



## **YEARLY STATUS REPORT - 2023-2024**

### **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 **Prof. (Dr) Mandeep Kaur**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **01832507029**
- Mobile No: **9814105451**
- 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**
- Name of the IQAC Co-ordinator/Director **Dr Parwinderjit Kaur**
- Phone No. **9876881533**
- Alternate phone No.(IQAC) **01832507029**
- Mobile (IQAC) **9814105451**
- IQAC e-mail address **udayneer9@gmail.com**
- Alternate e-mail address (IQAC) **kceranjit@gmail.com**

### 3.Website address

<http://www.kceranjit.org>

- Web-link of the AQAR: (Previous Academic Year) <https://kceranjit.org/campus/aqar22-23>

### 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/calendar-23-24>

### 5.Accreditation Details

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

### 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/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Khalsa College of Education, Ranjit Avenue, Amritsar	EEP under the aegis of MoEF&CC	Guru Nanak Dev University, Amritsar	12/04/2024	10000

**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)**

1. 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.

2. 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.

3.As recommended by IQAC cell, the college initiated certain value added courses like Certificate in Open Office Apache/ Computer Applications offered by Jagat Guru Nanak Dev Punjab Open University, Patiala and Add on course like Beauty and Wellness and Communication Skills.

4.As per the suggestion of IQAC members college worked on the improvement of academically weaker students. One to one 4. 4. 4.Counselling sessions were given to the needy students, followed by their diagnostic assessment in desired areas. Further remedial classes of students in various subjects was planned and subsequently special time table was prepared and successfully implemented. The senior teachers were deputed for the same.

5.In order to promote the green environment in the college, planting of new saplings especially the medicinal plants has become a customary practice of the college. The lush green Flora of the college witnesses the same. Apart from this multiple initiatives like Green Rallys, Campus Beautification, Environment friendly food habits etc., has been taken in collaboration with GNDU and other Apex bodies, in order to create awareness among students and masses.

**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 Programme	<p>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 a village by providing various services like cleanliness, beautification, health and hygiene, child and adult literacy etc. were organized successfully. The students visit the various community organisations and perform activities to aware and develop the society.</p>
Value Added and Add on Courses	<p>As recommended by IQAC cell, the college initiated certain value added courses like Certificate in Open Office Apache/ Computer Applications offered by Jagat Guru Nanak Dev Punjab Open University, Patiala and Add on course like Beauty and Wellness and Communication Skills. It was planned and implemented to enrich students skills in various other areas apart from their regular curriculum.</p>
Go green Go clean campaigns	<p>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</p>

	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.
Skill Enrichment Programme	College organized skill Enrichment Programme before internship in collaboration with the alumni Association. Students were given exposure on writing different types of lesson plans, various skills in teaching and overall personality development of the pupil teachers.

**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	18/01/2024

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	Khalsa College of Education Ranjit Avenue Amritsar
• Name of the Head of the institution	Prof. (Dr) Mandeep Kaur
• Designation	Principal
• Does the institution function from its own campus?	Yes
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<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>
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Name of the statutory body	Date of meeting(s)
Khalsa College Charitable Society Amritsar	18/01/2024

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
Yes	13/02/2024

**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, the college offered Add on Courses; like Certificate in Open Office Apache/ Computer Applications offered by Jagat Guru Nanak Dev Punjab Open University, Patiala and Add on course like Beauty and Wellness and Communication Skills Beside this, the students are also encouraged to enrol themselves in various interdisciplinary online/offlineself-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 Government of India. 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. The 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:**

A briefing is done for the students of respective teacher education courses through a well planned and detailed induction programmes. also, they are enlightened about the glorious achievements and the driving hard work of the students and teachers. Visits to library are made mandatory for each and every student so that they get familiarize with the print as well as e-resources available in the library. Beside this, students are also made aware of culture, rules and regulations of the institution. 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 college emphasises 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 by the college from time to time. Most importantly the teachers uses different strategies and techniques like

demonstrations, seminars, brainstorming, group discussions, PowerPoint, presentations and use of audio and video weblinks for better understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching duringmninternship programme.

**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. Through the core subjects like Philosophical Bases Of Education and Education In Contemporary India, acquaintance with the Indian education system in post independence era and emerging issues in the field of education are disseminated along with traditional and modern Indian Philosophies. Further, in order 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):**

Focus on Outcome based education (OBE): The college has uploaded Programme Outcomes (PO's), Programme Learning Outcomes (PLO's), and Course Outcomes (CO's) 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 Programme Outcomes (PO's), Programme Learning Outcomes (PLO's), and Course Outcomes (CO's) are calculated for all subjects and programmes through the sessional work, house test assessments and final exams. in tune of these the practical subjects like, ICT, Psychology Practicals in ITEP Programmes, EPCs are offered in various courses as a part of their core curriculum. Moreover, Internships in different teacher education programs are entirely outcome oriented in terms of development of professional skills desired in the teaching profession.i addition to this students are given opportunities to enroll in various value added and add on courses that are purely outcome based.

**20.Distance education/online education:**

Sufficient infrastructure and facilities have been developed for conducting online lectures as and when required. Teachers extensively use ICT, online conferencing platforms, teaching, documentation, and editing tools and google workspace for effective teaching. The e-platforms like Zoom, Google Meet and Microsoft Teams etc. are used for varied teaching learning tasks. The college has provided access to online Research databases like N- List to the faculty and students in order to promote research. The college also focuses on blending online education with conventional mode of learning. The faculty shares links for various LMS, MOOCs, videos and web-links with students to promote online education and motivates them to join these courses. The college provides adequate amenities like well-equipped laboratories, internet services, access to library etc. to the students. Furthermore, ICT integration is optimally used in delivering lessons, preparation of ICT based lesson plans, preparation of assignments, seminars, attempting, exposure to usage of smart board/interactive board/recording room.

