of software and enhancing of library services. 4. Internal Quality Assurance Committee: IQAC committee is formed to initiate, plan and supervise various activities to increase the quality of education imparted in the college. 5. Sports Committee: Encouraging participation in sport activities and organizing sport events. The committee organizes sports day every year. 6. Grievances and redressal committee: The functions of the committee are to look into the complaints lodged by any student/teacher and judge its merit. 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 and helps students get placed at their respective organisations.

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

06

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

5.4 - Alumni Engagement

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

Khalsa College of Education, Ranjit Avenue, Amritsar has a highly competent and active Alumni Association, established in 2005. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. Alumni of the institution contribute both financially and non-financially. The alumni members working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students.

They are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students. They are also frequently invited during final discussion of skill in teaching for external supervision. Objectives: ? To motivate newly admitted students. ? To advise the teaching faculty to tweak the institutional curriculum to bring positive changes in outlook of outgoing students. ? To attend various institutional activities like seminars, in-house discussions etc. ? To organize scholarship funds to help the needy students. ? To advise regarding placement and absorption of employable students. Contributions: Dr. Navkeerat kaur donated crockery in the session 2021-22

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	No File Uploaded

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

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.	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	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	No File Uploaded

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

Alumni Association of Khalsa College of Education, Ranjit Avenue, Amritsar plays crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent. Alumni members via Alumni 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: Alumni members Dr. Parshant Mehra, Poonam Sarkaria, Rajeshwari Sachdeva, Manjot Kaur, Ajaypal Singh, share their feedback on performance of students in skill in teaching final discussion lesson to iron out any shortcomings. Kushagr kalia one of the students who won singing reality show on a popular Punjabi TV channel was invited by Dr. Prashant Mehra, our alumnus felicitated for his achievement and providing motivation to budding talents. Annual Youth Festival preparatory rehearsals were always attended by alumni members for constructive feedback and to ascertain level of preparedness. Ms. Navkeerat Kaur mentored the youth festival preparations.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Our vision is "the holistic development of teacher trainees and teacher educators to give new direction to the society". The college focuses at developing competencies among students and chisels their professional skills to turn this vision into reality. With the rare amalgamation of the Indian cultural traditions and modern technologies, the college aims at creating the best human resources reservoir to produce world class professionals and citizens. As a leading Institute of Teacher Education in the region, our mission is to provide quality rather than quantity teachers in the society. The college expands all its resources, human as well as material to prepare passionate, innovative, secular, and humane teachers with commitment to excellence and professional outlook. The Khalsa College Charitable Society grants the college's principal authority, who then delegated it to the institution's several levels of office bearers. Together with the non-teaching staff, students, and coordinators in charges of various committees and cells, play a key role in developing the institutional policies, future plans, and putting them into action.

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

Khalsa College of Education, Ranjit Avenue, Amritsar believes in decentralisation and participatory management in line with its commitment to democratic traditions and confidence in collective leadership. The significant delegation of power from the principal to the coordinators and teacher in -harges of the numerous cells and committees in the college is a clear example of this approach. 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 Counselling Cell ? Energy Conservation Cell ? Internal Complaint Cell ? SC/ST/OBC and Minority Committee etc. The principal's advice and approval by the Khalsa College Charitable Society, Amritsar, are used to pre-plan and implement the annual budget and other expenses. Through e-governance, administrative tasks including maintaining and compiling of college-related documents -infrastructure, faculty, support personnel, students, inventories, dailytransactions, vouchers, and bills.

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

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

The institution performs routine internal and external financial audits. The auditors make routine visits to the college where they examine all financial transactions and their accompanying documentation, as well as the signatures of the appropriate authorities. To achieve the reasonable confidence regarding whether the financial statements are free from substantial misleading statements, they create and carry out procedures. They provide the college with an audit report for a true and fair assessment of the financial accounts based on original vouchers, bills and receipts. The Auditor and Management both sign and approve such financial statements. The college operates transparently in its academic operations as well. All GNDU and UGC regulations are adhered to. The college academic calendar is created prior to the start of the session, and all academic and extracurricular activities are arranged. Additionally, timetables and workloads are created and distributed. Greater use of technology is encouraged to enhance teaching- learning process. Library is partially automated. All the administrative activities are also fair and transparent, records are being uploaded on e-governance.