### Extended Profile

#### 1.Student

2.1	550
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Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	440
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Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	256
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	254
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	242
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1	7638473
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	98
Total number of computers on campus for academic purposes	
<b>3.Teacher</b>	
5.1	39
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	58
Number of sanctioned posts for the year:	
<b>Part B</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

As an institution affiliated with Guru Nanak Dev University, Amritsar, we adhere to the curriculum developed and prescribed by the university. Our faculty members actively contribute to the development and revision of the curriculum.

#### Institutional Practices

We have an established in-house process for planning and reviewing our curriculum, which includes:

1. **Annual Academic Calendar:** Our Curriculum Development Cell and Committee prepare a comprehensive annual academic calendar.
2. **Periodic Meetings:** Regular meetings are conducted to review the curriculum, identify gaps, and implement necessary changes.
3. **Communication and Feedback:** Recommendations from these meetings are communicated to students through college notices and our website. We also solicit feedback from students, teachers, parents, and employers.
4. **Add-on Courses and Value-Added Programs:** We review existing add-on courses and plan new ones to address societal needs.
5. **Resource Availability:** Meetings are held to ensure the availability of referral books, study materials, and e-content for students.
6. **Workshops and Seminars:** We organize workshops, seminars, webinars, and conferences to support curriculum planning and review.

This comprehensive approach ensures that our curriculum remains relevant, effective, and aligned with the university's guidelines.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
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	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
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**

A. All of the Above

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://kceranjit.org/campus/2023-2024">https://kceranjit.org/campus/2023-2024</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
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	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

<b>1.2.2 - Number of value-added courses offered during the year</b>	
5	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
5	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
300	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
300	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	<b>All of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
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

35

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

35

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

To facilitate a smooth transition and comprehensive learning experience, the institution implements several initiatives. At the beginning of the session, an orientation program is conducted to familiarize students with the campus, faculty, and facilities. Tutorial groups are allotted during the Student Induction Programme, ensuring each student receives personalized guidance and support.

Students are acquainted with the Programme and Course Learning Outcomes of various teacher education programs, Value Added Courses, and Self Study Courses. This enables them to make informed decisions about their academic pursuits.

The institution emphasizes the development of multiple skills in teacher trainees through innovative techniques, hands-on experiences, and practical training. Strategies such as seminars, brainstorming sessions, group discussions, and multimedia presentations are employed to foster engaging and interactive learning.

To equip students with vital skills for the digital world, the institution provides opportunities for internships, field trips, and laboratory work. Students are also encouraged to conduct seminars and participate in events and celebrations, promoting holistic development and academic excellence.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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 are introduced to the school system through a comprehensive induction session prior to the internship program. They observe Government and Private Elementary and Secondary schools in rural and urban areas, analyzing describes admission criteria, infrastructure of school, evaluation process during teaching learning, pedagogical approaches and roles and responsibility of faculty observational analysis reveals functional differences among schools, expanding students' knowledge. During the internship, students are immersed in the school's assessment system, evaluating policies of government and private schools across various boards and regions. They observe adherence to board-specific norms and standards with precision. Additionally, students engage with Schools, leveraging technology advancements, to explore their functioning, curriculum implementation, assessment methodologies, and innovative pedagogical strategies, fostering a comprehensive understanding of diverse educational settings.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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

Students are given a platform to practice micro-teaching skills, allowing them to refine their abilities in line with their pedagogy curriculum. Following this, they embark on an internship program in schools, designed to enhance their professional understanding as outlined in the prescribed syllabus. During the internship, interns deepen their comprehension of various subjects to maximize the learning outcomes for the students in their assigned schools. According to their timetable, they plan their lessons and integrate the professional knowledge acquired in college through diverse teaching-learning strategies, activities, and functions. Each lecture is supported by a range of audiovisual aids to address the diverse needs of the classroom. They create

various lesson plans, including Herbertian, model-based, ICT-based, value-based, and constructivist approaches, and teach accordingly. The interns employ cooperative learning, peer tutoring, and experiential learning to instill values such as cooperation, sharing, responsibility, empathy, and respect for society, while also enhancing their understanding of the concepts. Additionally, interns are encouraged to identify struggling students and provide remedial teaching. They also engage in co-curricular activities, such as morning assemblies, celebrations of significant days, and school functions, while maintaining essential records like result records, attendance registers, admission registers, and stock registers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
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

235

##### 2.1.1.1 - Number of students enrolled during the year

235

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
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

69

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

69

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.

Students from diverse economic and social strata of society took admission in this institution. Students are admitted on the basis of their academic merit and observation of relevant reservation policies of the government. At the time of admission, Principal

interacts with the parents and the students to estimate their needs and aspirations. Students are counseled and oriented before the start of the program to familiarize them with the course, assessment methods, activities, rules, and facilities. Teachers also informally assess students' knowledge and comfort level to tailor their teaching methods accordingly. The institution is committed to providing a supportive learning environment for all students. Bridge courses are offered to students to help them bridge the gap between their previous studies and the new subjects they will be taking and tutorial classes are taken as per the requirements of the students. These courses cover a variety of topics, including ICT, art and craft, language proficiency, library resources. Students with outstanding co-curricular talents are identified through the "Talent Hunt Program" organized by different houses of the institution and are nurtured to further develop their skills. Slow and advanced learners are also identified, and special measures are taken to enhance their abilities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
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**

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
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.

Khalsa College of Education, Ranjit Avenue follows the learner centered academic plan. The courses available in our college that incorporate numerous learning methodologies to get appreciable learning outcomes are M.Ed., B.Ed., B.Ed.-M.Ed. (3-year integrated programme), B.A.-B.Ed. (4-year integrated programme) and PGDCA. Teachers taught the students with different learning styles, strategies and methods adopting experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies.

Students are also involved for educational visits and fieldtrips to Institutes /Historical Monuments etc.. For their interaction more closely with experts, accomplished academicians and research scholars from their own domain, extension lectures and other co-curricular competitions are organized. The college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, and Mathematics.

**Experiential Learning:** The teaching faculty of the college utilizes experiential learning approach. The main objective of this approach is to sensitize the students regarding new experimental learning techniques.

**Participatory Learning:** This approach is used In college as learner-centered. They actively participate in quiz, debate, discussion and many more to enhance their skill and competencies.

The college gives priority to the holistic development of the students through field based activities.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
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**

37

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://kccsstudents.in/">https://kccsstudents.in/</a>
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**

602

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
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	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/channel/UC1PFpj8Md3CWrRsqfZFD-tg">https://www.youtube.com/channel/UC1PFpj8Md3CWrRsqfZFD-tg</a>
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

#### Mentoring Catering to Student Diversity

Our college actively fosters a diverse mentor-mentee relationship by encouraging faculty members to identify and engage with learners ensuring an effective mentoring. Tailored tutorials are conducted by teachers based on the specific needs of the students. These sessions serve to pinpoint any knowledge gaps, which are addressed through Bridge courses.

#### Working in teams

Collaborative teamwork has consistently been an integral aspect of our institution. Students actively participate in the development of e-content, including the creation of websites, content uploads on various e-platforms, and engaging in e-blogs. Furthermore, the collaboration between teachers and students extends beyond the academic realm.

#### Balancing Home and Work Stress

Our college campus is endowed with a diverse range of academic and recreational resources, offering prospective teachers' ample opportunities for enrichment. The institution extends complimentary coaching classes for numerous national and state-

level competitions, including the B.Ed Entrance Test, UGC, PSTET, and CTET.

Keeping abreast with recent developments in education and life

Faculty is actively encouraged to participate in orientation programs, refresher courses as well as workshops, seminars, and symposiums organized by both government and non-governmental entities. In turn, teachers inspire their mentees to deliver various seminars and engage in debates, declamations, and symposiums.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

<p><b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ul style="list-style-type: none"> <li><b>Organizing Learning (lesson plan)</b></li> <li><b>Developing Teaching Competencies</b></li> <li><b>Assessment of Learning Technology Use and Integration</b></li> <li><b>Organizing Field Visits</b></li> <li><b>Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>Community Engagement</b></li> <li><b>Facilitating Inclusive Education</b></li> <li><b>Preparing Individualized Educational Plan(IEP)</b></li> </ul>	<p><b>All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	Ten/All of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
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**

All of the above

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The selection of schools for the internship program is based on the proximity of pupil-teachers' residences, the availability of basic facilities, and the type of school (government, aided, private, or public). Orientation and consultation meetings are held with the teacher in charge, school principals, and heads of institutions to plan the internship.

During the internship, pupil-teachers are required to undertake various tasks, including:

- Preparing case study reports on students with deviant behavior.
- Developing lesson plans, unit plans, question papers, and other assessment tools.
- Creating teaching-learning resources.
- Designing and administering diagnostic tests and conducting remedial teaching.
- Completing an action research project focused on a specific school-related issue.
- Maintaining a reflective journal to document daily experiences and insights.

The teacher-in-charge regularly observes the interns' lessons to ensure that feedback is incorporated into their teaching. At the conclusion of the internship, the program is certified by the head of the practicing school. This process ensures that pupil-teachers gain hands-on experience and professional development through a structured and supportive environment.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

255

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
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	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
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

The teaching internship spans 18 weeks, with 15 weeks dedicated to school internships and 3 weeks for field engagement. For B.Ed-M.Ed programme, interns prepare 15 lessons based on Herbartian Approach, 5 lessons based on holistic approach, 5 lessons based on ICT Approach, 5 lessons based on Value based Approach, 10 Model based lessons and 10 Micro lesson plans. For B.Ed programme, interns prepare 25 lessons based on Herbartian Approach, 2 lessons based on ICT Approach, 5 lessons based on Value based Approach, 2 Model based lessons and 10 Micro lesson plans. For B.A.-B.E.d programme, interns prepare 20 lessons based on General Approach and 20 lessons based on innovative lesson plans.

The following activities are being done by interns:

- Reflective Journal writing
- Construction of achievement test
- Construction of diagnostic test
- Action research
- A case study on child with deviant behavior

### Role of School Principal

The internship is duly certified by the head of the practicing school.

### Role of School Teachers

School teachers assign various duties such as checking of answer scripts, maintenance of attendance register, organization of co-curricular activities etc.

### Role of Peers

Peer group collectively perform various assigned duties of co-curricular activities.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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)</b></p>	<p>All of the above</p>
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File Description	Documents
<p>Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</p>	<p><a href="#">View File</a></p>
<p>Two filled in sample observation formats for each of the claimed assessors</p>	<p><a href="#">View File</a></p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>

<p><b>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</b></p>	<p>Five of the above</p>
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File Description	Documents
<p>Format for criteria and weightages for interns’ performance appraisal used</p>	<p><a href="#">View File</a></p>
<p>Five filled in formats for each of the aspects claimed</p>	<p><a href="#">View File</a></p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>

**2.5 - Teacher Profile and Quality**

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

37

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
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**

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

338

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

338

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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 organizations. After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars.

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	<a href="#">View File</a>
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.