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 comprehensive objectives of Perspective Plans are connected to

Khalsa College of Education, Ranjit Avenue, Amritsar, which is dedicated to offering top-notch higher education and research, skill-oriented human resources. The college works hard to move forward with this perspective plan, which serves as a road map for student success and the growth and development of the college. As successfully carried out one strategic plan-based activity: Our college also playsa significant influence in the technologically advanced world of today. The college faculty is dedicated to using ICT in education. As part of this strategic plan, our college's employees participated in the creation of online lectures on the official youtube channel i.e KCGC TV that runs under the guidance of our management, Khalsa college Charitable Society. Staff of college developede- content for KCGC TV that was related with various educational topics. The college faculty named: Dr. Mandeep Kaur, Dr. Satnam Kaur, Dr. Ruchi Bhargava, Ms. Anjum Sharma, and many more were actively involved in the development of thee-content. The management has facilitated the staff members by granting the certificate of resource person for delivering e-lectures.

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 has autonomy for policy making abiding by the rules of society. The society grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. The society also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. Administrative Setup: Our societyreviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. E-governance of college is the best example of transparent administration, as each action related with the college is uploaded on the portal like

salary, inventory, student record, finance etc. Different committees are constituted for quality administration. Service Rules: All staff is oriented about the Administrative and Service Manual available in the institution. Faculty membersare acquainted with the conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others. Appointment:

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university.

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	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**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 institution has established a number of committees to ensure the smooth and effectiveoperation of college activities. These committees—Cultural Committee, IQAC,Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee, etc. conduct the institution's daily operations. For the purpose of organising various programmes, the college's Cultural Committee regularly convenes meetings of the teaching and non-teaching personnel. A seminar cum workshop with the purpose of acquainting the faculty members with various innovative techniques which are required to be used for better education of the students along with their linkage with the culture and community was organised by our college on cultural education-"An integrated approach to teacher education based on NEP, 2020" inaugurated by our principal. The resource persons Dr. Mandeep Kaur Kochar, vice Principal University affairs, HSNC university and Dr. Manisha Tyagi, Faculty incharge, cultural education BTTC oriented the staff members with the concept of cultural education and its integration in teaching learning process. A special activity was also organised for the teachers and the seminar ended with fruitful information.

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

List of Welfare Measures Provided by the Institution ? Various workshops/FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc. are organised forboth Teaching and Non-Teaching staff ? Medical checkups of teaching and non- teaching staff on discounted rate by Khalsa College Charitable society. ? Duty leave is provided for attending Workshops, Orientation course, refreshers courses ,Conferences . ? Staff achieving State, National and International award are glorified by the institution. ? Increments to staff on award of Ph.D. and

clearing UGC-NET. ? Research facilities are available for teachers pursuing their Ph.D. ? Gratuity is provided for Employees after completion of 5 years of service as stated in theadministrative and service manual. ? Employees Provident Fund for teaching and non-teaching staff in which managementalso equally contributes. ? Staff can avail vacation leave, 20 days of Casual leave, Earned leave, Medical leave, Sick leave and maternal leave. ? With pay leave facility for attend Pre-Ph D coursework. ? Festival bonus and free uniform for non teaching staff. ? Provision of ICT facilities for staff for their research work.

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	View File

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

9

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.

05

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

10

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 there in from time to time, for teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification , research experience and training ,worked on research projects or carried out, publications : published papers in journals , book publications , chapter published in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .

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	[View File](#)

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 organisation has internal and external auditing procedures in place. We have our own internal audit mechanism, where internal audit is an ongoing continuous procedure in addition to

the external auditors to verify and certify the institution'stotal income and expense as well as its capital expenditure every year. A team of employees working under qualified internal auditors who have been permanently hired from outside sources thoroughly examines and verifies each financial years transactions. Similar to this, a comprehensive external audit is also performed annually. The Khalsa College Charitable Society, Amritsar, which is the institution's management, is connected to an online financial data system. As a result, every receipt and expense are subject to an internal audit. Periodically, internal auditors conduct internal audits to confirm the relevant receipts, vouchers, ledger postings, etc., and auditors are also responsible for conducting external audits under the supervision of a certified public accountant. Bank transactions are used to maintain accounts, with the exception of petty cash, which guarantees internal account checks and balances. Additionally, in accordance with government regulations, a Chartered Accountant routinely audits the Institute's accounts.

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)

22500

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.

Institutional strategies for mobilization of funds:

The organisation promotes college faculty to raise money for the various activities. The IQAC investigates the financial plans of numerous organisations, including the UGC, MHRD, NCERT, etc. The institution and faculty submit applications for the different projects and developmental programmes that these funding organisations advertise.

For its regular operations, the college obtains funding from a number of organisations. Through its stakeholders, the government, non-profit organisations, the UGC, well-wishers in the community, former students, and public representatives, the college raises money.

Optimal Utilization of Resources:

The College periodically updates its infrastructure. It has designed its policies for the best resource utilisation and successful implementation. The management allots the money for the upkeep of the labs and classrooms. Cheque, RTGS, or NEFT are utilised to collect and spend the received funds. The funds are used for student development, ICT device and up gradation, infrastructural development and beautification, and necessary equipment for the skill-based courses, according to the priorities and recommendations of committees. Every single rupee that is received is spent through the correct procedures,

including quotes, discussions with committee approval, and checks or online payment systems.

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

The Internal Quality Assurance Cell was founded by the college on 08/08/2008 in an effort to institutionalise quality assurance, quality up-grading, assessment, and accreditation. The IQAC has focused its efforts on advancing comprehensive academic excellence in order to continuously work to advance the quality culture in all areas of college life. The IQAC keeps an eye on how the college's vision and mission are being carried out. Every year, IQAC develops a prospective development strategy for the college and implements it according to a strategic plan. Several quality assurance techniques, including the digitization of academic and administrative infrastructure, have been attempted to be institutionalised. The organisation would like to draw attention to the IQAC's following activities: ? Student, parent, employer, alumni, principal, and teacher educators feedback improved methods of evaluation and teaching-learning. ? Effective delivery of curriculum and enhanced usage of ICT tools. ? Establishing/introducing Programs for Undergraduate and Graduate Teacher Education ? Coordinating conferences, workshops, seminars, and endowed lecture series ? Recognising and congratulating deserving 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 college's IQAC has created a number of mechanisms to review the effectiveness of the teaching and learning process, structures and methodology of the institution's operations, and make every effort to implement reforms. Before the start of each academic year, it is ensured that the classrooms have enough space and equipped with ICT facilities, labs with high-quality tools and equipment and the library has the appropriate knowledge resources. Participation of faculty in workshops on revising the curriculum that enhances readiness for successful teaching and learning in the classrooms. The co-curricular and extracurricular activity schedules, as well as the nature of the courses—such as whether they are mandatory, optional, add-on, or remedial—are taken into consideration during the scheduling of courses in the timetable. The college calls parent's meetings. The teachers share with parents their observations about the studies and behavioural patterns of students. Among the quality-improving actions made by colleges are: ? To achieve desired learning outcomes, high-performing students are partnered with low-performing students. ? Presentation of demonstration lessons to juniors by top-performing seniors' involvement in a variety of extracurricular activities. ? Use of ICT in the teaching and learning process. ? Sessions for high achievers in tutoring.

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/meetings-atr
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://kceranjit.org/campus/aqar-2020-21
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
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

The college initiates with the up gradation of computer laboratory with the new purchased computer systems. The Technology Lab has a smart board placed for optimal teaching and learning environments. The college has introduced value-added courses. New psychological tests and a new computer system with Wi-Fi were added to the psychology lab during an upgrade. New books from several teacher preparation programmes have been added to the college library. Creation of a schedule in accordance with the academic calendar's criteria.

Through the utilization of well-equipped classrooms and laboratories, instructors employ strategies like team teaching, role acting, the project method, ICT-based instruction, and the flipped classroom. Management occasionally arranges training courses for new policies.

Two Examples

1. **The institution regularly conducts internal planning, review, revision, and adaptation of the curriculum.**

Meetings are held periodically to review the Curriculum prescribed by GNDU and already existing add- on courses and also plan for addition of new add-on /value- oriented courses\ Certificate course as per the needs of the students and society.

2.Updation and strengthening of E-Governance system

The administrative tasks are maintained by the e-governance, including inventory, faculty, support staff, and student data, as well as documents pertaining to the college's infrastructure.

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.

Policy Statement Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. Policy Objectives To promote awareness to increase and encourage minimization of energy waste. To ensure realistic and comprehensive reduce of energy to save energy usage cost. To ensure minimize wastage by facilitating repair and reuse. To provide clearly defined roles and responsibilities to co-ordinate each activity of the energy conservation. Action Plan Extension lectures of persons with expertise in the area to promote awareness about energy conservation. Periodical meetings of Energy Conservation Cell and College Discipline Committee. Well-designed building to maximize the use of natural light and ventilation. Sensitization of staff and students to turn off lights /fans/ACs when not in use. Use of modern more cost-effective LED lights and LCD monitors in all the labs/classes and offices. Preference to Energy-efficient Appliances with Timers and Energy Star Ratings. Floor-wise master switches to shut down power of entire rooms. Use of Solar Energy for meeting its power requirements.

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.

The institution's "Waste management Cell" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college 'Beautification Committee'.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the

source. It applies the motto, to reduce, reuse, recycle and recover waste products.

Policy Objectives

- To ensure that waste management is performed in accordance with all waste.
- To minimize waste generation at source and facilitate repair, reuse and recycling.
- To provide clearly defined roles and responsibilities to co-ordinate each activity.
- To promote environmental awareness in order to increase waste minimization.
- To invest into the expansion of recycling opportunities and transform waste into value added products.