### Examination Scheme for B.Ed.

The purpose of evaluation system is to improve knowledge, teaching competency and performance skills of the student teachers. All lesson plans for classroom teaching by each student are assessed

by subject teachers, peer group and school teachers on a daily basis.

### School Internship

The student teachers prepare 2 composite discussion lessons and 50 lessons in each subject (40+10) i.e.; 40 Composite lessons(20 Herbartian based, 05 value based, 5 model based, 5 lessons on ICT integration and 5 lesson plans based on constructivist approach) and 10 Micro lessons in each subject. An evaluation Performa (Rubric) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers.

### Examination Scheme for M.Ed.

4 weeks internship in a teacher Education institution is compulsory. Interns are evaluated at the institution level by the teacher educators

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

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
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**

Five of the above

**opportunities Access to tutorial/remedial support Provision of answering bilingually**

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

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

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It is also published on website of the college. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students' academic progress is monitored regularly by the faculty. Internal practical examinations are held by the college and the schedule of external examinations is fixed by the University and the same is displayed on notice board for students. All efforts are made by the college to adhere to the academic calendar for internal evaluation.

1. Preparatory Exams are conducted every year before the university exams.
2. Every teacher conducts regular class tests.

After assessment the answer scripts are distributed among the students. Their doubts are cleared. The meetings are conducted and based on these review meetings some changes in schedule of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before the university examination.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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 effectiveness of learning programs is dependent on PLOs and CLOs. College programs aim to impart knowledge and skills that build student competence and personality. These programs cater to diverse student interests, emphasizing holistic development through values, ethics, interpersonal and communication skills. Faculty of each course briefs classes on PLOs and CLOs. College is committed to quality education, reflected in program and course outcomes. College activities are scheduled in the academic calendar, prepared in consultation with faculty. Important announcements, such as timetables and date sheets, are posted on notice boards promptly. College aligns PLOs and CLOs through continuous internal assessment, end-of-semester tests, and suitable pedagogy. Parents receive regular updates on academic performance. Placement record and alumni feedback confirm outcomes alignment. Literary and cultural programs contribute. Students participate in competitions, classroom activities, and co-curricular activities like morning assemblies, NSS camps, and tree planting campaigns. They also engage in community activities, visiting places like Red Cross, orphanages, Pingalwara, and old age homes. Faculty members update their knowledge and teaching techniques through development programs and seminars. They use experiential learning techniques such as seminars, workshops, field visits, and internships to evaluate students' organizational and leadership skills, contributing to PLOs and CLOs attainment.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college follows Guru Nanak Dev University's examination pattern. End-of-semester results are analyzed to evaluate student learning outcomes. Academic and non-academic progress is recorded and maintained. The college assesses student performance and attainment of PLOs and CLOs through compulsory attendance, timely paper evaluation, and practical work assessment. Remedial measures are taken based on result analysis. Regular internal assessment is conducted, and student marks are recorded to predict academic progress. End-of-semester tests and final exams help align stated outcomes. Suitable pedagogy is used to realize learning outcomes. Literary and cultural programs, competitions like debates, quiz tests, and classroom activities such as group discussions and seminars all contribute to student development. These activities help develop students' communication, leadership, and organizational skills. The college encourages faculty to update their subject knowledge and teaching techniques through development programs and seminars. Experiential learning techniques such as internships, field visits, and workshops are used to evaluate students' organizational and leadership skills, contributing to PLOs and CLOs attainment. Co-curricular activities such as morning assemblies, NSS camps, tree planting campaigns, and awareness camps, as well as community engagement activities like visits to Red Cross and orphanages, are encouraged. During internships, a rubric is used to evaluate teaching proficiency.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
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

486

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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	<a href="#">View File</a>
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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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)

00

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

<p><b>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</b></p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	<p>All of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
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

1010

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
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

1082

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

1082

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
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 is committed to the welfare of the community and the multifaceted development of its students. To achieve this, the college organizes a variety of outreach activities in collaboration with government organizations, NGOs, partner schools, and the local community. Faculty and students actively participate in these initiatives. Some of the organizations and bodies the college collaborates with include:

- The Pingalwara Charitable Society
- The Central Khalsa Orphanage
- Government and Non-Governmental Organizations (GOs)

- Practising Schools
- Adopted Villages

The Experiential Cell of the college organizes camps for students in villages and nearby local communities. During these camps, students:

- Conduct literacy camps for adults and vulnerable children, promotes judicious use of environmental resources
- Organize cleanliness and plantation drives
- Spread awareness about health and hygiene, social malpractices, and conserving natural resources
- Organizes blood donation camps in collaboration with the Blood Banks of different hospitals
- Participates in local campaigns organized by GOs and NGOs to spread awareness about health, drug awareness, and social issues

Students actively participate in these outreach programs, which contributes to their personal and professional development. These activities help refine their skills and efforts in resolving social issues prevalent in society.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>3.4 - Collaboration and Linkages</b>	
<b>3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year</b>	
14	
<b>3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year</b>	
14	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</b>	
4	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	All of the above

**innovative practice Rehabilitation Clinics  
Linkages with general colleges**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
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 creates an excellent ambience and atmosphere for teaching-learning; wherein infrastructural facilities are provided across two blocks (Block-I & II). The college has 27 well-ventilated and spacious classrooms with green boards, comfortable furniture and Wi-Fi facility. The college has two seminar rooms, for organising workshops, seminars and conferences. For organizing cultural activities, college has two spacious multipurpose halls. The ICT facilities like projector, smart boards and 45 computers with wifi connectivity are available to enhance the quality in teaching learning process. The library offers extensive resources, quite study spaces, digital access and research support. There are seven well equipped laboratories for carrying out curriculum and research oriented activities (Science, Psychology, Computer, Computer cum language, Mathematics, Home Science, Curriculum and Geography ). There are four Resource Centres (Art & Craft Resource Centre, ICT Resource Centre, Music Resource Centre, Health & Physical Education Resource Centre) and NSS Room with adequate equipment and material. The college has well maintained playgrounds and courts for football, basketball, Badminton & Kho-Kho, and for indoor games college provides equipments 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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://kceranjit.org/campus/geo-tagged-2024">https://kceranjit.org/campus/geo-tagged-2024</a>
Any other relevant information	<a href="#">View File</a>

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

1303616

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 works on a hybrid model that is manual as well

as Automated and is enriched in terms of availability of textual resources consisting of Text Books, Reference Books, e-Books, National Policies/Documents, Journals, E-Journals, Abstracts, Magazines, Encyclopedias, Dictionaries, Dissertations study guides & manuals, Archives & Historical Documents and Newspapers. For the ease of the users, the library is divided into various sections: General Reference Section, Periodical Section, Subject Wise Books Section, Research Section, and Reading Section. The up gradation of library software is done time to time. The Integrated Library management system (ILMS) used in our library is 'eGovernance' from 2014 to till date running successfully and operates under the "Open Access System". The library Web-OPAC provides remote access to its repertoire of textual resources. The college has also subscribed services of N-LIST and e-Shodhganga. It is functional with proper Internet and Wi-Fi connectivity. The library provides services like computerized issue/return, new arrival display, subscription of journals- print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and the faculty. The library is fully air-conditioned and under CCTV surveillance security.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://kceranjit.org/campus/college-library">https://kceranjit.org/campus/college-library</a>
Any other relevant information	No File Uploaded

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

The library offers free internet access with high speed broadband, Wi-Fi facilities for students, research scholars, and faculty for conducting research, writing research papers and other research oriented activities, etc. The college has subscribed to services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under N-LIST College ID:7797, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre, INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to e-journals and e-books available through national subscription. The

college has also availed free services of e-shodhsindhu, and e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set up by the INFLIBNET Centre, is also made available in open access. The college library provides a remote login facility to all Postgraduate students and faculty members. To access digital resources subject to the following conditions: - Users can access online journals and e-books as per guidelines created under the e-resource access policy and remote access policy by INFLIBNET. The information retrieved from these e-resources through remote/campus access facilities is used only for educational and research purposes. If a user violates the conditions, s/he is liable to face strict disciplinary action as decided by college Principal.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

155174

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

332

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://kceranjit.org/campus/ledger-2024">https://kceranjit.org/campus/ledger-2024</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

as gifts to College	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3 - ICT Infrastructure</b>	
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	
<p>The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc. to help students and faculty to carry out academic activities effectively. Every year, sufficient budget is allocated by the college management for annual maintenance and up-gradation of ICT facilities. To meet ICT needs, the college was using BSNL broadband and has recently upgraded its internet connectivity by installing net+ broadband internet connection. The available bandwidth for net+ is 200Mbps and for BSNL is 10Mbps. The college library is partially automated with "e-governance" software and operates under "open access system". Administrative office uses e-governance and wi-fi /LAN facility for admission, fee collection, exam results and accounts etc. Moreover, teaching and non-teaching staff mark their attendance using biometric system. Khalsa College Charitable Society (KCCS) has established a "Studio" for e-content development for the faculty and has also appointed technical staff for recording and editing of the content. With a view to promote education, rich Punjabi culture and heritage, the Khalsa College Charitable Society (KCCS) launched KCGC TV in July, 2020. The college has its own youtube channel (KCE RA OFFICIAL) which is regularly updated. The users can go and find the digital resources as per their need.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3.2 - Student – Computer ratio during the academic year</b>	
6:1	

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>D. 50 MBPS - 250MBPS</b>
File Description	Documents
Receipt for connection indicating bandwidth	<b>No File Uploaded</b>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>
<b>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</b>	<b>Five or more of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<b>Nil</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://kceranjit.org/campus/youtube-video-link">https://kceranjit.org/campus/youtube-video-link</a>
Any other relevant information	<a href="#">View File</a>

**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)**

1758670

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

For the maintenance and utilization of physical academic and support facilities, the established system has been evolved at the two levels, one is at management level and other is at college level. e-Governance has been created by the management and regarding any grievances and problems a query is made by the college to resolve the same. A proper mechanism has been followed by the college for ensuring efficient functioning related to maintenance and utilization of facilities. In science laboratory, safety measures are taken by keeping hazardous chemicals under lock and key. Both computer laboratories have adequate number of computers with required configuration and also loaded with latest antivirus software. Maintenance of campus Wi-Fi connection lies with service provider. Computer and other equipment's are maintained by the technical staff. There is separate works department for creating new infrastructure and maintenance of the campus. The Energy Conservation and Waste Management cell of the college which looks after general cleanliness and support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work etc. All the electronic gadgets are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://kceranjit.org/campus/maintenance-2024">https://kceranjit.org/campus/maintenance-2024</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>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</b>	<b>Nine or more of the above</b>
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File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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)</b>	<b>Five or more of the above</b>

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
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
60	0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
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).