Action Plan

- Extension lectures to promote awareness.
- Periodical meetings regarding orientation of rules and regulations.
- Use of paper for routine correspondence is discouraged; notices, order, circulars, etc. are issued electronically through e-mail or e-governance.
- Segregation of waste with different coloured bins.
- Safe disposal of hazardous waste.
- Vermi- composting to use biodegradable waste collected from the campus

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

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	View File

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

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	View File

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 following the motto Reduce, Reuse and Recycle, took subsequent steps in the above mentioned context. Cleanliness and Sanitation

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

Initiatives:

? Organization of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings

and emphasis on'3R's- reduce, reuse and recycle' policy to avoid clutter in campus. ? 'Cleanliness Drives' such as picking up litter in and around the college, cleaning labs and classrooms, performing plays on cleanliness during assemblies. ? Drawing and poster competitions, slogan competitions, etc. Green Covers and pollution free environment

Our College also makes efforts to spread awareness among the students regarding pollution free environment with following activities: ? Participation in cycle marathon for awareness regarding pollution free environment. ? The students learn to reuse plastic grocery bags for other purposes like to grow plant seedlings, to store old clothes and books, to make doormats, etc. in best out of waste workshops. ? Maintaining carbon neutrality through 'Plantation Move' by NSS students inside and outside college campus. ? Celebration of 'World Environment Day' with the theme, 'Reduce, Reuse and

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

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

169092

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

The Institution's initiatives for leveraging local environment, locational knowledge and resources, community practices and challenges by creating an environment for experiential learning. ? Curriculum of teacher education includes topics of Environment and Sustainability, Social issues to provide theoretical knowledge. ? Work together with neighboring schools and communities to fostersocial connectivity. For example; Women's Day celebration through an awareness seminar on Preventive strategies for 18+ ? Lectures, seminars cum workshops on cultural education, curriculum and new education policy 2020 etc. to make students aware about changes in the curriculum from the cultural and social aspect. ? Projects on 'Tree Plantation'

and "Each one Teach one" Which helps students to promote sensitivity among themselves about various environmental issues. ? Field trips to make students aware about the historical places of cultural importance. ? Organization of youth fests and other cultural festivals to develop various skills and values among the students. ? Institution shows the value of cooperation by being there with sister institutions in various events and occasions like Kirtan Darbaar and procession on Guru Nanak Dev Ji's Birthday. ? Develop a system that facilitates home-school-community communication. With the same purpose institution arranges Morning Assemblies on different themes.

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

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 based Teaching-Learning Objectives: To: ? provide authentic ICT resources and virtual "space" for learners ? promote child centric technological methodologies ? enhance student networking Context: To ensure effective institutional functioning and blended learning. Practice: ? Recorded lectures and live lectures by Faculty ? Use of apps like WHATSAPP, Google Classroom, Meet, Zoom, Telegram, Messenger, E-Blog YouTube, etc. ? E-journals and e-books ? Webinars and online FDPs by staff ? Technology lab cum Seminar Hall with multimedia ? Computers with latest configuration ? College continuously investigates the advances in ICT and uses innovative ways in supporting teaching and learning process Evidence of Success: ? Multimedia presentations, you Tube lectures on of KCGC -TV by teachers and students ? Webinars and FDPs ? E-governance BEST PRACTICE-2 TITLE: Provision of Guidance-Counseling Objectives: To: ? promote good mental health of students ? develop insight about problems and solution ? aware them of their strengths and weaknesses ? help them in suitable adjustments Context: The college follows the "practice of improving the mental health" of its students so that they may get success, happiness, and satisfaction. Practice: ? Guidance

and counseling Cell attached to Psychology Laboratory ? Regular teacher educators with masters in Psychology ? Sessions and meetings with Psychologists and Psychiatrists

? Students explore problems and alternative courses of action to solve problems ? Records are maintained in black and white which provide information to all. Evidence of Success: ? Regular attendance and students' testimonies

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

Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. Institutional distinctiveness sets a central theme around which binds the tie with our rich Indian culture and religion. In accordance with our mission, the year 2021 was celebrated commemorating Birth anniversary of Shri Guru Nanak Devji by organizing procession with sister institutes. ? The students got a stage develop their academic as well as professional, cultural, religious, social consciousness, alertness, and responsiveness. It was also staged in the educational institutions outside Amritsar district. 2.Kirtan Darbar in the commemoration of 550th birth anniversary of Guru Gobind Singh Ji was organized by management. The students and staff paid their obeisance on this occasion. 5. Art workshop ? A national level 'Fine Arts Workshop' was conducted by the college. ? College fine arts students along with renowned artistes from all over India also participated with great enthusiasm. 6.Visits to ? Manikaran Sahib

20

? Kasol and manali 7. Morning Assembly for the new entrants was organized. 8. College celebrated various important festivals to develop various cultural values among the students which further results in the overall development of their personality.

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**