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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)

45

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
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

- Supportive and functional alumni network is most valuable to the college, and this liaison helps in contributing towards the qualitative improvement of the institution.
- Regular meeting of the association have contributed to the growth and development of this institution in re-defining the curriculum process, Practical experience in teaching learning process, assessment techniques and the integration of Art education for making learning more inclusive and participatory (as recommended by NEP- 2020) .
- Alumni members are invited to the institution on various occasions to share their personal experiences and motivate the new entrants .
- The alumni members who are working on various prestigious designation such as Directors, Principals, Coordinators etc. are helping in the placement of our students in different schools and colleges. They also contribute in granting the book donations.
- S. Yudhpreet Singh' involvement in organizing sports day and motivating students to participate in all sports events is always praiseworthy .
- Alumni Ms. Gaganpreet Kaur participated in 'Maa Boli punjabi along with their school students .

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
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**

All of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
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 a crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty. Alumni members via Alumni association meetings 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 seminar, hold workshops, plan internship and provide donations and accommodations. S. Yudhpreet Singh, alumnus of the institution, brought his school Gatka team on the Vaisakhi day celebration done in the institution and motivated students to come and be attached to the cultural roots. Extension lecture on Mental Health was delivered by one of the alumnus, Ms.ShardaMehra, senior psychologist, AmandeepMedicityAmritsar.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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.

#### VISION STATEMENT

Our vision is "the holistic development of teacher trainees and teacher educators to give new direction to the society". The college focuses at developing competencies among students and chisels their professional skills to turn this vision into reality.

**MISSION STATEMENT**

As a leading Institute of Teacher Education in the region, our mission is to provide quality rather than quantity teachers in the society. 'Education' is synonymous with 'liberation'; liberation from all hackles, liberation from all vices, liberation from cruel customs and unjust traditions.

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. Various cells and committees are instituted for the day-to-day functioning of the college. In the preparation of the Perspective Plan, IQAC of the college has taken initiatives to obtain Inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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 practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers in-charge of the various cells and committees in the college. The Principal of the college oversees the activities of various committees and cells. IQAC does the

planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year.

**Participative Management**

Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by Khalsa College Charitable Society, Amritsar. Infrastructure, faculty, support staff and students, inventory etc. of the college have been managed through e-governance. Service books of the faculty members are updated. During the admission time, complete details of student i.e. personal data, qualification, fees deposit etc. are saved in the e governance software. Students can avail scholarships granted by Khalsa College Charitable Society, Amritsar on the basis of merit, fatherless cases, academic and co-curricular excellence and in sports category.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals; they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. Based on such audit, they issue audit report to the college for true and fair view on the financial statements.

Transparency is also followed in academic functioning of the college. All the guidelines given by NCTE, GNDU and UGC are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching- learning.

All Administrative activities are fair and transparent. Every activity related to purchase and accounts is uploaded on e governance. All the records of students' admission work, examination, purchase, accounts and inventory are maintained on e governance. Admission process is based upon merit and entrance test taken by affiliating university. Admission processes of various courses are based upon previous merit of the students. Library is partially automated e.g. records are maintained online for issuing and returning of books.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
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 college is committed to its onestrategic plan i.e.to achieve a clean, healthy, and pollution-free environment. To provide a healthy environment college is proudly associated with Dean College Development Council, Guru Nanak Dev University Amritsar, who has been supported financially by Punjab State Council for Science and Technology, Chandigarh, State Nodal Agency of Ministry of Environment, Forest and Climate Change, Govt. of India, to setup of eco-clubs in colleges affiliated to GNDU who will conduct Mission LiFE activities such as workshops, campaigns, exhibitions and competitions.

Objectives of Eco-clubs in Colleges:

- Innovation initiatives for Eco-system restoration and awareness.
- Awareness on solid waste management through waste segregation (biodegradable and non-biodegradable) and on concept of 4 Rs i.e. "Reduce, Reuse, Recycle and Recover" amongst students through establishing 2-Bins in schools:
  - (1) Blue Bin for dry waste like Paper waste, Glass waste, E-waste and
  - (2) Green Bin for wet waste.
- Celebration of important environmental days in schools such as

World Environment Day, World Wetland Day, Earth Day, etc. by organizing debates, quiz, slogan competitions, drawing/poster competitions etc, on the related theme.

- Plantation drives in and around the school campus, organized in the district/locality.
- Cleanliness and sanitation drives.
- Curbing the use of Single Use Plastics (SUPs).
- Awareness on waste management through vermicomposting, a sustainable practice involving the conversion of kitchen waste, organic waste and leaf litter into nutrient rich compost through the activity of earthworms and Set up of vermicomposting unit in the campus.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://kceranjit.org/campus/strategic-plan">https://kceranjit.org/campus/strategic-plan</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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.

The institution has established written policies for all the important aspects of governance. The participation of students, teachers and non teaching staff in decision-making processes is also specified. The college is affiliated to Guru Nanak Dev University, Amritsar so it follows all the rules of the university in running different programmes in the college.

#### Administrative Setup

Khalsa College of Education, Ranjit Avenue, Amritsar has a welldefined organizational structure. The College is managed by Khalsa College Charitable Society. Our Governing Council reviews and evaluates the academic progress, administrative processes and cocurricular 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.

### Service rules

All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

### 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	<a href="https://kceranjit.org/campus/institutional-organogram">https://kceranjit.org/campus/institutional-organogram</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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 constituted various committees for successful and productive functioning of college activities. These welldefined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Cell, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee, research committee, guidance and counselling cell etc.

A Guidance and Counselling Cell plays a crucial role in the holistic development of college students. By providing a supportive and confidential environment, these cells offer invaluable assistance with academic, personal, and social challenges. They help students navigate academic pressures, address mental health concerns, build essential life skills, and make informed career choices. Through individual counseling, group sessions, workshops, and awareness programs, the Guidance and Counselling Cell empowers students to overcome obstacles, enhance their well-being, and achieve their full potential.

The college Guidance and Counselling Cell played important role in improving personal and counselling support to college students with various activities in 2023-24.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

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

Gratuity is provided for employees after completion of 5 years of service as stated in the administrative and service manual. Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for employees provident fund. Festival bonus for non-teaching staff is given. Salary-in-advance can be availed by staff in need. Uniforms are provided to housekeeping Staff. With pay leave facility for attend Pre-Ph. D course work Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health fitness, post office schemes etc.

Medical checkups of teaching and non-teaching staff on discounted rate by Khalsa College Charitable society is provided. Duty leave is provided for attending Workshops, Orientation course, refreshers courses, Conferences. Staff achieving State and International award are felicitated by the institution. Increments upto Rs. 2000 per month on award of Ph.D. and considerable increment is given to faculty completing NET. Research facilities are available for teachers pursuing their Ph.D. Fee Concession are provided for wards of the staff studying in the college. Staff can avail vacation leave, 20 days of Casual leave, Earned leave, Medical leave, and Sick leave. Ladies teaching and non-teaching staff can avail maternal leave for 3 months.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
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.**

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
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**

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
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. The performance of each employee is assessed annually after completion of one year of service. The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance based Appraisal system (PABS). The PBAS Performa filled by the faculty member is checked and verified by the Principal and IQAC. Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee. All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The performance appraisal system significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

Internal and external auditing processes are in place at the organization. We have our own internal audit system, which works collaboratively with external auditors to continuously review and validate the institution's annual totals for income, expenses, and capital expenditures. The transactions for each financial year are thoroughly reviewed and verified by a group of personnel working under qualified internal auditors who have been permanently employed from outside sources. A thorough external audit is also conducted yearly, in addition to this. The institution's management, the Khalsa College Charitable Society, Amritsar, is linked to an online financial data system. As a result, an internal audit is performed on each receipt and expenditure. Internal auditors conducted audits on a regular basis to verify the pertinent receipts, vouchers, ledger entries, etc. In addition, auditors are in charge of conducting external audits under the direction of a certified public accountant. Other than petty cash, which ensures internal account checks and balances, bank transactions are utilized to maintain accounts. A Chartered Accountant also regularly audits the Institute's accounts in conformity with governmental standards.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
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)**

95600

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

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

The college receives financing from a number of organizations for its usual activities. The college raises money through its partners in the government, nonprofit organizations, the UGC, wellwishers in the neighborhood, previous students, and public figures.

Institutional strategies for mobilizing funds typically involve identifying potential sources, such as government grants, corporate sponsorships, alumni donations, and fundraising events. Once secured, funds are allocated based on institutional priorities, often through a budgeting process that involves input from various departments.

**Optimal Utilization of Resources:**

The College refreshes its infrastructure on a regular basis. It has created its policies to ensure successful execution and the optimum use of available resources. The funds are allocated for maintaining the labs and classrooms. The received money are collected and used through cheque, RTGS, or NEFT. According to the priorities and suggestions of committees, the funds are utilized for student development, ICT device and up gradation, infrastructural development and beautification, and necessary equipment for the skill-based courses. All the money that is collected is spent according to appropriate procedures, which may include using quotes, e-trending, talks with committee permission, cheques, or online payment methods.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
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

On 08-08-2008, the college established the Internal Quality Assurance Cell for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization. The IQAC is consistently working on to promote the quality culture and holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. It has been trying to institutionalize number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra-curricular activities. The goals of IQAC constitutes Communication of information on the various quality parameters of higher education, documentation of the various activities leading to quality improvement, obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes and preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters. Several activities performed under IQAC cell are Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators, effective delivery of curriculum and enhanced usage of ICT tools, establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs, Organising Seminars/Workshops/Conferences and Endowment, lecture series Recognizing and felicitating distinguished alumni, staff training programmes etc.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
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 worked hard to bring about changes to the institution's operations, structures, and methods of instruction by developing a number of tools to assess their efficacy. There are certain knowledge resources in the library and ICT resources in the classrooms, labs, and library. Participation from a large number of faculty members in workshops on syllabus revision improves readiness for efficient instruction in the classroom.

Course types, such as required, elective, add-on, remedial, etc., and the schedules of co-curricular and extracurricular activities are taken into consideration while scheduling courses in the schedule. The IQAC putting efforts in teacher training and retraining programs that are designed to broaden the range of instructional approaches that educators employ in their regular classrooms.

Creating and implementing cost-free or reasonably priced, needbased supplemental courses is another common approach to close the curriculum gap between university curricula and industry demands. Some quality enhanced programmes taken by college are:

Senior students who excel in their studies teach youngsters through demonstration lessons

Involvement in a range of extracurricular pursuits.

ICT use in the process of teaching and learning.

Tutorials designed for advanced learners.

To attain the intended learning objectives, high-performing and low-performing students are partnered.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
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

44

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://kceranjit.org/campus/meetings-atr-23-24">https://kceranjit.org/campus/meetings-atr-23-24</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://kceranjit.org/public/web_images/488/agar_22-23.pdf">https://kceranjit.org/public/web_images/488/agar_22-23.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
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

**New certificate course introduced:** The college is deeply committed to providing a high-quality education that equips students with the knowledge, skills, and critical thinking abilities needed to succeed in their chosen fields. With the light of this commitment, Jagat Guru Nanak Dev Punjab State Open University has approved a new certificate course for students seeking to enhance their skills and knowledge. The aim of new certificate program in computer application is to cater to the evolving needs of the workforce and provide learners with valuable certifications that can boost their career prospects. The course is designed to be flexible and accessible, allowing students to balance their studies with work and personal commitments.

**MOU signed:**The college has actively pursued strategic partnerships by signing Memoranda of Understanding (MoUs) with various renowned colleges and organizations. These collaborations aim to foster academic exchange and research collaborations. By working together,

the college seeks to enhance the overall learning experience for students, provide opportunities for faculty development, and contribute to advancements in knowledge and innovation. These partnerships also open doors to international collaborations, student exchange programs, and joint research initiatives, broadening the horizons of the college's academic community. Total four MOUs signed with renowned organisations.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

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

#### 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 to promote awareness about energy conservation.

- Periodical meetings of Energy Conservation and Waste Management Cell.
- Well-designed building with natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans/ACs when not in use.
- Modern more cost-effective LED lights and LCD monitors in all the labs 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 "Energy Conservation and 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 staff and students.

**Policy Statement**

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

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institution upholds principles of prosperity through cleanliness/hygiene, aiming to achieve overall purity of body, mind, and soul. Foster awareness among Faculty and students about maintaining pollution-free environment, the following initiatives are undertaken:

- Nature's Architect: An Art Competition for Education colleges on 27 April 2024, organised under the aegis of Environment Education Programme, Ministry of Environment, Forest and Climate Change supported by Punjab State Council for Science and Technology as Nodal Agency and Guru Nanak Dev University, Amritsar.
- Energy and Waste Management Cell organised Interactive Session on "E-Waste Management "on 11 April, 2024.
- College organised one day Hybrid Workshop on 21st February, 2024, on 'Experiential Learning on Environment Education' in association with 'National Environment Academic Network (NEEAN)', Telangana.
- Tree plantation drive with Theme "MERI MATTI MERA DESH" to celebrate "Azadi ka Amrit Mahotsav" on 22 August 2023
- College initiated the tree plantation drive from 1st to 5th June 2023 on account of World Environment Day
- Assemblies, seminars, and extension lectures to promote environmental sensitivity and awareness.
- Presenting saplings to guests as a gesture of appreciation.
- Organizing plantation drives during teaching practice sessions.
- Paperless office and e-governance practices

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>All of the above</b>
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

**208232**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

The College is located at the prime location of the city providing all facilities to students & visitors.

**LOCATIONAL ADVANTAGES:**

1. Located near main road with easy accessibility and connectivity via public transport
2. Sufficient Green Area in vicinity of college
3. Municipal Corporation Office in Proximity- a landmark
4. Police station is in a range of 500m for safety and security purposes.
5. Proximity to commuting access to students from rural areas
6. Proximity to several national research institutes/research universities and non-governmental organisation

**COMMUNITY PRACTICES:**

1. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity nearby
2. Utmost care to maintain cleanliness and greenery in and around the college
3. Many awareness programmes are organised for public awareness.
4. Provided space to schools, Banks and Government organisations to conduct different activities
5. Students take up
  - Internships at Government as well as Private Schools, DIETs and Sister Institutions
  - The college being close to many schools in the area with sufficient resources to provide optimal exposure to students. Students have easy access for; Observation of classroom teaching, Internship in the schools to practice skills learnt.

- **In-campus activities**
- **Outreach activities**
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File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## **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:** Creation and Conservation of Eco-friendly Campus

**Objectives: To:**

- Use energy efficiently
- Recycle and compost
- Green landscaping for cool and clean air
- Use of organic manure
- Involve the campus community in environmentally friendly activities

**Context:**

**Environmentally friendly practices**

**Practices:**

1. Online Mentoring Workshops, Plantation Drives, Presentation of Plant Saplings to Guests
2. Green landscaping and Pedestrians Friendly Roads
3. Water Pollution Check
4. Energy Conservation by energy efficient lighting gadgets and Solar Power Plant
5. Plastic free campus, Paperless office
6. Sanitary Napkins Incinerator
7. Rainwater harvesting, Vermicomposting
8. Green audits

**Evidence of Success:**

Eco-Friendly campus, certifications by national bodies.

**Problems Encountered and Resources Required:**

**BEST PRACTICE -2**

**TITLE:** Rewards and Recognition for Faculty and students

**Objectives: To:**

- improve performance
- develop innovation and creativity
- create and harness the power of motivation
- appraise and appreciate their contribution

**Context:**

For positive impact on performance

**Practices:**

1. Best Teacher Award and Best Researcher Award
2. Mementoes/awards for staff and students

**Evidence of Success:**

Best Teacher Award and Best Researcher Award with cash prize and citation

**Problems Encountered and Resources Required:** Balancing teaching and research activities is a challenge, faculty to ensure both are achieved.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

We, at Khalsa College of Education, Ranjit Avenue, Amritsar, consider our distinctiveness in 'the holistic development of teacher trainees and teacher educators to give new direction to the society'. To be distinctive must be in harmony with our vision, priority and thrust area. With this view, our institution always binds the tie with our rich Indian culture and celebrates different important days. The holistic development helps man to become passionate, innovative and humane towards everything present around them.

In accordance with this:

Distinctive activities conducted are:

- World Environment Day: Plantation Drives Inside and Outside Campus, -sustain environment.
- University Youth Festivals- propagate the spirit of communal harmony, brotherhood and mutual respect among students.
- Procession on Guru Nanak Dev Ji's Birthday- spread Guru Saheb's message of secular humanism to contemporary world.
- Educational Plays by renowned Artists and Theatres- aware interns about philosophies of great Indian educationists.
- Celebrations of Important Days (Women's Day, Science Day, International Mathematics Day, Hindi Literature Day, etc.)
- Ardaas Divas- binding students with valuable tradition of college.
- Divinity Exam- enhance the religious and cultural knowledge of the students.
- Vasakhi Mela
- Chabeel on Shaheedi Divas of Guru Arjun Dev Ji

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded