

Self Appraisal Report

Submitted to NAAC
For Re-assessment and Re-accreditation
February, 2016



By

KHALSA COLLEGE OF EDUCATION

*** RE-ACCREDITED 'A' GRADE AT 3.45 CGPA BY NAAC * RECOGNIZED BY NCTE FOR**

B.Ed. & M.Ed. PROGRAMMES & UGC UNDER SECTION 2(F) & 12(B)

*** COVERED UNDER 95% DEFICIT GRANT-IN-AID BY GOVT. OF PUNJAB**

*** AFFILIATED TO G.N.D.U. AMRITSAR**

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Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the Peer Team visit.



Principal
Khalsa College of Education
Amritsar

Signature

DATE: March 11, 2016

PLACE: AMRITSAR

VISION STATEMENT OF THE INSTITUTION

To develop a globally compatible, socially responsive, secular, innovative and comprehensive institute of excellence in the field of teacher education, research and extension with a focus on the holistic development of individual and society by intertwining regional, national and international linkages.

MISSION OF THE INSTITUTION

1. To prepare passionate, innovative secular teachers with commitment to excellence and professional outlook.
2. To prepare teachers for 21st century with a focus to develop their competencies and chisel their skills required to compete in the world job market.
3. To enlarge intellectual horizon and develop social intelligence, emotional and aesthetic sensibility of future teachers who can form a humane world.
4. To offer high quality and need based programmes in Teacher Education at affordable cost.
5. To promote, co-ordinate and regulate research in Teacher Education.
6. To develop professionalism in the would be teachers with special emphasis on professional ethics and professional outlook
7. To honour cultural and spiritual diversity and to offer a fertile ground for its preservation and promotion.
8. To establish linkages with state, national and international bodies working in the field of education in general and teacher education in particular.

9. To prepare teachers who are well-versed with the problems and issues of society and are able to give visionary leadership to it.
10. To develop an ambience of work culture, mutual respect, co-operation, peaceful co-existence and team work.
11. To provide a stimulating environment for inclusive education and mainstreaming of marginalized.
12. To create a socially responsible skill oriented community through empowered education.
13. To prepare teachers with an innovative mindset, laced with the technological advancements.

OBJECTIVES OF THE INSTITUTION

1. To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
2. To re-invigorate research in teacher education by promoting interdisciplinary approach, essential for innovations in the field of Teacher-Education.
3. To inculcate teaching and communication skills among would be teachers through the application of educational technology.
4. To help the teacher trainees to become a part of 'knowledge generating society' through organization of seminars, workshops, conferences and other techniques of higher learning.
5. To give exposure to teacher trainees to diverse cultures by bringing the internationalism to the campus through student/faculty exchange programmes.
6. To develop leadership qualities among the teacher trainees to give new directions to the society in different spheres by organizing different types of activities like campaigns, rallies, surveys etc.

7. To give training to teacher trainees in 'Learning to Live Together' for peaceful co-existence by organizing group activities- participating in community programmes, organization of themes based morning assemblies, excursion, visits.
8. To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.
9. To produce ICT savvy teachers by introducing ICT skills among students at B.Ed and M.Ed level.
10. To inculcate ethical, social, aesthetic values among teacher trainees through value- oriented education and community service programmes.
11. To stimulate environment for the development of socially responsible teachers capable of practicing inclusion.

A BRIEF INTRODUCTION

Khalsa College of Education has its roots in the main Khalsa College, Amritsar (Established in 1892). It started its onerous journey as a B.T. Deptt. in the year 1954. In 1959, the B.T. Deptt. took the shape of a full fledged independent college and was housed in the present magnificent building, then known as “Patiala House”, a gift from His Highness Maharaja Rajinder Singh Mohinder Bahadur ruler of Patiala, at his coronation on October 23, 1890. Initially, there were two units of 100 B.T. students, subsequently one unit of J.B.T. and two more units of B.Ed. students were added. In 1969, J.B.T. class was taken over by the State Govt. and shifted to J.B.T. centre, Verka. In 1969-70, M.Ed. class was added which is functioning satisfactorily till date and is providing teacher educators to this region and country. In the year 1987-88, G.N.D.U. started M.Phil (Education) class in this college, which was discontinued in 1995-96 with a plea that M.Phil had become irrelevant with the introduction of National Eligibility Test for the recruitment of college teachers. In the year 1991-92, the college took another progressive step and started one year Nursery and Elementary course with graduation as the basic qualification. However, this had to be discontinued in the session 1994-95, as the State Govt. did not recognize this course equivalent to B.Ed. At present, the college has 100 M.Ed., 400 B.Ed. and 45 PGDCA (T.E.) seats. The college has got letter of intent from NRC-NCTE for two new programmes with effect from 2016-2017 as mentioned below:

| <i>Sr. No.</i> | <i>Programme</i> | <i>Letter of Intent and date</i> |
|----------------|--|---|
| <i>1</i> | <i>4 year integrated B.A-B.Ed\B.Sc. B.Ed</i> | <i>F.NRC/NCTE/NRCAPP-./250th (Part-2) Meeting/2016/140395-403/140398 dated 23-02-2016</i> |
| <i>2</i> | <i>3 year integrated B.Ed M.Ed</i> | <i>F.NRC/NCTE/NRCAPP-./250th (Part-3 & 4) Meeting/2016/141485-99/141489 dated 26-02-2016</i> |

This college also acts as a centre for in-service teacher training for B.Ed. (Distance Mode) of Jamia Millia Islamia, New Delhi. About 200 students are presently doing B.Ed. (D.M.) under the experienced guidance of the staff. From the session 2009-10 IGNOU has established a programme centre in this college for M.Ed. (Distance Mode) with an intake of 50 students. This college has produced maximum number of Ph.D's in Education in Punjab. Its contribution as an institution is much greater than the contribution of all the Colleges of Education in Punjab. The college has planned to start P.G. Diploma in Early Childcare and Education (PGDECCE), Certificate Course in Early Childcare and Education (CCECCE) and Certificate Course in Human Rights and Duties Education (CCHRDE). For these programmes, we are in the process to sign a Memorandum of Understanding (MOU) with New Zealand, Teritary College, Auckland. The college has already signed a memorandum of understanding with Finland National Board of Education for starting twin degree programmes & also for teachers/students exchange programmes. Each programme will have 50 seats. It is a matter of pride that Khalsa College of Education is the first institution in the Northern Region, which has been recognized by N.C.T.E. and accepted as Nodal institution for the North Zone. The National Council of Teacher Education has also made this college a Master co-ordinating college for conducting Information Communication Technology Camps in Punjab and in neighbouring states. In future, this college will act as Multi-media Development and Research Centre of N.C.T.E. The college has submitted 40 E-Modules under E-Pathshala of Ministry of Human Resource development (MHRD). As per the recommendations of NCFTE-2014(Teacher Education), the B.Ed. curriculum has been redesigned to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. In this context, one day National workshop and Panel Discussion was held in our college on NCTE Regulations-2014; Implementation of Teacher Education curriculum. During the session 2014-15, three days National Orientation workshop on Teacher education Regulations-2014 on Norms and Standards and New Curriculum

Framework for Physical Teacher Education Programme was organized in our college. The focus of the workshop was to sensitize and create awareness among the Physical Teacher. Regional Consultation Meeting of NCTE on New Education Policy-2016 (Northern) for teacher education was organized by our college. Prof. Santosh Panda Chairperson NCTE was the Chairperson of the meeting.

The college has been re-accredited as an 'A' grade institution by NAAC at 3.45/4 CGPA. In the 9th plan, the college received special grant of Rs. 3.5 Lac for Women's hostel and Library extension. The project of Women's Hostel has been completed at the cost of Rs. 20 lac. Its credit goes to the present Managing Committee for spending more than Rs. 17 lac for the completion of this project. The hostel is well equipped with latest facilities and is named after Maharani Jindan in Commemoration of 200 years of Maharaja Ranjit Singh's coronation. In the 10th Plan, the college completed the extension of the first floor of Maharani Jindan Girls Hostel. During the session 2006-2007 Maharani Jindan Open Air Auditorium with a capacity of 1000 seats has been constructed in the hostel campus. The College has enhanced the intake capacity of boarders from 72 to 100 during the financial year 2010-11. During the Eleventh Plan, the College has received a sanction for a grant of Rs. 39.5 Lacs from UGC for the development of infrastructure. The UGC has established Mahatma Gandhi Study & Research Centre under UGC scheme of EPOCH Making Social Thinkers of India. For this project the college received a grant of Rs.9 Lacs. The college will continue to get this grant every year on the basis of performance & evaluation. A grant of Rupees 12 Lacs has been given by the Govt. of India for the installation of 5 KW Hybrid Solar Wind Energy System. The college has availed the subsidies from 33 to 75 % for the installation of Solar Water Heating Systems and LED Dusk- to-Dawn lighting system. The college has updated the college canteen with modern facilities. The college has also completed the project of shifting the computer laboratory to a newly constructed wing with ultra modern facilities. The computer lab has unlimited internet facility and Wi-Fi enabled Zone. A New hall of 1000 sq. ft. has been constructed for Gandhian

Bhawan. This hall is attached with workshop area for creative arts, resource person's room & refreshment area to make it a well equipped & logistically functional. The project of Heritage Guest House has been completed with a cost of 40 Lacs and now it has become operational w.e.f. September 2009. It has accommodation of 20 well furnished rooms. The college has also undertaken the renovation of Jind Hostel with an estimated cost of Rs.25 Lacs. 40 Cubical rooms are ready for use from the session 2010-11. A new three storey block of 50 rooms have been added to the existing Jind Hostel with a cost of 1.2 crore. Now the total intake capacity of Jind Hostel is 230 students. The project of extension of library and Bhai Ram Singh Hall has already been completed. To enhance the capacity of the college hall, a music-cum-green room has been added. A verandah encompassing the existing hall has been added for making it eco-friendly. Physical Sciences and Life Sciences Laboratories have been renovated and shifted to more spacious building with modern amenities. The challenging task of renovation of the original structure has been undertaken vigorously. The old rooms have been given a new look by converting them into well equipped seminar room, guest rooms, craft room, a seminar hall and parking area. The College has undertaken the project of converting the classrooms into smart classrooms with modern technological equipments. College is having number of lush-green well maintained lawns for staff and students. An Open Air Theatre is a new addition to the previous building of the college. The college celebrated its Golden Jubilee in the year 2003. College updated its library, laboratories and audio-visual centre. The college established a guidance and counseling centre to give the educational & occupational guidance to the students. The college has established a 'Legal Aid Clinic' in collaboration with the Distt. Legal Services Authority under the aegis of Punjab Legal Services Authority. The college is going to start a NETWORK RESEARCH CENTRE. The college has created a placement cell through which every year a large number of PGDCA (T.E.), B.Ed. & M.Ed. students get placements in reputed institutions. Our college is producing highest number of UGC- NET/JRF qualified

students, teacher educators & Principals in the country. The college has created Higher Education Institute Society and got it registered under Society's Registration Act XXI of 1860. This society is playing a major role in promotion of need based Information Communication Technology (ICT) courses along with other courses like IELTS, TOEFL etc. The college has established a modern language laboratory for providing facilities to the would be teachers to improve their communication skills .Not only this the college has created a recording room for recording the best teaching programmes for the feedback of the students. The Legal Aid Clinic was established in the Educational Clinic of our college to provide Legal and Guidance services to the General public. With all the financial help from the Govt. /Non-Govt. Agencies and with grace of God this College will become Model Institute in the field of Teacher Education in the days to come.

PART-I

INSTITUTIONAL DATA

A- PROFILE OF THE INSTITUTION

B- CRITERIA-WISE INPUTS

A- PROFILE OF THE INSTITUTION

1. Name and address of the institution: **KHALSA COLLEGE OF EDUCATION, G.T.ROAD, AMRITSAR - 143002**

2. Website URL: www.kceasr.org

3. For communication:

Office

| Name | Telephone Number with STD Code | Fax No | E-Mail Address |
|-----------------------------|--------------------------------|--------------|--|
| Head/Principal | 98151-50030 | 0183-5015600 | jsdhillon@rediffmail.com |
| Vice-Principal | 98550-02425 | 0183-5015600 | researchertandem@rediffmail.com |
| Self appraisal Co-ordinator | 98550-02425 | 0183-5015600 | researchertandem@rediffmail.com |

Residence

| Name | Telephone Number with STD Code | Mobile Number |
|-------------------------------|--------------------------------|---------------|
| Head/Principal | 0183-5015600, 5063600 | 09501114411 |
| Vice-Principal | 0183-5015600, 5063600 | 98550-02425 |
| Self - appraisal Co-ordinator | 0183-5015600 | 98550-02425 |

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

5. Campus area in:

6. Is it a recognized minority institution? Yes ☐ No ☒

7. Date of establishment of the institution:

| | |
|-----|------|
| MM | YYYY |
| JUL | 1954 |

8. University/Board to which the institution is affiliated:

GURU NANAK DEV UNIVERSITY, AMRITSAR

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

| | | |
|------|-----|------|
| 2(f) | MM | YYYY |
| | JUL | 1956 |

| | | |
|-------|-----|------|
| 12(B) | MM | YYYY |
| | JUL | 1956 |

10. Type of Institution

- a. By funding
- i. Government ☐
 - ii. Grant-in-aid ☒
 - iii. Constituent ☐
 - iv. Self-financed ☐
- B. By Gender
- i. Only for Men ☐
 - ii. Only for Women ☐
 - iii. Co-education ☒
- c. By Nature
- i. University Dept. ☐
 - ii. IASE ☐
 - iii. Autonomous College ☐
 - iv. Affiliated College ☒
 - v. Constituent College ☐
 - vi. Dept. of Education of Composite College ☐
 - vii. CTE ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

☒ ☐

Yes

No

12. Details of Teacher Education programmes offered by the institution:

| Level | Programme/ Course | Entry Qualification | Nature of Award | Duration | Medium of instruction |
|----------------------------|----------------------------------|--|--------------------|----------|--------------------------|
| Pre-primary | Early Childhood Care & Education | Graduation | Certificate | 6 Months | English |
| | Early Childhood Care & Education | Graduation | Diploma | 1 year | English |
| Secondary/ Sr.secondary | B.Ed. | Graduation | Degree | 2 Year | Eng/Pun/Hindi |
| | PGDCA(T.E.) | Graduation | Diploma | 1 Year | English |
| | M.Ed. | B.Ed. | Degree | 2 Year | Eng/Pun/Hindi |
| Post Graduate | Human Rights & Duties Education | +2 | Certificate | 6 Months | English |
| | B.Ed.(DM) | Graduation + 2 Years Teaching Experience | Degree | 2 Years | Eng/Hindi |
| Other | M.Ed.(DM) | B.Ed. + 2 Years Teaching Experience | Degree | 2 Years | Eng |

13. Details of NCTE recognition (for each programme mentioned in Q.12 above)

| Level | Programme | Order No. & Date | Valid up to | Sanctioned Intake |
|-------|-----------|------------------|-------------|-------------------|
| | | | | |

| | | | | |
|----------------------------|-------|--|--------------|------------------------------|
| Secondary/ Sr.secondary | B.Ed. | Old NRC/NCTE/F-3/PB-99/6877 dated 15/12/2003 Revised F.NO.NRC/NCTE/PB-99/2015/105657-61 dated 27/05/2015 | Life time | 200 (4 Units annually) |
| Post Graduate | M.Ed. | Old F.3/P.B.-7/M.Ed./2001/1203 12/06/2001 Revised F.NO.NRC/NCTE /PB-07/2015/108034-38 dated 30-5-2015 | Life time | 50 (Unit annually) |

B-Criterion-wise inputs

Criterion I: Curricular Aspect

1. Does the Institution have a stated?

Vision

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Mission

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Values

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Objectives

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

2. a) Does the institution offer self-financed programme(s)?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes,

b) How many programmes?

| |
|----|
| 01 |
|----|

c) Fee charged per programme

| |
|-------|
| 27800 |
|-------|

3. Are there programmes with semester system?

| |
|-----|
| Yes |
|-----|

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

| |
|----|
| 04 |
|----|

5. Number of methods/elective options (programme wise)

B.Ed. (Full Time)

| |
|----|
| 09 |
|----|

B.ED (Distance mode)

| |
|----|
| 04 |
|----|

M.Ed. (Full Time)

| |
|----|
| 08 |
|----|

M.Ed. (Distance mode)

| |
|----|
| 11 |
|----|

6. Are there Programmes offered in modular form?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

| | |
|--------|----|
| Number | 04 |
|--------|----|

7. Are there Programmes where assessment of teachers by the students has been introduced?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

| | |
|--------|----|
| Number | 05 |
|--------|----|

8. Are there Programmes with faculty exchange/visiting faculty?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

| | |
|--------|----|
| Number | 05 |
|--------|----|

9. Is there any mechanism to obtain feedback on the curricular aspects from the

Heads of practice teaching schools

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

Academic peers

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

Alumni

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

Students

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

Employers

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

10. How long does it take for the institution to introduce a new programme within the existing system?

| |
|----------|
| One Year |
|----------|

11. Has the institution introduced any new courses in teacher education during the last three years?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

| | |
|--------|----|
| Number | 01 |
|--------|----|

12. Are there courses in which major syllabus revision was done during the last five years?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

| | |
|--------|----|
| Number | 03 |
|--------|----|

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

14. Does the institution encourage the faculty to prepare course outlines?

| | | | |
|-----|-------------------------------------|----|--|
| Yes | <input checked="" type="checkbox"/> | No | |
|-----|-------------------------------------|----|--|

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

a) Through an entrance test developed by the institution

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |

- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Others



Students for B.Ed course are selected for admission through online centralized counseling process on the basis of their merit in the qualifying examination.

2. Furnish the following information (for the previous academic year):


| | |
|--------------------------------------|--------------|
| Date of start of the academic year | 16 Aug, 2014 |
| Date of last admission | 05 Aug, 2014 |
| Date of closing of the academic year | 31 May, 2014 |
| Total teaching days | 235 |
| Total working days | 255 |

3. Total number of students admitted (2014-2015)

| Programme | Number of students | | | Reserved | | | Open | | |
|-------------------|--------------------|-----|-------|----------|----|-------|------|-----|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| B.Ed. | 12 | 188 | 200 | 10 | 45 | 55 | 02 | 143 | 145 |
| M.Ed. (Full Time) | 2 | 33 | 35 | - | - | - | 02 | 33 | 35 |
| PGDCA (T.E) | 15 | 10 | 25 | - | - | - | 15 | 10 | 25 |

Total number of students admitted (2015-2016)

| Programme | Number of students | | | Reserved | | | Open | | |
|-------------------|--------------------|-----|-------|----------|----|-------|------|-----|-------|
| | M | F | Total | M | F | Total | M | F | Total |
| B.Ed. | 15 | 185 | 200 | 11 | 45 | 69 | 04 | 116 | 120 |
| M.Ed. (Full Time) | 2 | 25 | 27 | - | - | - | 02 | 25 | 27 |
| PGDCA (T.E) | 12 | 16 | 28 | 0 | - | 01 | 12 | 15 | 27 |

| | | | |
|-----|--|----|---|
| Yes | | No |  |
|-----|--|----|---|

4. Are there any overseas students?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

Unit cost excluding salary component: B.Ed.

6842

: M.Ed.

8400

Unit cost including salary component: B.Ed

61093

: M.ED

63093

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

| Programmes | Open | | Reserved | |
|-------------------|-------------|------------|-------------|------------|
| | Highest (%) | Lowest (%) | Highest (%) | Lowest (%) |
| D.Ed. | | | | |
| B.Ed. | | 55% | | 50% |
| M.Ed. (Full Time) | | 55% | | 50% |
| M.Ed. (Part Time) | | 55% | | 50% |

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

☒

No

☐

8. Does the institution develop its academic calendar?

Yes

☒

No

☐

9. Time allotted (in percentage)

| Programmes | Theory | Practice Teaching | Practicum |
|-------------------|--------|-------------------|-----------|
| B.Ed. | 55% | 20% | 25% |
| M.Ed. (Full Time) | 65% | 10% | 25% |

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

| | |
|---|---|
| 1 | 5 |
|---|---|

b) Minimum number of pre-practice teaching lessons given by each student

| | |
|---|---|
| 1 | 2 |
|---|---|

11. Practice Teaching at School

a) Number of schools identified for practice teaching

| | |
|---|---|
| 1 | 5 |
|---|---|

b) Total number of practice teaching days

| | |
|---|---|
| 4 | 5 |
|---|---|

c) Minimum number of practice teaching lessons given by each student

| | |
|---|---|
| 3 | 0 |
|---|---|

d) Other information

From the session 2015-2016, the duration of B.Ed has been enhanced to two years. So, the duration of teaching practice has also been enhanced to 20 weeks.

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

| | | | |
|---------------------------------|----|--|----|
| No. of Lessons In simulation | 12 | No. of Lessons Pre- practice teaching | 12 |
|---------------------------------|----|--|----|

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes

☒

No

☐

14. Does the institution provide for continuous evaluation?

Yes

☒

No

☐

15. Weightage (in percentage) given to internal and external evaluation

| Programmes | Internal | External |
|------------|----------|----------|
|------------|----------|----------|

| | | |
|-------------------|----|----|
| B.Ed. | 30 | 70 |
| M.Ed. (Full Time) | 30 | 70 |
| M.Ed. (Part Time) | 20 | 80 |

16. Examinations

a) Number of sessional tests held for each paper

| | |
|---|---|
| 0 | 3 |
|---|---|

b) Number of assignments for each paper

| | |
|---|---|
| 0 | 2 |
|---|---|

17. Access to ICT (Information and Communication Technology) and technology.

| | Yes | No |
|---|-----|----|
| Computers | ✓ | |
| Intranet | ✓ | |
| Internet | ✓ | |
| Software / courseware (CDs) | ✓ | |
| Audio resources | ✓ | |
| Video resources | ✓ | |
| Teaching Aids and other related materials | ✓ | |

18. Are there courses with ICT enabled teaching-learning process?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

| | |
|--------|----|
| Number | 03 |
|--------|----|

19. Does the institution offer computer science as a subject?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, is it offered as a compulsory or optional paper?

Compulsory ☒ Optional ☐

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

| | | | |
|-------------|---|---|---|
| Number - 10 | 2 | 7 | % |
|-------------|---|---|---|

2. Does the Institution have ongoing research projects?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, provide the following details on the ongoing research projects

| Funding agency | Amount (Rs) | Duration (years) |
|----------------|-------------|------------------------------|
| UGC | 7,90,000 | per year |
| UGC | 9,00,000 | 2 years |
| UGC | 1 Crore | 11 th Plan Period |

3. Number of completed research projects during last three years.

| |
|-------|
| Three |
|-------|

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

Teachers are given study leave

Teachers are provided with seed money

Adjustment in teaching schedule

Providing secretarial support and other facilities

| |
|---|
| ✓ |
| ✓ |
| ✓ |
| ✓ |

5. Does the institution provide financial support to research scholars?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

6. Number of research degrees awarded during the last 5 years.

| | |
|-------|---------------------------------|
| Ph.D. | <input type="text" value="13"/> |
|-------|---------------------------------|

| | |
|---------|---------------------------------|
| M.Phil. | <input type="text" value="02"/> |
|---------|---------------------------------|

7. Does the institution support student research projects (UG & PG)?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

8. Details of the Publications by the faculty (Last five years)

Yes No Number

| | | | |
|--|---|--|----|
| National journals – referred papers | ✓ | | 69 |
| Non referred papers | | | |
| Academic articles in reputed magazines/news papers | ✓ | | 06 |
| Books | ✓ | | 82 |

9. Are there awards, recognition, patents etc received by the faculty?

| | | | | | |
|-----|-------------------------------------|----|--------------------------|--------|----|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> | Number | 33 |
|-----|-------------------------------------|----|--------------------------|--------|----|

10. Number of papers presented by the faculty and students (during last five years): Faculty

National seminars

International

| |
|----|
| 58 |
|----|

Any other academic forum

| |
|----|
| 16 |
|----|

11. What types of instructional materials have been developed by the institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

| |
|---|
| ✓ |
|---|

Print materials

| |
|---|
| ✓ |
|---|

Non-print materials (e.g. teaching

| |
|---|
| ✓ |
|---|

Aids/audio-visual, multimedia, etc.)

| |
|---|
| ✓ |
|---|

Digitalized (Computer aided instructional materials)

| |
|---|
| ✓ |
|---|

Question bank

12. Does the institution have a designated person for extension activities?

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

13. Are there NSS and NCC programmes in the institution?

Yes

☒

No

☐

14. Are there any other outreach programmes provided by the institution?

Yes

☒

No

☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

81

16. Does the institution provide consultancy services?

Yes ☒ No ☐

In case of paid consultancy what is the net amount generated during last three years.

One lakh

17. Does the institution have networking/linkage with other institutions/ organizations?

| | |
|---------------------|---|
| Local level | ✓ |
| State level | ✓ |
| National level | ✓ |
| International level | ✓ |

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

11737.71 sq. mt

2. Are the following laboratories been established as per NCTE Norms?

| | | | | | |
|----|--------------------------------------|-----|-------------------------------------|----|--------------------------|
| a) | Methods lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) | Psychology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) | Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) | Education Technology lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) | Computer lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) | Workshop for preparing Teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

35

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

59631

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

59631

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

42681

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

264946

8. Has the institution developed computer-aided learning packages?

Yes



No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

| M | F | M | F |
|----|----|----|----|
| 1 | 36 | | |
| 10 | 05 | 06 | 02 |

10. Total number of posts vacant

Teaching

Open

Reserved

Non-teaching

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |
| - | - | - | - |

11. a. Number of regular and permanent teachers

(Gender-wise)

Lecturers

| M | F | M | F |
|---|----|---|---|
| - | 33 | - | - |

Readers

| M | F | M | F |
|---|---|---|---|
| - | 2 | - | - |

Professors

| M | F | M | F |
|---|---|---|---|
| 1 | 1 | - | - |

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Lecturers

Open Reserved

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |

Readers

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |

Professors

| M | F | M | F |
|---|---|---|---|
| - | - | - | - |

c. Number of teachers from same state

Other states

| |
|----|
| 36 |
| 01 |

12. Teacher student ratio (program-wise)

| Programme | Teacher student ratio |
|-------------------|-----------------------|
| B.Ed. | 1:8 |
| M.Ed. (Full Time) | 1:5 |

13. a. Non-teaching staff

Permanent

Open Reserved

| M | F | M | F |
|----|---|----|----|
| 10 | 5 | 06 | 02 |
| M | F | M | F |
| -- | | -- | -- |

Temporary

b. Technical Assistants: Permanent

Temporary

| | | | |
|----|---|---|---|
| M | F | M | F |
| 02 | 1 | | - |
| M | F | M | F |
| - | - | - | - |

14. Ratio of Teaching – non-teaching staff

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

80%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

8 hours

On holidays

7 hours

During examinations

8 hours

18. Does the library have an Open access facility?

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

24849

b. Textbooks

18300

c. Reference books

1013

d. Magazines

10

e. Journals subscribed

34

- Indian journals

02

- Foreign journals

4092

f. Back volumes of journals

g. E-information resources

- Online journals/e-journals

- CDs/ DVD

- Video Cassettes

- Audio Cassettes

08

53

102

10

20. Total carpet area of the Library (in sq. mts.)

405.09 sq. mt.

Seating capacity of the Reading room

72

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☐

Fully automated

☒

22. Which of the following services/facilities are provided in the library?

Circulation

☒

Clipping

☒

Bibliographic compilation

☒

Reference

☒

Information display and notification

☒

Book Bank

☒

Photocopying

☒

Computer and Printer

☒

Internet

☒

Online access facility

☒

Inter-library borrowing

☒

Power back up

☒

User orientation /information literacy

☒

23. Are students allowed to retain books for examinations?

Yes

☒

No

☐

24. Furnish information on the following

Average number of books issued/returned per day

90

Maximum number of day's books is permitted to be retained

By students

15

By faculty

30

Maximum number of books permitted for issue

For students

04

For faculty

08

Average number of users who visited/consulted per month

3125

Ratio of library books (excluding textbooks and book bank

Facility) to the number of students enrolled

76

25. What is the percentage of library budget in relation to total budget of the institution?

5 %

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

| | I | | II | | III | |
|--------------------------|--------|------------------------|--------|------------------------|--------|------------------------|
| | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) | Number | Total cost (in Rs.) |
| Text books | 480 | 139572 | 187 | 18861 | 287 | 62570 |
| Other books | 74 | | 24 | | 44 | |
| Journals/ Periodicals | 20 | 7580 | 22 | 9270 | 22 | 9670 |

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

| Programmes | 2012-13 | 2013-2014 | 2014-2015 |
|------------|---------|-----------|-----------|
| B.Ed. | 2 | 0 | 1 |

| | | | |
|-------------------|---|---|---|
| M.Ed. (Full Time) | 0 | 1 | 0 |
|-------------------|---|---|---|

2. Does the Institution have the tutor-ward/or any similar mentoring system?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, how many students are under the care of a mentor/tutor?

| |
|----|
| 10 |
|----|

3. Does the institution offer Remedial instruction?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

4. Does the institution offer Bridge courses?

| | | | |
|-----|--------------------------|----|-------------------------------------|
| Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
|-----|--------------------------|----|-------------------------------------|

5. Examination Results during past three years (provide year wise data)

| | UG (B.Ed) | | | PG (M.Ed) | | |
|--|-----------|-------|-------|-----------|-------|-------|
| | 12- 13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Pass percentage | 100% | 100% | 100% | 100% | 100% | 100% |
| Number of first classes | 197 | 191 | 192 | 32 | 33 | 34 |
| Number of distinctions | 66 | 56 | 80 | 30 | 30 | 26 |
| Exemplary performances (Gold Medal and university ranks) | 07 | 10 | 06 | 03 | 08 | 0 |

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

| | 2012-13 | 2013-14 | 2014-15 |
|--------|---------|---------|---------|
| NET | 09 | 10 | 06 |
| CTET & | 24 | 21 | 26 |

| | | | |
|------|----|----|----|
| PTET | | | |
| UPSC | -- | -- | 02 |

7. Mention the number of students who have received financial aid during the past three years.

| Financial Aid | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|
| Financial support from institution | 16 | 8 | 12 |
| Financial support from govt. | 16 | 24 | 30 |
| Any other specify and indicate (Riots affected) | - | - | 05 |

8. Is there a Health Centre available in the campus of the institution?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

9. Does the institution provide Residential accommodation for:

Faculty

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Non-teaching staff

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

10. Does the institution provide Hostel facility for its students?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, number of students residing in hostels

Men

| |
|----|
| 80 |
|----|

Women

| |
|-----|
| 100 |
|-----|

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Indoor sports facilities

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Gymnasium

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

12. Availability of rest rooms for Women

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

13. Availability of rest rooms for men

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

14. Is there transport facility available?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

15. Does the Institution obtain feedback from students on their campus experience?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised. (2014-2015)

| | Organised | | | Participated | | |
|-----------------------------|-----------|----|--------|--------------|----|--------|
| | Yes | No | Number | Yes | No | Number |
| Inter-collegiate | ✓ | | 5 | ✓ | | 7 |
| National | ✓ | | 2 | ✓ | | 1 |
| Inter-School Declamation | ✓ | | 3 | ✓ | | 3 |
| International | | | - | ✓ | | 2 |

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

| | Participation of students (Numbers) | Outcome (Medal achievers) |
|----------|--|------------------------------|
| State | 1 | ✓ |
| Regional | 4 | ✓ |

18. Does the institution have an active Alumni Association?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, give the year of establishment

| |
|------|
| 2002 |
|------|

19. Does the institution have a Student Association/Council?

Yes

☒

No

☐

20. Does the institution regularly publish a college magazine?

Yes

☒

No

☐

21. Does the institution publish its updated prospectus annually?

Yes

☒

No

☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

| | 12-13 (%) | 13-14 (%) | 14-15 (%) |
|--------------------|--------------|--------------|--------------|
| Higher studies | 45% | 55% | 40% |
| Employment (Total) | 50% | 38% | 55% |
| Teaching | 40% | 28% | 43% |
| Non teaching | 10% | 10% | 12% |

23. Is there a placement cell in the institution?

Yes

☒

No

☐

If yes, how many students were employed through placement cell during the past three years?

| | | |
|-------|-------|-------|
| 12-13 | 13-14 | 14-15 |
| 52 | 63 | 56 |

24. Does the institution provide the following guidance and counselling services to students?

Yes No

Academic guidance and Counseling

☒☐

Personal Counseling

☒☐

Career Counseling

☒☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?

Yes

☒

No

☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

| | |
|---|---|
| Governing Body/management | 2 Months |
| Staff council | Every week |
| IQAC/or any other similar body/committee | Thrice a year |
| Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) | Research Degree Committee Infrastructure Dev. Committee Library Committee, Purchase committee |

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

Medical assistance

Insurance

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

Others

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

4. Number of career development programmes made available for non-teaching staff during the last three years

| | | |
|---|---|---|
| 0 | 0 | 4 |
|---|---|---|

5. Furnish the following details for the past three years

a. Number of teachers who have availed the faculty improvement program of the UGC/NCTE or any other recognized organisation

UGC -1 (E-pathshala)

MHRD -1 (Regional Consultative meeting on National Policy on Education-2016)

NCTE -1 (Workshops on Curriculum framework for Teacher education and Physical teacher education programmes)

b. Number of teachers who were sponsored for professional development programmes by the institution

National

c. Number of faculty development programmes organized by the Institution:

| |
|----|
| 04 |
| 11 |

d. Number of Seminars/ workshops/symposia on Curricular Development, Teaching- learning, Assessment, etc. organised by the institution

| |
|----|
| 11 |
|----|

e. Research development programmes attended by the faculty

| |
|----|
| 06 |
| 11 |

f. Invited/endowment lectures at the institution

| |
|----|
| 24 |
| 11 |

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

b. Student assessment of faculty performance

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

c. Expert assessment of faculty performance

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

d. Combination of one or more of the above

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

7. Are the faculty assigned additional administrative work?

| | | | |
|-----|-------------------------------------|----|--------------------------|
| Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
|-----|-------------------------------------|----|--------------------------|

If yes, give the number of hours spent by the faculty per week

| |
|----------|
| 12 hours |
|----------|

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

| |
|-----------|
| 23,13,393 |
|-----------|

Fees

| |
|-----------|
| 97,76,305 |
|-----------|

Self-funded courses

| |
|----------|
| 4,71,400 |
|----------|

9. Expenditure statement (for last two years)

| | Year 1 | Year2 |
|---|-------------|-------------|
| Total sanctioned Budget | 1,50,000,00 | 1,60,000,00 |
| % spent on the salary of faculty | 60% | 60% |
| % spent on the salary of non-teaching employees | 10% | 10% |
| % spent on books and journals | 4% | 5% |
| % spent on developmental activities (expansion of building) | 6% | 4% |
| % spent on telephone, electricity and water | 4% | 4% |
| % spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc. | 4% | 6% |
| % spent on maintenance of equipment, teaching aids, contingency etc. | 3% | 3% |
| % spent on research and scholarship (seminars, Conferences, faculty development programs, faculty exchange, etc.) | 6% | 5% |
| % spent on travel | 3% | 3% |
| Total expenditure incurred | 1,44,107,57 | 1,60,050,14 |

10. Specify the institutions surplus/deficit budget during the last three years? (Specify the amount in the applicable boxes given below)

| | Surplus in Rs. | Deficit in Rs. |
|-----|----------------|---|
| I | N.A. | 3, 64,163 * Due to non availability of 95% deficit grant-in-aid by state government |
| II | 10,70,506.82 | N.A. |
| III | 1,66,144.82 | N.A. |

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

12. ICT/Technology supported activities/units of the institution:

Administration

Yes

☒

No

☐

Finance

Yes

☒

No

☐

Student Records

Yes

☒

No

☐

Career Counselling

Yes

☒

No

☐

Aptitude Testing

Yes

☒

No

☐

Examinations/Evaluation/
Assessment

Yes

☒

No

☐

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes

☒

No

☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

☒

No

☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

☒

No

☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes

☒

No

☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers

☒

b) for students

☒

c) for non - teaching staff

☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

☐

No

☒

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

☒

No

☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

☒

No

☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

| | Category | Men | % | Women | % |
|---|-----------------------|-----|---|-------|----|
| a | SC | ✓ | 2 | ✓ | 13 |
| b | ST | | | | |
| c | OBC | ✓ | 2 | ✓ | 3 |
| d | Physically challenged | ✓ | 1 | ✓ | 1 |
| e | General Category | ✓ | 8 | ✓ | 71 |

| | | | | | |
|---|-------|--|--|--|--|
| f | Rural | | | | |
| g | Urban | | | | |

4. What is the percentage of the staff in the following category?

| | Category | Teaching staff | % | Non-teaching staff | % |
|---|-----------------------|----------------|-------|--------------------|----|
| a | SC | 02 | 5.40 | 6 | 22 |
| b | ST | | | | |
| c | OBC | | | 02 | 10 |
| d | Women | 35 | 94.59 | 08 | 36 |
| e | Physically challenged | | | | |
| f | General Category | 33 | 89.18 | 14 | 63 |

5. What is the percentage incremental academic growth of the students for the last two batches?

| Category | At Admission | | On completion of the course | |
|-----------------------|--------------|----------|-----------------------------|----------|
| | Batch I | Batch II | Batch I | Batch II |
| SC | 45% | 45% | 69% | 74% |
| ST | | | | |
| OBC | 45% | 45% | 80% | 87% |
| Physically challenged | 50% | 40% | 73% | 77% |
| General Category | 50% | 50% | 86% | 93% |

PART II- EVALUATIVE REPORT

A- EXECUTIVE SUMMARY- SWOT ANALYSIS

B- CRITERIA WISE ANALYSIS

**C- MAPPING OF ACADEMIC ACTIVITIES OF
THE INSTITUTION**

A-EXECUTIVE SUMMARY-SWOT ANALYSIS

Khalsa College of Education has its roots in the main Khalsa College, Amritsar (Established in 1892). It started its onerous journey as a B.T. Deptt. in the year 1954. In 1959, the B.T. Deptt. took the shape of a full fledged independent college and was housed in the present magnificent building, then known as “Patiala House”, a gift from His Highness Maharaja Rajinder Singh Mohinder Bahadur ruler of Patiala, at his coronation on October 23, 1890. The college is established by Khalsa College Charitable Society. Khalsa College Charitable Society consists of members representing different walks of life. The Society is the executive and advisory body, which coordinates and confirms decisions and ensures that university and government norms are maintained. The Khalsa College Charitable Society ensures effective and efficient transaction of teaching and learning process. This college has the honour to be recognized by N.C.T.E. and accepted as a Nodal Institution of India. The college has also been accredited & re- accredited as an ‘A’ grade institution at 3.45/4 CGPA Institution by NAAC. In addition to providing facilities for the degrees of PGDCA (T.E.), B.Ed. and M.Ed. The college provides facilities for part time Ph.D. programmes in the faculty of Education. From the next year, the college is going to introduce two new integrated courses i.e Four Year Integrated B.A.B.Ed/B.Sc.B.Ed Programme and Three Year Integrated B.Ed. - M.Ed Programme with an annual intake of one unit (50 Seats each). The college also acts as a Center for in-service Teacher Education for B.Ed. and M.A. (Education) (Distance Mode) of Jamia Millia Islamia, New Delhi. It has also the study centre of IGNOU, New Delhi for M.Ed. (Distance Mode). Keeping in pace with the demands of the global job market, our institution has introduced three courses viz. PG Diploma in Early Childhood Care and Education, Certificate course in Early childhood care and Education and Certificate course in Human Rights and Duties Education. For these programmes, we are in the process to sign a Memorandum of Understanding (MOU) with Newzealand, Teritary College, Auckland and Newzealand. The college has already signed a memorandum of understanding with Finland National Board of Education for starting twin degree programmes & also for teachers/students exchange programmes. The college is also planning to start B.Ed (Special Education) in collaboration with university of Birmingham, U.K. The College has been producing the maximum number of UGC - NET/JRF qualified candidates year after year. The administration of the institution is decentralized. All administrative functions such as admission, examination, curricular and co-curricular activities involve consultation with the members of various committees such as library, examination, purchase, placement committees etc.

Decisions are taken by the Professors in consultation with principal regarding preparation of year plan, purchase of equipment for the respective labs, seminars, extension lectures to be planned for their own subjects and evaluation procedure to be followed. Organization of activities like games, sports, celebration of various national and international festival etc. in the college is decided by the students in consultation with the teachers. The students communicate about these activities to the lecturers and then in turn to the principal. Students are part of some committees. Two Students' representatives are elected from every class and they put forth the demands and problems of the students before the principal and the faculty similarly suggestions are always welcomed in the staff meetings. Minutes of the meetings are recorded which reflect all the decisions regarding all important aspects. All the programmes being run by the college are duly advertized. The details are given below:

B.Ed

As Information regarding admissions is made available on the University website. The institution ensures wide publicity to the admission process through college website, newspapers, college notice board and college handbook of information. Since the process of admission of B.Ed course in Punjab is centralized, it's the prerogative of the state government to advertise and undertake the admission process. However the following information is provided to the concerned University, conducting counseling:

1. No. of subject combinations available in the college.
2. No. of seats available in different combinations.

The students admitted by the University are required to fill up the college form within 3 days and the documents are duly verified in the college by the admission committee. The profile of the students is prepared side by side. For the guidance and assistance to the students, the college has established help desk.

M.Ed

Information regarding admission is made available on the college website, newspapers and college notice board. The college hand book of information is updated annually. The handbook of information contains following information:

1. College profile
2. Faculty, college calendar, syllabus for different courses
3. Objectives of the college
4. Scholarships and stipends.
5. Facilities provided in the college

6. Other Rules and regulations of the college

PGDCA (T.E.)

Information regarding admission is made available on the college website, newspapers and college notice board. The college hand book of information is updated annually. The handbook of information contains following information:

1. College profile
2. Faculty, college calendar, syllabus for different courses
3. Objectives of the college
4. Other rules and regulations of the college
5. Scholarships and Stipends
6. Facilities provided in the college
7. Other Rules and regulations of the college

The academic session of the college begins with the organization of familiarization session to orientate the students with the functioning of the college with a view to facilitate their adjustment in the college. Every student is provided with handbook of information. During this programme each student is allotted a tutorial group. In the tutorial groups, the students are asked to introduce themselves. This helps us to assess their diverse backgrounds and needs. Moreover, these tutorials also help us to hunt the talent among the students. On the basis of this information, students are categorized into focused groups. Moreover the teachers eschew all caste, community and class considerations in dealing with students. Besides this to retain the students with diverse backgrounds the institution provides the following facilities to facilitate their adjustment in the institution.

Since our institution is affiliated to Guru Nanak Dev University Amritsar, it is mandatory for us to follow curriculum developed and prescribed by the said University. For the development and revision of the curriculum, the teachers teaching in Colleges of Education affiliated to GNDU, Amritsar are involved. Meetings for curriculum design are held at regular intervals for the upgradation of curriculum. Processing of curriculum development comprises of three steps:

- The first step is based on the feedback from the students and society and consultation with experts, keeping in mind the feedback, the teaching faculty then proposes the curriculum.
- At the second stage, it is placed before Board of Studies for approval.
- At the final step it is placed before Faculty of Education and then before the Academic Council approval.

Principal of the college, Dr. Jaswinder Singh Dhillon, has served as Dean Faculty of Education, Guru Nanak Dev University, Amritsar, from sessions 2007-2009, 2012-2014. During his tenure as

Dean, he has been instrumental in organizing meetings of Teacher Educators belonging to different Colleges of Education, affiliated to Guru Nanak Dev University, Amritsar regarding revision in the curriculum. The feedback, thus, obtained from them has been incorporated in the curriculum to update it as per the requirements of NCFTE-2009. Two members of the College are also members of Board of Studies of Guru Nanak Dev University, Amritsar and they participated in all the meetings held for curriculum revision. Apart from this, the periodic alumni meetings, the feedback from the students and teachers regarding the course curriculum help in the assessment of needs which provides an impetus to modify certain methods and practices in teaching. Criteria based feedback performa are prepared and given to the students to be filled in by them. From the feedback so obtained, necessary action is taken. Feedback is also collected from the practising schools on a performa devised by the teachers of the institution to make suitable modifications in the curriculum. The feedback from the Heads and the senior teachers are also taken into consideration for revision and updation of the curriculum.

In 2011, the curriculum was revised to fulfill the objectives of NCFTE-2009. The purpose was to develop Education as a full-fledged sovereign discipline of knowledge and to equip the would-be teachers with the personal and social skills. For this, a seminar was organized by the college on Sept. 6, 2011. DR. S.P. Malhotra, Former Consultant, MHRD and Prof. G.M. Malik, Deptt. Of Education, University Of Jammu, Jammu, was the resource persons. They discussed about the framework of M.Ed. curriculum in semester mode. Principals and Teacher Education from different Colleges of Education of Punjab participated and shared their perceptions in the discussion held therein. The duration of courses both (M.Ed. and B.Ed.) has been increased from one to two years from the session 2015 and has now changed from annual to semester system. The curriculum was again revised in 2015 as per recommendations of NCFTE-2014 (Teacher Education). The curriculum has been redesigned to bring uniformity in Teacher Education throughout the country and bring it at par with international standards. As per the recommendations of NCFTE-2014 (Teacher Education) the B.Ed. curriculum has been redesigned to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. In this context, one day National workshop and Panel Discussion was held in our college on NCTE Regulations-2014; Implementation of Teacher Education curriculum. Concept papers were presented by various experts to throw light on the conceptual framework of NCTE-Regulations 2014. The resource persons of the workshop were Prof. R.K. Mahajan, Dean Colleges Development Council, Guru Nanak Dev University, Amritsar, Prof. P.K. Sahoo, President IATE, Prof. Anita Rastogi, Joint Secretary, IATE, Prof. S.K. Bawa, Deptt. Of Education, Central University Bathinda. The members

of the college faculty actively participated in the discussion. During the session 2014-15, three days National Orientation workshop on Teacher education Regulations-2014 on Norms and Standards and New Curriculum Framework for Physical Teacher Education Programme was organized in our college. The focus of the workshop was to sensitize and create awareness among the Physical Teacher Educators of the northern states of India regarding the New Curriculum Framework. The delegates from all over India participated with a view to bring uniformity in the curriculum of Physical Teacher education programmes being run in India under the various universities and colleges of Teacher education. Principals and lecturers from all the Colleges of Education affiliated to GNDU, Amritsar deliberated on issues pertaining to curriculum in Physical Teacher Education. On October 25, 2015, Regional Consultation Meeting of NCTE on New Education Policy-2016 (Northern) for teacher education was organized by our college. Prof. Santosh Panda Chairperson NCTE was the Chairperson of the meeting. He discussed about the key issues of New Education Policy. The other dignitaries were Prof. N.K Jangira, Former Head and Prof. NCERT, Prof.S.K Yadav Academic Consultant, NCTE, Prof. N.K Ambasht, Former Chairman (NIOS), Prof. Saroj Sharma (Former Dean Education Guru Gobind Singh Indraprastha University, Dwarka), Prof. Rakesh Tomar, Under Secretary, NCTE. They gave their valuable suggestions in the Technical sessions. Since P.G.D.C.A course itself was the brain child of Khalsa College of Education, Amritsar, the broader frame work was designed by the institution and duly approved by the University. From the session 2013-14 P.G.D.C.A programmes has been converted to the Semester Mode from Annual Mode. The global trends are incorporated and clearly reflected in the curriculum. The existing courses are modified and exposure is provided to the would-be teachers and teacher educators to cater to the global demands. In the curriculum of two years B.Ed. program new, Add-On course in Semester I is added namely- Reading and Reflecting on Text. Students will be able to reflect on the different types of text, reflect upon different Policy Documents. Another Add- On course is added in the semester II of B.Ed. Program namely- Drama and Art in Education. It aims at developing the imagination, sense of appreciation of art, interest in art, aesthetic sense, preparing effective teaching aids etc. It will also be helping in enhancing some Theatre Skills that will enable them being a creative and enlightened teacher. The college has introduced Educational Technology as an additional component to enable the would- be teachers to make use of the latest technological devices in teaching learning process like OHP, Episcopes, epidiascopes, slide projector, multimedia etc. At the time of planning curriculum (content and its transaction) we make an online access to the syllabi of renowned Universities of the world as to how do they plan and execute their Teacher Training programmes. The institution ensures that the recommendation of NCF(2005),

NCFTE(2009), NCTE Regulations (2014) are incorporated in the existing programme of Teacher Education and students are also made aware of these recommendations so that they may realize that their role in the society is to promote unity in diversity. The institution encourages the students to respect and appreciate individual and cultural differences and undertake constructive exchange of ideas to make the learning environment more assessable and supportive. The various practices adopted in the college for this purpose are:

A. Provisions in Curriculum:

As per the syllabus prescribed by G.ND.U for M.Ed course, inclusive education is one of the optional subjects. In majority of the colleges of education, This paper is not offered as an option, as it requires technical knowledge and expertise. On the other hand in our institution , this paper is not only offered as an option rather students are encouraged to opt for it.

B. Classroom Lectures: Topics like Individual Differences, Inclusive Education, and through subjects like Understanding the Learner and Learning Process, Special Education, Contemporary Issues and Concerns in Education, Human Rights Education, Constitutional Provision of Education etc. are discussed in detail.

1. Practical Work: Practical work in Educational Psychology, exposure to different types of psychological tests to identify diversities in children, their intelligence, aptitude, achievement etc., ways of conducting them, their use etc. is done.

2. Extension Lectures: Extension lectures by eminent educationists on topics likes Human Rights, Female-foeticide, Women Empowerment, Children with Behavioral problems, Children with Special Needs etc. are arranged.

3. Visits to Special Schools: Institutional visits to special schools, orphanage etc. to give exposure to the student teachers to the needs of special children are arranged.

4. Special Projects

a) Community Study Projects: The student teachers interact with people to complete these projects and hence develop an understanding of the perceptions of the people. They come to know about different societal needs and develop an understanding about them.

b) Cultural Studies Projects: As the students in a classroom belong to different cultural back grounds, these project help the teachers to understand the finer aspects of each culture.

c) Through Practice Teaching: Student teachers are guided to identify children of different capabilities and problems in the class. They are trained to plan their lessons and teach keeping in mind the diverse needs of the students e.g. how to use different techniques of teaching for gifted, backward and dull students. They are also trained to prepare scholastic and diagnostic tests.

d) Action Research: Action research and case studies are also taken up by the M.Ed students.

The institution uses the following approaches/models of teaching for ensuring effective teaching:

1. Advanced Organizer Model by Ausubel.
2. Inductive Thinking Model by Taba
3. Concept Attainment Model by Bruner
4. Constructivist Approach of Teaching
5. Development of Self Instructional Material- it is compulsory for M.Ed students to prepare Programmed Learning Material, in their area of specialization viz: Science, Social Science and Language etc. Various models of teaching are used by the teacher educators themselves in their day to day classroom teaching. The most widely used model of teaching is Advanced Organizer in which the teacher educators give the brief outline of the topic to be taught afterwards, in the beginning. In the end, the emphasis is laid on strengthening the cognitive structure by making the students to compare the newly acquired knowledge with previously acquired one. Additional reference material is also suggested for further reading. Certain topics which require formation of concepts are based on Taba's Inductive Thinking Model and Concept Attainment Model wherein examples are given in the beginning to induce generalizations out of them. Through these models of teaching students are able to figure out the attributes of a group or category that has already been formed by the teacher. It enables the learner to understand fully the similarities and relationship among various things present in the environment. Teachers also use the Constructivist approach of teaching which is a new paradigm in education that focuses upon the active participation of the learner. According to this approach learners are capable of constructing the knowledge on the basis of their own cognitive structure (Individual Constructivism) and with the guidance of skilled and experienced teachers, parents and elders (Social Constructivism). After getting live demonstration of use of models of teaching in practice, student teachers are encouraged to plan and execute their lessons based on models of teaching.

Preparation of students is done by undertaking following activities:

- Theoretical orientation on managing diverse learning needs of children is given to the student teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of intelligence, aptitude, creativity and personality traits.
- Exposure to different ways of assigning additional work to bright students, average and educationally retarded children, delinquent children and problem children is given.
- Students are asked to observe the ways and means adopted by the experienced teachers while dealing with children with diverse needs.

- Field trips to special institutions and special schools are arranged. This gives them exposure to deal with children with special needs like needs of mentally challenged (mild, moderate), learning disabled, gifted-talented, visually impaired, hearing impaired, locomotor, handicapped etc.
- Exposing them to different techniques of teaching, the students are also taught the different learning styles where they are taught to identify the visual learners and auditory learners and kinesthetic learners.
- Orienting them towards remedial teaching for children who are poor in academics.
- Extension lectures by school Principals for sharing their experiences of dealing with children with diverse needs.
- The students are also taught to understand the psychological needs of the children by preparing case studies.
- Diagnostic tests are conducted in schools and the results of the tests are analyzed. This gives the students an idea that a class room has children with different types of learning problems.
- Preparing questions of different difficulty levels, administering scholastic achievement tests, Intelligence tests, aptitude tests etc.

The College has constituted a committee comprising of senior faculty members of different subjects. The feedback obtained from different sources is properly documented and analyzed by the committee the strengths and the weaknesses are properly recorded and on the basis of analysis, the following changes were brought about in the curriculum during the last three years :-

- In the curriculum of two years B.Ed. program new Add-On course in Semester -I is added namely- Reading and Reflecting on Text to enable the Students to reflect on the different types of text, reflect upon different Policy Documents.
- One week Field Engagement Program is added to maintain a file to record the experiences in the School.
- Another Add- On course is added in the Semester- II of B.Ed. Program namely- Drama and Art In Education. It aims at developing the imagination, sense of appreciation of art, interest in art, aesthetic sense, preparing effective teaching aids etc. It will also be helping in enhancing some Theatre Skills that will enable them being a creative and enlightened teachers.
- The trainees are trained to write their resume and a proper application for applying for the post.
- Students are given training to face the interview board.
- They are trained to make improvised teaching aids.

- They are given training to conduct counseling sessions of adolescents.
- They are trained in the use of sophisticated technological devices like power point presentation, multimedia etc.
- Students are given training to teach the slow learners using different methods of teaching.
- Students are given training to teach in smart class rooms.
- Introduction of personality grooming programmes.
- Introduction of communication skills programme
- The college has set up a well-equipped language laboratory to improve the communication skills. A 10-days crash course for the M.Ed., B.Ed. and PGDCA (T.E.) students is organized every year in the month of November and December.
- Special Education has been offered as an optional subject at M.Ed. level to facilitate the introduction of Inclusive Education,
- Students are also acquainted with the job opportunities outside India. For this purpose experts are invited from abroad.
- Resource persons from diverse fields are invited from different parts of the world to share their information, perceptions and interact with the students and the faculty.
- Networking with other institutions in India and abroad for the assessment of the quality of research and other academic programmes is carried out in the institution.
- Information gathered from various sources - on line and off line resources are disseminated through lectures, seminars, workshops and distribution of print material.
- The college has fully digitalized library where the staff and students have full access to digital resources, e- journals, e- books.
- The college also organizes lectures of eminent educationists through video-conferencing.
- The college has subscription of six International online Journals.
- The staff of the college regularly uploads e-lectures so that students can access them in case they are absent.
- The college staff has prepared e-modules under the project e-pathshala by MHRD.
- Students are sensitized to global developments and are encouraged to incorporate these in classroom teaching. To make the students globally compatible and aware about global developments, the staff very enthusiastically provides the students additional information to fill the gaps in the syllabus.
- Teachers Ensure integration of modern methods of teaching in teaching- learning process

- Teachers make use of Constructivist Approach to teach the various concepts of syllabus to enhance meaningful learning.
- Regular meetings of IQAC Review Committee are held to discuss the progress of the College in different spheres.
- Women Cell/ Sexual Harassment Committee conducts various meetings, seminars, lectures to sensitize and advise the teachers and students and if required to solve the gender sensitive issues.
- Educational Clinic has been set up in the college to provide educational counseling to the students.
- Legal Aid Clinic has been set up in the college to provide legal counseling and guidance to the students, staff and general public.
- The college has its own website www.kceasr.org
- Sapling plantation
- Celebration of Gandhi Jyanti
- Teacher's Day
- Save Girls (Beti Bachao Beti Padhao Andolan)
- Blood Donation Camp
- Visit to orphanage
- Sewa at the religious places and hospitals etc.
- National/State Level Conferences/ Seminars/ Workshop/Extension lectures. etc. are some value-added programs organized by the institution.

For the quality enhancement, the institution has developed and used the following instructional material during the last three years:-

1. Instructional And Other Materials Developed

The following instructional material has been developed:-

- **Books for B.Ed. students on the subjects-**
- ✓ *Education and Development (ISBN No. 978-93-81278-22-2)*
- ✓ *Understanding the Learner and Learning Process (ISBN No. 978-93-81278-23-9)*
- ✓ *Contemporary India and Education (ISBN No. 978-93-81278-89-5)*
- ✓ *School Organization & Management (ISBN No. 978-93-81278-15-4)*
- ✓ *Reading & Reflecting on Text (ISBN No. 978-93-81278-88-8)*
- ✓ *Teaching of economics (ISBN no. 978-93-81278-20-8)*
- ✓ *Teaching of Punjabi (ISBN no. 978-93-81278-13-0)*

- ✓ *Measurement and evaluation (ISBN no. 978-93-81278-21-5).*
- **Book for M.Ed.** students on Philosophy of Education (ISBN No. 978-93-81278-78-9).
- **Reference Book** on Gandhian Model of Peace & Education (ISBN No. 978-93-81278-26-0).
- **Reference Book** on Mahatma Gandhi-Apostle of Peace & Harmony.
- **Souvenir** on the International Conference- Role of Statutory Bodies in quality Assurance of Teacher Education : A Global perspective in 2013.
- **Souvenir** on the 4th World Conference-EDUCON 2015 on Education: Within and Beyond the classroom.
- Special edition of researcher's tandem journal on theme Education for peace by Gandhian study center
- **E-Content** Modules for E-Pathshalas under National Mission on Education through ICT initiated by MHRD on various topics across different subjects for Post-Graduate classes. A list has been appended (vide Appendix – 3B)
- Achievement Test in Accountancy (2012) for the +2 Commerce students by the faculty member, Dr. DeepikaKohli.
- Standardized CAI Package (2012) for the IX grade students on Environmental Studies by the faculty member, Dr. JyotpreetKaur.
- Standardized CAI Package (2013) for the +2 Commerce students by the faculty member, Dr. DeepikaKohli.
- Achievement Test in Environmental Studies (2014) for IX class students developed and standardized by faculty member, Dr. JyotpreetKaur.
- Achievement Test in Mathematics (2014) for IX class students developed and standardized by faculty member, Ms. SatinderKaur.
- Mental Health Scale (2015) for Under-Graduate students developed and standardized by the faculty member, Mrs. ManinderKaur.
- Achievement Test in Mathematics (2015) for VIII class students developed and standardized by faculty member, Mrs. RamandeepKaur.
- Achievement in science (2012) for VI class students developed and standardized by faculty member, DrSumanSaggu.
- Responsible Environmental Behaviour (2012) of class VI students developed and standardized by faculty member, DrSumanSaggu.

- Instructional Package on Socio-Constructivist approach on teaching Science for Class VI by developed and standardized by faculty member, DrSumanSaggu.
- Power point presentations for teaching different subjects in college and schools.
- Transparencies and slides for teaching through OHP and slide projector.
- Question bank and lecture notes are prepared.
- CDs to demonstrate Micro Teaching skills.
- Teaching aids like Models (Working, Static and Cross-sectional), specimens, charts etc. to be used for teaching during the internship program.
- Development of Evaluation Tools for evaluation of Composite lessons.
- Development of model lesson plans both Micro and Composite for different methodologies.
- Development of instructional material on different topics of schools subjects like, e-commerce, English grammar, Global warming, Thermal Power Plant, Hydraulic Lift, Basis of computer, Stages of River etc. for school students.

2. Instructional Material Used By The College

The following instructional material is used.

- Pre-recorded videos cassettes of extension lectures on various subjects are used to enhance the quality of teaching.
- Pre-recorded Audio cassettes on linguistics produced by CIEFL are used to refine the communication skills of the students.
- LCD to show educational program telecasted by the U.G.C. to supplement and enrich class room teaching.
- Pre-recorded micro lessons/composite lesson are shown for the orientation and refinement of teaching skills of the student teachers.
- E-Content Modules on different topics.
- Provision of online lectures is available to supplement and enrich the classroom teaching.
- E-books, e-magazines, e-encyclopedia, e-newspapers, e-dictionaries.

The institution provides every type of facility for development of instructional material.

Khalsa College of Education, Amritsar makes efforts to provide an ambience conducive to learning and development. The college has a stamp of superior quality on it. Its magnificent heritage building is equipped with state of the art facilities. The college is located at a prime location and is easily accessible. It is at a distance of 3 km from Amritsar railway station, 5 kms from Amritsar bus stand and 11 kms from international airport. Well maintained lush green lawns and spacious grounds add to the glory of the building. Its studious students, tireless and committed teachers,

visionary Principal and far sighted munificent Management Committee have contributed to the making of the legend known as Khalsa College of Education, Amritsar. The institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality, so that the student teachers can be trained enough to face the challenges of the modern era. The following facilities/activities pave the way for creating a conducive environment in the college:

1. The college has an excellent campus with lush green lawns and playground facilities, smart spacious and well ventilated classrooms with all logistic arrangements including comfortable furniture.

2. The college has a rich library with huge collection of books covering wide range of areas like Education, Literature, Art, Social Sciences, Religion, Science, Politics, Economics. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books and Magazines, Year Book and Educational Abstracts . Other facilities available in the college library include

- A separate reading room for teachers and students
- Internet and Photostat facility
- Separate cabins for teachers
- Pantry service for teachers
- A resource centre to provide access to a variety of resources and materials to design and choose activities for teaching and learning, relevant text, copy of policy document and commission reports; relevant curriculum documents such as the NCF(2005), NCFTE(2009), research reports, district and state level data, reports of surveys; teachers handbooks; books and journals relevant for course reading; field reports and the reports of research seminars undertaken by students, audiovisual equipments- TV,DVD player, LCD projector, films; camera and other recording devices
- A separate section has been maintained for back set of journals
- A well equipped library is available with
 - 8244 Titles
 - 24849 Books
 - 36 Research Journals
 - 10 Magazines
 - 6 Newspapers
 - 55 Encyclopedias
 - 1 Abstract

- 85 Dictionaries
- 30 Year Books
- 14 Commission Reports
- 40 E-Books
- 7 E-journals
- 4 E-magazines
- 9 E- Newspapers
- 6 Surveys
- 4 Gazettes
- 629 Dissertations
- E-dictionaries
- Unlimited and free access to internet and fully wi-fi campus.

3. The institution operates and maintains physical facilities that appropriately serve the needs of the institution's educational programme, support services, and other mission related activities through various laboratories and rooms which are as follows:

- Physical Science laboratory, Life Science Laboratory, Psychology Laboratory, Computer Laboratory, Technology Laboratory, Language Laboratory to carry out experiments, preparing teaching aids, working on computers and learning language skills etc
- A Creative Bhavan for undertaking art related activities
- A Sports Room and NSS room to carry out community related work
- A Music Room and a Punjabi Room to carry out culture related activities
- Four Seminar Rooms
- 2 Halls —1 Assembly Hall and 1 Examination Hall
- 1 Girls Common Room
- Spacious Parking facility
- 2 Hostels (1 for boys (Jind Hostel) and 1 for girls (Maharani Jindan Girls Hostel) to accommodate outstationed students
- Social Studies Laboratory for Drawing Maps, Preparing Charts, Models etc.
- Reprographic facilities like Photocopier, Printer, Fax Machine etc.
- Utilization of Microsoft office excel and SPSS package (16 and 20) for the analysis of research work data.

4. The college has a Heritage Guest House (Faculty Guest House) which is open to all the intellectuals, scholars, academicians, examiners, experts, guest lecturers, visiting faculty etc.
5. Punctuality and regularity and over all discipline are the bench marks of the college.
6. Seminars, discussions, extension lectures, workshops etc are organized to facilitate better learning.
7. Eminent educationists, experts and community leaders are invited to deliver extension lectures.
8. Well qualified, experienced and dedicated staff of the college is ever eager to work for the growth of the college and act as a role model for the students.
9. The Principal, staff and tutors are easily accessible to redress students grievances and to provide guidance and counseling to the students. For this purpose , following cells has been maintained
 - Students Redressal Cell
 - Guidance and Counseling Cell
 - Anti-Ragging Cell- a helpline number has been given to the students for any kind of urgency.
 - Educational and Legal-Aid Clinic
10. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, placement details, result and other information.
11. Safe drinking water facility and clean separate washrooms for teachers and students are available.
12. A qualified library staff is ever ready to assist the students in locating and consulting the books .
13. Interactive sessions are organized to maintain a good interaction among the students and with the teachers.

The college is working for the improvement and enhancement of the infrastructural facilities. Some projects have already been completed: Some are in process and many are in the pipe line. The details are as under:

Projects Completed

- New Physical Sciences Laboratory
- New Life Sciences Laboratory
- Construction of Teacher Cabins
- Extension of Assembly Hall
- Renovation of Methodology Rooms

- Extension of Library

Projects in the Process

Following infrastructure is being created to keep pace with the augmenting needs..

- Creation of resource centre and pantry in library.
- Upgradation of Physical sciences laboratory and life sciences laboratory for integrated programmes.
- Creation of social sciences and mathematical lab.
- Installation of RO systems in the college campus.

Renovation of following infrastructure is being done.

- Methodology Rooms
- Music Room
- NSS Room
- Parking area

Projects in the Pipeline.

- Construction of new teaching block near Bhai Ram Singh Hall
- Creation of central store and workshop area
- Creation of Smart Classrooms
- Construction of Administrative Block
- Construction of more Washrooms in the college campus

Maintenance of infrastructure

There is separate department for creating new infrastructure and maintenance of the campus which looks after the construction work of Khalsa institutes. This department is comprised of following members:

- | | |
|-------------------|--------------------------|
| • Project Officer | Er. N.K. Sharma |
| • S.D.O | S. Darshan Singh |
| • Overseer | Mr. R.Saini |
| • Draftsman | Mr. Shiv Joshi |
| • Store keeper | S. Manjinder Singh Malhi |

The physical infrastructure which is shared with sister institutions of parent society or university are as under:

- Assembly Hall
- Open Air Theater

- Library
- Play Grounds
- Hostel
- Heritage Guest House
- Hostel Auditorium
- College Gurudawara
- Furniture
- Decoration material
- LCD Projectors
- ICT equipments
- Costumes
- College Hospital
- Transport System
- Gymnasium
- Swimming Pool

This college building is eco friendly as it is well lighted and well ventilated. This is an institution where cleanliness is a value. The college is away from city humdrums and industrial / commercial area. The college has lush green surroundings with variety of flora and fauna which gives solace to the mind. The college is a plastic free zone Area. Smoking is strictly prohibited in the college campus. The college is free from all type of pollution. The other facilities available with the institution to ensure the health and hygiene of the Staff and Students are as under.

Facilities for Teacher Trainees

1. Common room for female teacher trainees
2. Wash rooms for female teacher trainees
3. Washrooms for male teacher trainees
4. Facility of 20 bedded hospital in the premises
5. Full time medical staff in the hospital
6. First aid box
7. Insurance schemes for teacher trainees
8. RO systems of drinking water in premises
9. Facility of guest house and hostel
10. Gymnasium

11. Time to time college organizes blood donation and blood testing camps for teacher trainees
12. Hygienic canteen
13. Physiotherapy center
14. Availability of microwave, refrigerator, hot case in the staff room

Facilities for Staff Members

1. Staff room facility
2. Availability of microwave, refrigerator, hot case in the staff room
3. Separate facility of toilets and bathroom for female staff
4. Insurance Scheme for staff members
5. Facility of toilet and bathroom for male staff
6. First aid box (common)
7. Separate rooms for teachers
8. Hygienic canteen
9. Facility of 20 bedded hospital in the premises
10. Availability of physiotherapy centre.
11. Full time medical staff in the hospital
12. RO systems of drinking water in premises
13. Facility of guest house and hostel
 - Gymnasium.
 - Pantry in library

The College has a well equipped Computer Laboratory with 20 computers. The M.Ed/ B.Ed/ PGDCA(T.E) students are provided with compulsory basic computer education. Computer component is an integral part of B.Ed curriculum. This component has been given due weightage in the time table. Besides this, it is mandatory for every student to prepare and deliver at least 5 lessons by using computer. Teaching of computer is also offered as one of the optional teaching subject. Students practically learn the procedures for using the Microsoft word, Microsoft excel, Microsoft power point and their application in teaching learning process. They are also trained for the practical use of internet, E-mailing, uploading and downloading, storing and scanning of data. Some of the important events that have been organized by other institutions /organizations using are infrastructure and facilities are.

- Agriculture, Nursing, Pharmacy, Law etc. departments regularly use our assembly hall for organizing workshops, seminars and conferences every year.

- Different government and non government organizations hire our assembly hall for conducting seminars and conferences and awareness campaigns.
- Punjab legal aid service authority also use our seminar hall and assembly hall for conducting seminars regarding legal issues and organizing youth festivals sponsored by Punjab legal aid service authority.
- Assembly hall of the college is used by the state and centre government agencies during elections as polling and counting center.
- Assembly and Seminar halls of the college are also for organizing Seminar/Workshops/Cultural programmes and awareness campaigns by Government and Non Government Organisations like Kes Sambhal Organisation, Guru Gobind Singh Study Circle, Guru Arjan Dev Educational Society, Voice of India etc.

The financial resources resources of the institution are from:-

- Govt. grant in aid
- UGC grant
- Fees of B.Ed ,M.Ed(G.N.D.U.), J.M.I (B.Ed), I.G.N.O.U (M.Ed)
- Distance mode programmes
- Attestation fees
- Interest from FDR's
- Journal subscriptions

The management encourages and supports the institution in execution of various projects by funding liberally. The institutions have under taken the following projects.

- Grant of merit scholarships to the meritorious students. 100% reimbursement of fees to the topper in the university examination, 50% reimbursement to the second in the university, 35% reimbursement to the third position holder in the university examination.
- Likewise the faculty is encouraged to do M. Phil. and Ph.D.
- The faculty members who are enrolled/ registered for doing Ph.D are provided duty leave for doing course work.
- The faculty is free to purchase any number of books of their subjects in the library.
- They are paid T.A, D.A for attending workshops, seminars, refresher courses, GOCs and they are also spared from their teaching duties.
- The institution has adopted Shaheed Udam Singh School, Putlighar, Amritsar and looks after all the teaching–learning equipments of the school. It has under taken beautification campaign of

Government Girls School, Goal Bagh, Amritsar and CLH Senior Secondary School Putligarh, Amritsar under the guidance of Dr. Indu Sudhir with the help of fine arts students.

➤ The college has started cleanliness and tree plantations derive in Government High School, Gawal Mandi Chowk, Putligarh, Amritsar. This school had no shady trees for students and was full of debris and garbage.

➤ Likewise the Teacher in charges in various practices teaching schools have undertaken many projects in the schools like library cleanliness, organization of morning assemblies, decoration of display boards etc.

➤ Rent from Heritage Guest House etc.

The sources are adequate enough to maintain necessary infrastructure and to keep pace with the academic growth. The above mentioned income is utilized in the following ways.

❖ For installation and maintenance of electronic equipments like Solar Water Heater, Solar Wind Hybrid power generating system, LCD Solar Light system for supplying uninterrupted power to the college.

❖ For updating existing Library, Laboratories (Life Sciences, Physical Sciences, Psychology, and technology), Classrooms, Method rooms, Language laboratory etc.

❖ For purchasing new furniture as well as for the repair and maintenance of the old furniture.

❖ For updating Computer Laboratory with latest equipments.

❖ For purchasing Sports material and materials for cultural events.

❖ For maintenance and beautification of the college campus.

❖ For renovating the building.

❖ For further extension of building according to the requirement of new courses.

The institution has taken many initiatives and made concerted efforts to promote active research culture in the following ways:

➤ The staff is encouraged to pursue research at every level, to complete M.Phil. and Ph.D degrees, while keeping their commitment to the students.

➤ The college publishes its own referred research journal 'Researcher's Tandem' (ISSN No. 2230-8806).

➤ Keeping in mind the global needs, management of the institution has made it mandatory for all the teachers who join this institution to get themselves enrolled for Ph.D Programmewithin one year and complete it within three years.

➤ The faculty is motivated to undertake research work by organizing conferences, workshops and seminars in collaboration with International and National associations. In the recent past,

institution organized International conferences in collaboration with IATE and GERA where the experts were invited to acquaint the faculty with the Global Trends in Research.

- Incentives are given to encourage research. The workload of the teachers pursuing research work is adjusted.
- Teachers are free to put up demands with the librarian for the procurement of any type of reading material.
- To Encourage the research work, Seed money is given to the faculty in the form of free internet facility, wi-fi campus, library books and the staff members have the liberty to purchase the books upto Rs. 5000 for their personal library.
- Secretarial support is given to the faculty pursuing research in the form of free reprographic facility.
- Faculty members who are enrolled in Ph.D programme are given no objection certificate for their research work, provided leave facilities for their Pre-Ph.D course work as and when required, provided with every type of help and guidance required for their research.
- Facility of computers as well as free and unlimited access to internet is available.
- Workshops/seminars are organized by the institution to update the level of information of the faculty.
- The teachers are provided with library facilities and allowed to get membership of the University library as well as District library. They are free to access the library of sister institutions.
- Faculty is free to get issued any number of required books for their research work, from the college library.
- Faculty can freely access the psychological tests (more than 210) available in well-equipped psychological lab.
- The college has added a new stock of books to the existing stock for pursuing new areas of research.
- The college has subscribed E-Journals and E-Books to promote research work.
- Teachers are encouraged to write articles for publication in reputed journals.
- Faculty is encouraged to take up major and minor U.G.C projects as well as conduct action research.
- The members of the Internal Quality Assurance Cell (IQAC) take initiative to sensitize the faculty members to undertake research on the field problems and issues.

- The faculty exercises its freedom to innovate and conduct pilot projects on different topics (like Models of teaching, Concept Mapping, Blended learning, Constructivist Approach). The results/inferences have been incorporated in the teaching-learning process.
- New cabins have been created in the college library for teachers pursuing Ph.D's so that they can undertake their research work with focused attention.
- The teachers are encouraged to undertake research work on Gandhian Philosophy as grant of 9 lacs has been sanctioned to the college for undertaking this research. `

The college has applied and got sanctioned the following major projects. The name of the projects are:-

- a) The project on 'Relevance of Gandhian philosophy in Current Scenario' has already been sanctioned by the U.G.C. Under the scheme, the college received annual grant of 9 lacs per year for organizing seminars and carrying out projects on Gandhian Philosophy. Processing for its renewal has already started.
- b) Proposal for establishment of RabinderNath Tagore Study and Research Centre under U.G.C. scheme of EPOCH Making Social Thinker of India has already been submitted.
- c) Establishment/ Upgradation of U.G.C network resource centre (U.G.C-NRC) during the XI plan.
- d) Seven of the faculty members have submitted proposals for major research projects under UGC XII Plan 2012-2017. A list of those faculty members is given below:

- Dr. J.S. Dhillon
- Dr. HarpreetKaur
- Dr. NirmaljitKaur
- Dr. GurjitKaur
- Dr. Bindu Sharma
- Dr. ManinderKaur
- Dr. InduSudhir
- Dr. Deepika Kohli

e) The college has also submitted proposal for soliciting XII Plan requirements of the college under section 2(f) and 12(B) of the UGC Act (1956).

f) The college has also submitted Proposals for Minor Research projects under UGC XII Plan (2012-2017) vide Letter No. 12567/A on 30th October 2013. A list of those faculty members is given below:

- Dr. InduSudhir

- Ms. RavneetKaur
- Mrs. AnjuTyagi
- Ms. GurkiranKaur

It is a matter of pride that the proposals for minor research project submitted under UGC XII Plan (2012-2017) vide Letter No. 12567/A by Dr. InduSudhir and Mrs. RamanpreetKaur was selected. The title of the selected project was 'Infrastructure Facilities and Human Resource Development in Teacher Education Institutions of Punjab in the light of Assessment and Accreditation Process'.

The following are the details of linkages with National and State level organizations:-

Linkage at National Level

- ✓ **MHRD:**
 - The principal of the institution is the co-ordinator and the Principal Investigator of E-Modules for E-Pathshalas under National Mission on Education through ICT initiated by MHRD on various topics across different subjects for Post-Graduate classes. Faculty members have prepared e-modules under this ambitious project of Govt. of India. A list has been appended (vide Appendix – 3B)
 - To create awareness among student teachers about cleanliness habits, a NukkarNatak was played by the volunteers of the 'Dastak' under the campaign 'Sawacch India Abhiyan' in the month of February 2015 was sponsored by MHRD.
- ❖ **NAAC:** The principal of this institution is an active member of NAAC. He is National Assessor of NAAC.
- ❖ **NCTE:** The principal of this institution is member of committee constituted by NCTE for granting affiliation to colleges of education. He is also the Educational Expert of Northern Region (NCTE).
- ❖ **NUEPA:** Dr Veera Gupta and Dr. S.P. Malhotra, Professor, Department of Education NUEPA are the visiting faculty of our institution.
- ❖ **AIAER:** All the faculty members of this institution are life members of All India Association of Educational Research.
- ❖ **IATE:** The principal of the institution is the Regional Secretary of IATE. All the faculty members of this institution are the life members of Indian Association of Teacher Educators. Three days 47th International Conference of IATE on the theme 'Role of Statutory Bodies in Quality Assurance of Teacher Education: A Global Perspective' was organized by the institution from 22-24 November, 2013.

- ❖ **GERA:** The principal of the institution was the coordinator of the Fourth World Conference of GERA-Educon 2015 organized in the institution from 27-28 November, 2015. The theme of the Conference was 'Education: Within and beyond the classroom'.
- ❖ **IGNOU:** This institution also acts as a programme center for M.Ed (DM). The resource persons from IGNOU are invited by the institution to deliver extension lecturers, from time to time.
- ❖ **Jamia-Milia-Islamia:** This institution acts as center for B.Ed (DM). The resource person from this University is also invited from time to time to deliver extension lectures.
- ❖ The college acts as Examination Center for UGC (NET), XATE (Xavier Aptitude Test, Jamshedpur), Banking, Railways, BSF, and other institutions.
- ❖ **Ministry of youth Affairs and Sports Govt. of India:** Three of the faculty members attended the training programme of NSS organized by Ministry of youth Affairs and Sports Govt. of India, India.
- ❖ **Council of Teacher Education:** All teachers are member of Council of Teacher Education. Under Teacher Exchange Programme, Dr. K.K. Sharma, President of CTE, Haryana delivered a lecture on 'Latest Trends in Research in Education' on 25 February, 2013.
- ❖ **Colleges of Education:** We have close ties with the renowned colleges of Education of India. From time to time, Principals, Faculty members and students visit our institution. A group of 100 students from RadhaKrishnan College of Education and Mahavir College of Education, Rajasthan visited our college, under the student exchange programme. We organize Inter-College competitions and also participate in competitions organized by other colleges of education.
- ❖ **North East Cultural Zone:** We have cultural contacts with North East Zone cultural centre, Dhimapur and North Zone Cultural Centre Patiala. The artists from those states performed their folk dances in the college.
- ❖ **National Foundation for communal Harmony:** We are directly linked with National Foundation for communal Harmony, New Delhi. We contribute funds and observe Communal Harmony Flag Day on 25th November every year.
- ❖ **Departments of Education:** Eminent educationists from Punjab University, Chandigarh, Punjabi University, Patiala, Kurukshetra University, Kurukshetra, Jammu University, and Lucknow University often visit our college and update our knowledge on various issues and problems of teacher education.

Linkages at State Level

- ❖ Punjab Legal Services Authority, Chandigarh in collaboration with District Legal Service Authority, Amritsar has set up Legal Aid Clinic in the institution since May 10, 2013 with an

objective of easy access of justice to all. The Legal Aid Clinic of the institution renders free legal services to weaker sections of the society. District Legal Service Authority Amritsar organized Youth Festival to literate the youth about their legal rights and to create awareness among masses.

❖ The institution has strong linkage with Department of Education, GNDU, Amritsar. The faculty frequently attend Ph.D viva-voce conducted by the Department. Faculty members of Deptt. of Education, GNDU, Amritsar are invited for the extension lectures in the College.

❖ The institution has linkage with UGC sponsored Human Resource Development Center, GNDU, Amritsar. From time to time the Principal of the institution is invited by the center to organize and co-ordinate various workshops/ seminars/ short term courses /General Orientation Courses/ Refresher Courses etc. related to Teacher Education Programmes. The faculty members of the institution are also invited by HRD Center to act as resource person in General Orientation Courses/ Refresher Courses etc.

❖ The institution has close linkage with PCPC for the promotion and exchange of Punjabi culture; troupe from other countries often visit this college and showcase their talents.

❖ Our students visited the Punjab Darshan Photo Exhibition organized by Creator Academy (Phonetics) at Art Gallery, Amritsar.

❖ Guru Gobind Singh Study Circle, an organization which works for the propagation of Sikh philosophy is associated with our institution. The scholars from this organization are invited to deliver religious discourses and also conduct moral education based examination to award scholarships to the students. Moreover, Shiromani Gurdwara Prabandak Committee, a mini parliament of Sikh community also conduct exams on moral education and our students enthusiastically appear in the exams conducted by them.

❖ The students of our institution are members of Red Ribbon Club of PushpaGujral Science City, District Kapurthala.

❖ The college has close linkage with a number of Educational Institutions, NGO'S and clubs and collaborates with more than twelve Higher Secondary schools throughout the year for teaching practice.

All these linkages at the National & State level enrich and update the knowledge of the faculty and students. It also broadens our perspective. The College works in close co-ordination with the schools and community.

❖ The principal is member of Board of Director of many reputed Schools of the city.

- ❖ The principal is also Honorary Secretary (Educational Committee), Chief Khalsa Diwan, Amritsar, a renowned organization working for the cause of spread of education throughout the Punjab region.
- ❖ The institution runs two years, B.Ed. (DM) programme for untrained in-service teachers. It also runs two years Post Graduate Degree in Education (M.Ed., DM, and IGNOU) for in-service teachers.
- ❖ The institution has linkage with Govt. aided and Private schools and sends the student teachers for teaching practice cum internship programme to these schools. The college has also adopted these practicing schools and undertakes in these schools the task of beautifying the campus, providing them required teaching aids, organizing seminars, providing financial assistance to the needy etc.
- ❖ The faculty members are the members of the Parent-Teacher Association of various schools of the city.
- ❖ The faculty members also act as resource persons and members of the university committee.
- ❖ The students of B.Ed and M.Ed are sent to different schools for their project work.
- ❖ The institution also invites resource persons from universities, colleges and schools to deliver extension lectures.
- ❖ Most of the schools have Principals/Headmasters and they are alumni of this college, so we maintain cordial and mutually enriching relationship with them –senior teachers and the Principals from these schools are often invited to discuss the current issues and problems and methods of teaching.
- ❖ The principal and senior faculty members are invited by much management of schools and colleges to act as members of selection committee for recruitment of teachers.
- ❖ College lecturers are often invited by school authorities for orientation and conducting workshops on teaching methodologies for their inservice teachers.
- ❖ Our lecturers are appointed as judges for various 'Skill in Teaching Aids Competition' by other Universities.

A systematic mechanism has been devised to assess the students' preparedness for the B.Ed and M.Ed courses:

1. Admission of the students to B.Ed course is based upon the merit list prepared by the university and admission of students to M.Ed course is based on the entrance test in which the students' knowledge and aptitude is assessed.

2. The academic session commences with an orientation cum induction program which orientates the students regarding:-

- Different foundation and optional subjects.
- Teaching practice programme (Micro teaching, block teaching practice and long term teaching practice)
- Projects to be undertaken by them.
- Eminent personalities from the field of education are invited to address and guide the students.

3. The principal and the teachers orient the students about the salient features of the course, merits of the course and achievements of the pass outs.

4. Top Rankers of the previous years are invited to interact with the students.

5. Initial three working days of the sessions are devoted to the tutorial meetings, in which each section is under the charge of three tutors. Various activities which are undertaken during tutorial periods are:-

- Talent Identification in various fields like literary, music, fine arts, dance, and theatre.
- Cultural Programmes like youth festival, folklore festivals under cultural exchange programmes.
- Weekly theme based morning assemblies.

6. Extension lectures by renowned educationists, psychologists, human right activists and doctors etc. are organized by the institution.

7. Lecturers act as mentors to the students. Individual attention is paid to the students. They are guided by the mentors in course content & projects. Teachers also provide guidance to students in selection of the pedagogical subjects and optional papers. Students are guided by the mentors in every aspect of teacher education. Guidance for stress management, leadership development is also given to the students. College atmosphere is warm and sensitive to the diverse needs of the students and special attention is paid to physically challenged students.

The institute has well established placement cell. B.Ed & M.Ed courses are professional courses. The success of these courses depends upon the %age of students adopting teaching as their career by getting jobs in different institutions. No. of personnels of schools affiliated to ICSE, CBSE & PSEB come to recruit our student teachers for the high reputation of the institute. Placement cell in our institution provides all possible assistance to students to find suitable employment.

- The institution organizes extension lectures by renowned personalities from field of education from time to time. It helps the students to get knowledge of latest trends and requirements of the particular field.

- Curriculum Vitae of the students are collected at the end of the session.
- The institution has placed maximum students in the reputed schools of the city. The institutions where maximum no. of students are placed:
 - Spring Dale Sen. Sec. School
 - Delhi Public School
 - Alpine Public School
 - D.A.V Public School, Lawrence Road, Amritsar.
 - Khalsa Sen Sec. School (Boys) Amritsar.
 - Khalsa Public School, G.T. Road, Amritsar.
 - Sri Guru Harkrishan chain of Schools.
 - Miri Piri Academy.
 - G.D.Goenka school.
 - Ryan International School.
- The institution has arrangements with practice teaching schools for placement of students. Some of the students have been offered jobs by the schools during their practice teaching on the basis of their performance.
- Placement opportunities are provided to the students during skill in teaching examination. For this purpose, we invite principals of some schools who themselves observe the lessons delivered by the students and select them for their schools according to their requirement.
- Help of Alumni members too is sought regarding information about vacant posts. There are hundred percent placements for M.Ed students of our college in different colleges of education of the region like
 - Department of Education, GNDU, Amritsar
 - Khalsa College of Education, Ranjit Avenue, Amritsar
 - D.A.V College of Education, Beri Gate, Amritsar
 - M.L.M Institute of Education, Mudhal, Amritsar
 - Anand College of Education, Jethuwal, Amritsar
 - Sidana Institute of Education, Amritsar
 - S.G.T.B College of Education, Khankot, Amritsar

The institution gives topmost priority to develop the all round personality of the students by providing them opportunities to participate in various extra- curricular activities. The main aim of B.Ed & M.Ed programme is to develop personality of the students and to provide them exposure for

different kinds of experiences. So the institution plans all these activities before the commencement of the session. All the activities are mentioned in academic calendar of the college given in Handbook of Information and website of the college. In orientation session also information regarding all these activities is provided to the students so as to prepare them mentally to participate in all these activities. The institution itself organizes various activities throughout the academic year. We also have a sports club in our college, which organizes a number of indoor & outdoor games. Students participate in all the sports activities with full enthusiasm.

Ways of motivating the students to participate in extra curricular activities:

- Monetary benefits and appreciation certificates are given by the institution to the students during various cultural programmes.
- Refreshment is given by the institution during the preparatory days of the youth festivals.
- Free hostel facility is given by the college during International Conferences, Seminars and Cultural Programmes.
- Students are given a platform to exhibit their talent during college functions:
 - Swagat
 - Independence day
 - Gandhi Jayanti
 - Teacher's Day
 - Lohri Celebration
 - National and International Cultural Exchange Programmes
 - Morning Assemblies
 - Youth Festivals

To ensure the democratic functioning of the college and developing leadership qualities, student council is formed in the beginning of the session. The student council is formed through election/selection by the student body. In the beginning of the session, class representatives are elected by students of all sections. So every year ten students from B.Ed, two from M.Ed and two from PGDCA are selected as class representatives. These class representatives then become the members of the student council. They act as a liaison among students, teachers and head of the institution. The constitution of student council is then formulated. The names of the council members are given below:

Students Council

| | |
|----------------|----------------|
| President | - Jyotsna |
| Vice-President | -Gurpreet Kaur |

Secretary -Pawandeep Kaur

Joint Secretary -Satvir Kaur

Active Members-Khushpreet kaur, Paramjit Singh, Raminder Kaur, Shiva Sharma, Gurpreet kaur, Deepinder Kaur, Harman Kaur, Charu, Darshan Singh, Pawandeep Kaur. **Following are the main activities carried out by the Student Council:**

- To act as the liaison among students, teachers & head of the institution.
- To suggest improvements in the college.
- Provide assistance in the organization of various functions & competitions.
- Celebration of National Days.
- Celebration of festivals – Diwali, Holi etc.
- To convey the feelings and suggestions of the students to the authorities.
- Management provides funds for carrying out above activities.

The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are as under:-

1. Since all the educational plans are made in the light of decisions taken in the staff meeting, committee meetings and IQAC meetings, so the cooperation is extended for the execution of the policies and decisions.
2. Organization of State, National and International workshops/ seminars/ conferences and competitions is the result of this joint effort.
3. Study leave is provided to the staff.
4. Staff is allowed to attend and present papers in Seminars, Workshops, and conferences to refresh their knowledge.
5. Staff is allowed to attend Pre-Ph.D course work, refresher courses and other orientation programs.
6. Cooperation is a success mantra of the institution so the college works with the help of different committee, groups, and houses. Each house is under the charge of one senior and one or two junior staff members.

The institution has MIS in place. The college has its own website also www.kceasr.org. Institution has a provision of maintaining all the information. We have all data on academic and administrative in place.

- Daily report of the attendance of the student and the staff is prepared and documented.
- Daily financial report is prepared.
- Computerized package is available for accounts, Library work, staff details.

- E-governance project is operational in this college.

All the above resources help us to fulfill our goals. We receive academic and professional help from them through meetings, feedback, discussions, support. This enables us to fulfill our vision. Planning of all resources is done as per University norms, NAAC and other bodies.

The institution has Internal Quality Assurance Cell (IQAC), which was established in the year 2003. As recommended by IQAC from time to time, the following measures have been adopted by the institution during the last five years:-

- Motivating all the teacher educators to use different technological devices and new methods of teaching.
- Arranging various Extension lectures/ Workshops/Seminars/Conferences.
- Arranging book review competitions.
- Mrs. Gopika Chopra from CKD Institute of Management and Technology shared her views on various aspects of personality and behavior. She also threw light upon various techniques used for the development of personality.
- Extension lecture on personality Development by Dr. Sonia Heldested, Stockholm, Sweden was organized in our college. She sensitized the students with important topic for Personality Development and also talked about Interview Skills.
- Ms. Neha Singh from Cambridge Academy, Amritsar acquainted the students with Communication and Interview Skills.
- Dr. Inderjit Singh from the Sikh history department of Khalsa College, Amritsar conducted divinity classes regularly in the college.
- Celebration of National and International days like Earth day, Save water day, Environment Day, Human Rights Day and Consumer Protection day etc.
- Conducting unit test at the end of each unit in the foundation courses and the methodology courses.
- Conducting diagnostic/ remedial teaching for low achievers, in different subjects.
- An extension lecture was organized in the college for familiarizing the teachers about the importance of ICT in teaching. Dr. G. Visvanath V.C., Tamil Nadu Teacher Education University, Chennai highlighted the need to use the technology by the teachers to make themselves and students globally compatible in the era of science and technology.
- Collaboration with Sum Drishti Education Society for free computer literacy of students belonging to minority groups.

- Provision of Medical Insurance Scheme by National Insurance Company Limited for faculty and teacher trainees to insure their health.
- Organisation Blood Testing and Blood Donation camps regularly to ensure good health of the students of the college.

Besides undertaking above stated activities the college is working for the improvement and enhancement of infrastructure on the recommendations of IQAC.

- The facility of internet connection in the library as well as computer laboratory.
- Digitalization of library.
- Extension of library with separate reading hall for both teachers and students.
- Easy access to e-resources by staff and students.
- Establishment of the fully air conditioned Resource Centre in the Library along with the provision of pantry.
- Construction of cabins for teachers in the library.
- Wi-Fi Campus
- Latest equipments in each Laboratory are added.
- New tests for psychology laboratory are purchased.
- Technology lab is enriched by adding DVD player, LCD projector, multimedia, working models, podiums etc.
- Purchase of latest equipments for Science laboratory like glassware, optical instruments, models etc.
- Purchase of printer, photocopier and scanner for the office, computer lab and library.
- Purchase of cupboards for the Principal's office, Gandhian Bhawan, library and staff room.
- Pots and plants are purchased for the beautification of the college campus.
- Establishment of Legal Aid Cell and Counseling Cell in Educational Clinic of the college to provide legal and guidance services to the general public.
- Extension of Assembly Hall with enhanced capacity of 500 students.
- Renovation of methodology rooms.
- For installation and maintenance of electronic equipments like Solar Water Heater, Solar Wind Hybrid power generating system, LCD Solar Light system for supplying uninterrupted power to the college
- For updating existing Library, Laboratories(Life Sciences , Physical Sciences, Psychology, and technology), Classrooms, Method Rooms, Language Laboratory etc.
- Purchase of new furniture as well as repair and maintenance of the old furniture.

- Purchase of sports material and materials for cultural events.
- Maintenance and beautification of the college campus.
- Renovation and extension of the building for introduction of new courses (4 years Integrated B.Sc-B.Ed/B.A.-B.Ed and 3 Years Integrated B.Ed.-M.Ed. Degree Program) to be started from the session 2016.
- Further extension of building according to the requirement of new courses

The institution identifies the good practices through IQAC meetings, managing committee meetings, club meetings, visit to other institutions, experiences of visiting faculty and through national and international exchange programmes.

So, our endeavor should be to add new dimensions to this vibrant center of excellence, so that it keeps growing meaningfully. We know that the pursuit of excellence is an on-going process. Every day counts in it and we have to justify each day we spend here. The road ahead is clear and well-lighted. Let us strive for it, let us seek it and let us make it a reality.

SWOT ANALYSIS OF THE COLLEGE

STRENGTHS:

- The college is a unique 124 years old historic building-Marvel blend of Sikh, Mughal and Gothic Architecture.
- State-of-the-art facilities-rich Library, Well equipped Laboratories, ICT Lab., Micro-Teaching Lab., Seminar Hall, Conference Hall, Art Gallery, Kala Bhawan, Open Air Theatre, Vast play grounds, well maintained hostels, canteen and Well Groomed Lawns and open Spaces for Nature-Watch.
- Excellent Academic environment for optimum allround growth of personality.
- Unlimited free access to Internet through wi-fi system.
- Yoga Therapy, Physiotherapy and Free Gymnasium facilities.
- Only institute with a State-of-Art Heritage Guest House.
- Backed with Hybrid Solar wind energy power system.
- A glorious past history of Achievements in academic and co-curricular activities, excellent results and Placements.
- College signed MOU with New Zealand, Teritary College, and Auckland for new courses.

- The college has a history of top 7 merit positions in university in M.Ed programme and 5 Top merit positions in B.Ed.
- The college has the honour to excel in co-curricular activities as college won trophy in zonal youth festival in which total 42 govt. and educational colleges participated.
- Post graduate diploma in early childhood care and education, Certificate course in early childhood care and education, Certificate course in human rights and duties education is going to be started.
- College has its own registered research journal “RESEARHER’S TANDEM”
- Privileged National Presence
- Inclusiveness in student enrolment
- Good record of research

WEAKNESSES:

- Lack of Autonomy

OPPORTUNITIES:

- M.Ed. students are provided guidance for the preparation of UGC/NET examination, so number of students is able to qualify UGC/NET in the maiden attempt.
- Teachers are allowed to undertake part-time Diploma’s /Degree’s.
- Teachers have the oppurtunities to publish research articles in the college journal.
- College is also running B.Ed. (Jamia Millia Islamia) & M.Ed. (IGNOU) programmes through distance mode.
- Exploits industry - Institution partnership

THREATS:

- Mushroom growth of teacher education institutions is there in the State of Punjab which affects the quality of teacher education programmes.
- Various other opportunities in the market of jobs like call centres, BPOs and other central level jobs are the threats to the teacher education programme.
- As from the past few years the State Govt. is not recruiting teachers in the Govt. schools, demand for the B.Ed., couse is going down.
- Rate of growth vis-a-vis national / global demands
- Meeting the immediate challenges posed on account of ICT

B- CRITERIA WISE ANALYSIS

CRITERIA-I- CURRICULAR ASPECTS

1.1 Curriculum Design And Development

Que 1: State the objectives of the institution and the major considerations addressed by them. (intellectual , academic, training, access to the disadvantaged ,equity, self-development , community and national development, issue of ecology and environment, value orientation, employment, global trends and demands, etc).

Ans: The objectives of the institution and the major considerations addressed are:

- 1.** To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
- 2.** To re-invigorate research in teacher education by promoting interdisciplinary approach, essential for innovations in the field of Teacher-Education.
- 3.** To inculcate teaching and communication skills among would be teachers through the application of educational technology.
- 4.** To help the teacher trainees to become a part of ‘knowledge generating society’ through organization of seminars, workshops, conferences and other techniques of higher learning.
- 5.** To give exposure to teacher trainees to diverse cultures by bringing the internationalism to the campus through student/faculty exchange programmes.
- 6.** To develop leadership qualities among the teacher trainees to give new directions to the society in different spheres by organizing different types of activities like campaigns, rallies, surveys etc.
- 7.** To give training to teacher trainees in ‘Learning to Live Together’ for peaceful co-existence by organizing group activities- participating in community programmes, organization of themes based morning assemblies, excursion, visits.
- 8.** To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.
- 9.** To produce computer savvy teachers by introducing computer as a compulsory component at B.Ed. and M.Ed. level.
- 10.** To inculcate ethical, social, aesthetic values among teacher trainees through value- oriented education and community service programmes.
- 11.** To stimulate environment for the development of socially responsible teachers capable of using inclusive practices.

Que 2: Specify the various steps in the curricular development processes. (Need assessment, development of information, database pertaining to the feedback from faculty students, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies).

Ans: Since our institution is affiliated to Guru Nanak Dev University Amritsar, it is mandatory for us to follow curriculum developed and prescribed by the said University. For the development and revision of the curriculum, the teachers teaching in Colleges of Education affiliated to GNDU, Amritsar are involved. Meetings for curriculum design are held at regular intervals for the upgradation of curriculum. Processing of curriculum development comprises of three steps:

- The first step is based on the feedback from the students and society and consultation with experts, keeping in mind the feedback, the teaching faculty then proposes the curriculum.
- At the second stage, it is placed before Board of Studies for approval.
- At the final step it is placed before Faculty of Education and then before the Academic Council approval.

Principal of the college, Dr. Jaswinder Singh Dhillon, has served as Dean Faculty of Education, Guru Nanak Dev University, Amritsar, from sessions 2007-2009, 2012-2014. During his tenure as Dean, he has been instrumental in organizing meetings of Teacher Educators belonging to different Colleges of Education, affiliated to Guru Nanak Dev University, Amritsar regarding revision in the curriculum. The feedback, thus, obtained from them has been incorporated in the curriculum to update it as per the requirements of NCFTE-2009. Two members of the College are also members of Board of Studies of Guru Nanak Dev University, Amritsar and they participated in all the meetings held for curriculum revision. Apart from this, the periodic alumni meetings, the feedback from the students and teachers regarding the course curriculum help in the assessment of needs which provides an impetus to modify certain methods and practices in teaching. Criteria based feedback performa are prepared and given to the students to be filled in by them. From the feedback so obtained, necessary action is taken. Feedback is also collected from the practising schools on a performa devised by the teachers of the institution to make suitable modifications in the curriculum. The feedback from the Heads and the senior teachers are also taken into consideration for revision and updation of the curriculum.

In 2011, the curriculum was revised to fulfill the objectives of NCFTE-2009. The purpose was to develop Education as a full-fledged sovereign discipline of knowledge and to equip the would-be teachers with the personal and social skills. For this, a seminar was organized by the college on Sept. 6, 2011. DR. S.P. Malhotra, Former Consultant, MHRD and Prof. G.M. Malik,

Deptt. Of Education, University Of Jammu, Jammu, were the resource persons. They discussed about the framework of M.Ed. curriculum in semester mode. Principals and Teacher Education from different Colleges of Education of Punjab participated and shared their perceptions in the discussion held therein. The duration of courses both (M.Ed. and B.Ed.) has been increased from one to two years from the session 2015 and has now changed from annual to semester system. Up to the session 2014-2015 B.Ed and M.Ed. programme were according to the Annual System (See Annexure.....pp7-88). The details of admission, curricular and co-curricular activities have been enclosed along with the B.Ed. calendar of 2010-11 to 2014-15, which presents the details of activities organized in B.Ed., M.Ed. course.

The curriculum was again revised in 2015 as per recommendations of NCFTE-2014(Teacher Education). The curriculum has been redesigned to bring uniformity in Teacher Education throughout the country and bring it at par with international standards. As per the recommendations of NCFTE-2014(Teacher Education) the B.Ed. curriculum has been redesigned to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills.

In this context, one day National workshop and Panel Discussion was held in our college on NCTE Regulations-2014; Implementation of Teacher Education curriculum. Concept papers were presented by various experts to throw light on the conceptual framework of NCTE-Regulations 2014. The resource persons of the workshop were Prof. R.K. Mahajan, Dean Colleges Development Council, Guru Nanak Dev University, Amritsar, Prof. P.K. Sahoo, President IATE, Prof. Anita Rastogi, Joint Secretary, IATE, Prof. S.K. Bawa, Deptt. Of Education, Central University Bathinda. The members of the college faculty actively participated in the discussion. During the session 2014-15, three days National Orientation workshop on Teacher education Regulations-2014 on Norms and Standards and New Curriculum Framework for Physical Teacher Education Programme was organized in our college. The focus of the workshop was to sensitize and create awareness among the Physical Teacher Educators of the northern states of India regarding the New Curriculum Framework. The delegates from all over India participated with a view to bring uniformity in the curriculum of Physical Teacher education programmes being run in India under the various universities and colleges of Teacher education. Principals and lecturers from all the Colleges of Education affiliated to GNDU, Amritsar deliberated on issues pertaining to curriculum in Physical Teacher Education.

Since P.G.D.C.A course itself was the brain child of Khalsa College of Education, Amritsar, the broader frame work was designed by the institution and duly approved by the University. From

the session 2013-14 P.G.D.C.A programmes has been converted to the Semester Mode from Annual Mode.

Que 3: How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging trends?

Ans: The global trends are incorporated and clearly reflected in the curriculum. The existing courses are modified and exposure is provided to the would-be teachers and teacher educators to cater to the demands of this aspect:

- In the curriculum of two years B.Ed. program new, Add-On course in Semester I is added namely- Reading and Reflecting On Text. Students will be able to reflect on the different types of text, reflect upon different Policy Documents.
- Another Add- On course is added in the semester II of B.Ed. Program namely- Drama and Art In Education. It aims at developing the imagination, sense of appreciation of art, interest in art, aesthetic sense, preparing effective teaching aids etc. It will also be helping in enhancing some Theatre Skills that will enable them being a creative and enlightened teacher.
- The UGC has established Mahatma Gandhi Research Centre under UGC Scheme of 'EPOCH Making Social Thinkers' at the College. For this, the College has received a grant of rupees nine lacs. Utilizing the grant Gandhian Bhavan has been constructed to facilitate the organization of seminars, workshops and to conduct research on Gandhian Philosophy.
- The College has established Aurbindo Ghosh, Aurbindo study Centre, adjoining the college library, to propagate the philosophy of great philosopher Aurbindo Ghosh.
- The college has introduced Educational Technology as an additional component to enable the would- be teachers to make use of the latest technological devices in teaching learning process like OHP, Episcopes, epidiscopes, slide projector, multimedia etc.
- The college has set up a well-equipped language laboratory to improve the communication skills. A 10-days crash course for the M.Ed., B.Ed. and PGDCA (T.E.) students is organized every year in the month of November and December.
- Special Education has been offered as an optional subject at M.Ed. level to facilitate the introduction of Inclusive Education,
- Students are also acquainted with the job opportunities outside India. For this purpose experts are invited from abroad.
- Resource persons from diverse fields are invited from different parts of the world to share their information, perceptions and interact with the students and the faculty.

- Networking with other institutions in India and abroad for the assessment of the quality of research and other academic programmes is carried out in the institution.
- Information gathered from various sources - on line and off line resources are disseminated through lectures, seminars, workshops and distribution of print material.
- The college has fully digitalized library where the staff and students have full access to digital resources, e- journals, e- books.
- The college also organizes lectures of eminent educationists through video-conferencing.
- The college has subscription of six International online Journals.
- The staff of the college regularly uploads e-lectures so that students can access them in case they are absent.
- The college staff has prepared e-modules under the project e-pathshala by MHRD.
- Students are sensitized to global developments and are encouraged to incorporate these in classroom teaching. To make the students globally compatible and aware about global developments, the staff very enthusiastically provides the students additional information to fill the gaps in the syllabus.
- Teachers Ensure integration of modern methods of teaching in teaching- learning process
- Teachers make use of Constructivist Approach to teach the various concepts of syllabus to enhance meaningful learning.
- Regular meetings of IQAC Review Committee are held to discuss the progress of the College in different spheres.
- Women Cell/ Sexual Harassment Committee conducts various meetings, seminars, lectures to sensitize and advise the teachers and students and if required to solve the gender sensitive issues.
- Educational Clinic has been set up in the college to provide educational counseling to the students.
- Legal Aid Clinic has been set up in the college to provide legal counseling and guidance to the students, staff and general public.

Following extension activities are organized to cater to this aspect in true spirit:-

Extension Lectures

1. On October 13, 2011, an extension lecture by S. Kuldeep Singh Dheer on Role of Stakeholders in Teaching and Learning Process was delivered to sensitize the teachers and students

to keep pace with the changes in society and accompanying the challenges of the technological world.

2. On March 31, 2012, an extension lecture by the delegates from North Field Mount Herman, an independent school in Western Massachusetts, was organized by the college for spreading awareness among the masses about the global issues and the main focus was on different religion and the values enshrined in them.
3. On September 5, 2012, an extension lecture was delivered by Prof. P.K Sahoo, Head Deptt. Of Education, University of Allahabad, Allahabad on research which helped M.Ed students in identification of their research area and research problem keeping in mind the global trends.
4. On September 6, 2012, an extension lecture was delivered by Prof. N.K Das on the topic Interactive Pedagogy Reflections on theory and design. He threw light on the meaningful interactions which helped students in facilitating learning and also emphasized on adopting various types of techniques that can be used to make teaching learning process more effective.
5. On September 22, 2012, an extension lecture on the topic “Avenues in Army” was delivered by Major Abhijeet, Captain Kulwinder and Captain Satyajit Poddar .The basic purpose was to motivate the youth to join the Army.
6. On November 26, 2012, an extension lecture was organised in the college for familiarizing the teachers about the importance of ICT in teaching. Dr. G. Visvanath V.C, Tamil Nadu. Teacher Education University, Chennai highlighted the need to use of technology by the teachers to make themselves and the students globally compatible in the era of science and technology.
7. On February 4, 2013,an extension lecture by Prof. P.K Sahoo, Head Department Of Education University of Allahabad, Allahabad was delivered on the topic “ How can we Redesign Teacher Education Programme ” in our college. He emphasized the interdisciplinary approach should be used in education for bringing qualitative improvement in teacher education.
8. On February 25, 2013, Dr. K. K. Sharma President of Council for Teacher Education, Haryana sensitized the students with latest trends in qualitative and quantitative research.
9. On July 18, 2013, Dr. Haneet Gandhi, Associate Professor, Department of Education, Delhi University, Delhi threw light on the topic “ How to Select Research Problem” . She also discussed various steps involved in the research process.
10. On July 6, 2013, Mrs. Gopika Chopra from CKD Institute of Management & technology shared her views on the various aspects of personality and behavior. She also threw light upon various techniques used for the development of personality.

11. On August 9, 2011, Dr. Balwinder Singh Head Guru Ram Das School of Planning, GNDU, Amritsar sensitized the students about the ways to protect and conserve our heritage. Tagline of this lecture was “My City, My Pride, and My Responsibility”.
12. On August 26, 2013, Mr. A.K Aggarwal, CJM sensitized the students and faculty members about Lok Adalats and free legal services available for individuals.
13. On October 5, 2013, Dr. Raghubir Singh Bains shared his perceptions on Drug addiction and other Social evils.
14. On October 9, 2013, Dr. Inderjeet Singh Prof. Deptt. Of religious studies, Khalsa College , Amritsar, delivered lecture on Divinity.
15. On October 22, 2013, Sh. Giridhar Ji, Registrar, Azim Premji University talked on “Role of Youth for a Better India”. They acquainted the house with latest surveys and data on the same.
16. On January 16 2014, Dr. Baljit Kaur , Senior Medical Officer and National Trainer created awareness among the students about AIDS.
17. On January 18, 2014 Dr. Balwinder Singh Head Guru Ram Das School of Planning, GNDU, Amritsar sensitized the students and teachers about “Tangible and Intangible Heritage of Sikhs; Need for its documentation and Conservation”.
18. On August 11, 2014, Dr. Sujata Bhan, Prof. SNDT Women College of Education, Mumbai, acquainted the students with various “ Inclusive Practices”. She threw light on various concerns and issues of inclusive education.
19. On September 6, 2014, S. Inderjeet Singh, Prof. Department Of Religious Studies, Khalsa College, Amritsar, threw light on the dogmas and myths prevailing in our society in the name of religion. The main theme was “Mann Jeetay Jagjeet”.
20. On December 20, 2014, Dr. Baljit Kaur, National Trainer Family Health and Shri Varun Nagpal, Member Secretary District Legal Services Authority, Tarn Taran created awareness about “Beti Bachao, Beti Padhao”.
21. On January 23, 2013, S. Jagtar Singh , HRD Society and Atul Puri , Shri Ashwani Kumar Sharma created awareness about importance of making investments and the various avenues to do so.
22. On February 2, 2015, Ms. Neha Singh from Cambridge Academy, Amritsar acquainted the students with communication and interview skills.
23. On February 5, 2015, Dr. Gurvinder Singh, Cosmetic Surgeon, Hartej Hospital, Amritsar acquainted the staff and students with recent advances in Cosmetic Surgery viz. Face lift, Rhinoplasty, Cryptotia, Rhynophyma, Scarrevision etc.

24. On April 18, 2015, Mrs. Neerja Batra, Additional District and Session Judge, created awareness among the students about the mediation and conciliation.
25. On April 27, 2015, by Dominik Dendooven, Belgium sensitized the students about the contribution of Sikhs in World War I and II. He also showed Historical Pictures of Soldiers and Weapons used in different locations in the world through Power point presentation.
26. On October 27, 2015, Extension lecture on Personality Development by Dr. Sonia Heldested, Stockholm, Sweden was organized in our college. She sensitized the students with important topic for Personality Development and also talked about Interview Skills.

Seminars

1. On February 8, 2011, one day seminar on “Career in Media and Entertainment by Balaji Telefilms” was organised in the college. Abhishek Aggarwal Regional Edubusiness, Mansi Batra, Kanchan Choudhary were the key speakers. The seminar aimed at educating students on various exciting career opportunities in Media and Entertainment industry. They also selected some of our students for screen writing, editing, actions and production.
2. On March 28, 2011, one day UGC sponsored National seminar on “Education for Peace Reflection and Action” was organized by our college. The seminar was inaugurated by Dr. M.S Hundal , Dean Colleges Development Council GNDU, Amritsar. The key speakers included Dr. J.N Sharma, Honorary Director Gandhian Studies, PU, Chandigarh, Prof. R.N Paul, PU, Patiala, Dr. K.C Agnihotri, Director Regional Center, HP University, Shimla, Dr. B.R Duggar, Prof. Department Of Non Violence and Peace, Jain Vishwa Bharti University, Rajasthan. Dr. Masand G.H Hussain, Iran, Dr. Majid Pallah, Tehran. The seminar aimed at familiarizing the participants about “How Gandhi Ji’s life philosophy has ushered a new era and changed the history of India.
3. On February 21, 2012, NGO from UK “Hope and Compassion” in collaboration with SSA, Amritsar, organized one day seminar in our college. The key speaker was Dr. Karen Guldburg. She sensitized the Elementary Teachers about difficulties faced in Autism. The other resource person was Dr. Wendy Keaybright. She talked about the various technologies that could be used for Autistic Children.
4. On March 24, 2012, one day UGC sponsored National Seminar on “Mahatma Gandhi: Apostle of Global Peace and Harmony” was organized by our college. The delegates from various universities, colleges presented the papers on various subthemes.
5. On December 15, 2012, one day seminar on “Role of Youth in Protection of Rights of Women, Children and Senior Citizen” was organized in our college. Honorable Chief Justice Mr.

Altama Kabir was the Chief Guest of the day. The Guest of Honour was Justice D.K Jain, Supreme Court of India. The seminar was aimed at creating the awareness among the youth for the protection of rights of women, children and senior citizens.

6. On March 15-16, 2013, three days seminar on Right to Education: Road Map Ahead by Guru Arjan Dev Institute of Development Studies was organized at our college campus.

7. On November 8-9, 2013, in collaboration with Institute of Development and Planning, our college organized the seminar on “Water and Food Security in India” which was sponsored by Indian Society of Agriculture Economics.

8. On June 10, 2015, one day seminar “How to make Amritsar: A Beautiful and Clean City” was organised by our college in association with KES Sambhal Prachar Sanstha and Eco-Sikhs in commemoration with 438th Foundation day of Holy City, Amritsar. Chief Guest of the day was S. Pardeep Sabharwal IAS Deputy Commissioner, Amritsar. The Guests of Honour were S. Bakshi Ram Arora, Mayor Amritsar, S. Sandeep Rishi PCS Chairman, Amritsar Improvement Trust, S. Rajinder Mohan Singh Chinna, Honorary Secretary Khalsa College Charitable Society, Amritsar. The key speakers of the day were – Dr. P.S Mahoor, Deptt. Of Architecture GNDU, Amritsar, Dr. Varinderpal Singh DAU, Ludhiana, S. Rajbir Singh, Pingalwara, Amritsar, S. Tarandeep Singh Ghuman Eco- Sikh.

9. On October 10, 2012, in collaboration with Dainik Jagran, Khalsa College of Education organized a seminar on Drug Addiction. The seminar was initiated by Prof. Laxmikanta Chawla (Ex. Health Minister). The main motto of the seminar was “Say No To Drugs”.

Workshops / Camps

1. In February 2011, one day workshop of Intel Teach program was conducted in our college. Main focus of workshop was how to teach effectively by using project method.

2. On January 30 to February 1, 2014, three days workshop on ‘Patanjali Yoga Practices’ was organized by Khalsa College Of Education, Amritsar. Prof. Annette Thygesen from Oslo Norway provided practical knowledge of Yoga and she acquainted the teachers with various physical and mental Exercises.

3. On September 12 – 14, 2014, three days workshop on ‘Awareness Programme on the Power of Sub-conscious mind and its Application in the teaching profession’ was organized in our college by Mrs. Bindu Chopra and Miss Sharan Fernandes. During this workshop they also familiarized the teachers and the students with various Mood Management Techniques.

4. On Dec.10-11, 2011, two day camp was organized in the college for the preparation of driving license. Sh. Surinder Singh, Traffic Marshall, oriented the students about the procedure of preparing the license.
5. On February 16, 2015, one day workshop on 'Fancy Art' was organized in our college by S. Ajaydeep (Vidya Mandu) , Assam.
6. In April 5, 2015, one day national workshop and Panel discussion on NCTE regulations 2014; implementations of teacher education curriculum was organized by our college. Prof. Santosh Panda, Chairperson, NCTE, Prof. Anita Rastogi, General Secretary, IATE, Prof. P.K. Sahoo, President IATE, Prof. R. K. Mahajan, Dean Colleges Development Council, GNDU, Amritsar, Prof. S.K. Bawa, Deptt. Of Education, Central University, Bhatinda, Prof. Amit Kauts, Principal, MGN College of Education, Jalandhar, Prof. Renu Nanda, Deptt. Of Education, University of Jammu, Jammu were the resource persons of the day. Concept papers were presented by various experts to throw light on the conceptual framework of NCTE regulations 2014.
7. On June 27-29, 2015, three days National Orientation Workshop on Teacher Education Regulations-2014 on Norms and Standards and New Curriculum Framework on Physical Teacher Education Programmes was organized in our college. Prof. Santosh Panda. Chairperson, NCTE, Prof. Jatin Soni, Vice Chancellor, Swarnim Gujarat Sports University, Gujarat, Prof. A. M. Moorthy, VC, Sports University, Chennai, Brig. Harcharan Singh, VCM, Arjun Awardee, Captain, Olympic Champion Hockey Team were the resource persons of the day. Focus of the workshop was to provide sensitization and awareness to the Physical Education Teachers teaching in various Universities and Colleges of Physical Teacher Education in the Northern states of India.
8. On October 25, 2015, Regional Consultation Meeting of NCTE on New Education Policy-2016 (Northern) for teacher education was organized by our college. Prof. Santosh Panda Chairperson NCTE was the Chairperson of the meeting. He discussed about the key issues of New Education Policy. The other dignitaries were Prof. N.K Jangira, Former Head and Prof. NCERT, Prof.S.K Yadav Academic Consultant, NCTE, Prof. N.K Ambasht, Former Chairman (NIOS), Prof. Saroj Sharma (Former Dean Education Guru Gobind Singh Indraprastha University, Dwarka), Prof. Rakesh Tomar, Under Secretary, NCTE. They gave their valuable suggestions in the Technical sessions.

Conferences

1. On November 22-24, 2013, three days 47th International Conference on "Role of Statutory Bodies in Quality Assurance of Teacher Education: A Global Perspective" in collaboration with

IATE was organized by our college. More than 300 delegates from across the globe participated and presented papers on five sub themes in five parallel technical sessions with full zeal and enthusiasm. A Souvenir consisting the articles and abstracts by the renowned educationists and delegates of the conference was released in the inaugural ceremony.

2. On this occasion, Awards of Honour were presented to the Eminent Educationists for their meritorious and distinguished services in the field of teacher education. Awards of honour were presented to Dr. H.S. Soch, Former VC, Guru Nanak Dev University, Amritsar, Dr. J.S. Aggarwal, Former Dean of Instruction, Regional Instructor of Bhopal, Prof. Y.P. Aggarwal, Emeritus Kurukshetra University, Kurukshetra, Prof. Samriti Swaroop, Former Dean, Faculty of Education, SNDT Women University, Mumbai, Prof. Marmar Mukhopadhyay, Former Joint Director, NUEPA, New Delhi.

3. On November 27-28, 2015, Fourth World Conference of GERA Educom-2015 was organized by our college. The theme of the conference was “Education within and beyond the classroom”. Prof. Santosh Panda (Chairman, NCTE) delivered the key note address on this occasion. Dr. B.K Passi (President GERA) highlighted the vision and mission of GERA, Prof. S.K Bawa President (HQ) GERA highlighted the revolutionary changes that are needed in the concept of classroom teaching. Two Eminent scholars viz. Dr. J.N Joshi Former chairperson NRC-NCTE, Dr. S.K Thakur, Former Chairperson, NCTE were conferred upon the Lifetime Achievement Awards. More than 300 educationists, academicians from various parts of India and abroad participated in this mega event enthusiastically.

Celebration of the Cultural Eves

1. Fourth Amritsar International Folk Festival in collaboration with Punjab Cultural Promotion Council was organized by our college on February 21, 2012. Group of five artists from Budapest, Hungary, performed Gypsy Folk Dances of Hungarian people.

2. As Music has no language and religion does not know any boundaries and barriers, so to strengthen the cultural bond with our neighboring country, Pakistan, A cultural bonanza was organized on Sept. 24, 2011, by the artists from Pakistan- Munir Hussain Shakar, Abad Ali Abad, Ali Farhan, Asif Ali Khan, Zameer Ul – Hasan, Gulab Sabar Mehndi etc.

3. Khalsa College of Education, Amritsar, in collaboration with Punjab Cultural Promotion Council organised International Folk Festival on November 12, 2011, in the Tagore Open Air Theatre. A group of nine Ecuadorian Artists performed their folk dances and music.

4. On January 13, 2012, fifth International Folk Festival in collaboration with Punjab Cultural Promotion Council was organized by our college at Bhai Ram Singh Auditorium. Chief Guest of the festival was Mr. Vimal Sethia. A group of 14 members from Mariachi Imperial (USA) and 14 members from LZA Serocha Polish performed their Folk Dance.
5. On Nov. 12, 2014, fourth Khalsa College of Education, Amritsar, International Folk Festival was organized at Tagore Open Air Theatre in the college premises. On this occasion, a group from ZECH Republican presented their folk dance.

Other Important Competitions and Activities

1. On March 8, 2011, International Women's Day was celebrated by our college with the legal services. Honorable S. S.S Panesar, Civil Judge Secretary District Legal Services Authority, Amritsar was the chief guest. Madam Rajni Joshi, Advocate, threw light upon the various sections under Domestic Violence Act.
2. On March 11, 2011, Khalsa College of Education in collaboration with the Punjab Rural Education Promotion Council (NGO) organized an Inter college Essay and Speech competition.
3. On August 15, 2011, Independence day was celebrated Mrs. Tara Gandhi Bhattacharya, granddaughter of Mahatma Gandhi was the Guest of Honour . She revealed some of the important aspects of Gandhi ji's life and experiences.
4. On September 6, 2011, a discussion with Dr. S.P Malhotra and Dr. G.M Malik was held in the college regarding the framework of M.Ed curriculum in semester mode. The participants from different colleges of education clarified their doubts cleared regarding the research.
5. On December 10, 2011, the International Human Rights Day was celebrated in the college. Dr. Baljit kaur, National Trainer Family Planning, Civil Hospital, Amritsar sensitized the students about the evil of Female Foeticide.
6. On January 16, 2012, an interaction of students with Maggi Shewarlt, Director of Central Board of Education and Counseling, Poland, Dr. Vesca, Poland, was held in the college. The delegates threw lights upon the various opportunities available in Poland especially in Higher and Professional Education
7. On January 23, 2012, the college in collaboration with Legal Literacy Club organized an awareness campaign for National Voter Day and Ethical Voting.

8. On February 28, 2012, Khalsa college of Education, Amritsar in collaboration with Bhaskar Foundation celebrated the National Science Day for the promotion of Research and Science. The chief guest of the day was Dr. Adarsh Pal, Head & Dean Botanical & Environmental Sciences.
9. On October 26-27, 2012, Khalsa College of Education, Amritsar in collaboration with Legal Literacy Club organized District Level Inter College Competition. The major items were Declamation contest, Poetical Symposium, Skills competition, Documentaries, Slogan Writing, Poster Making, Photography competition.
10. On February 20, 2013, a training programme for Advocates for Juvenile Jurisprudence, Child psychology and Human Behavior was organized in the college. Some of the faculty members of the college were the resource persons.
11. On May 10, 2013, the Legal Aid Clinic was established in the Educational Clinic of our college to provide Legal and Guidance services to the General public. S. H.S Madaan, District Session Judge, was the chief guest. Sh. A.K Aggarwal, Chief judicial Magistrate, discussed his views on the concept of Legal Aid Clinic.
12. On August 26, 2013, awareness programme on legal Aid Clinic was organized by the college. The incharge of this programme was Dr. Gurjit Kaur, the NSS coordinator. On this day Mr. A.K Aggarwal (CJM) sensitized the students and faculty members about the Lok Adalats and free legal services available for the common masses.
13. On December 11, 2013, team of delegates headed by Education Minister of Gujarat Mr. Bhupender Singh Chudasama visited the college to discuss the possibilities of student and teacher exchange programmes.
14. On December 20, 2014, an awareness campaign “Beti Bachao, Beti Padhao” was organized by our college. Chief Guest of the day was S. Varun Nagpal, Member Secretary, Distt. Legal Services Authority, Tarn Taran, Dr. Baljit Kaur, National Trainer Family Health, Civil Hospital, Amritsar, gave the speech on the occasion for sensitizing the house about the need of girls’ education.
15. On January 23, 2015, an Investor Awareness programme was organized in the college by 21st century HRD society (regd.). The key speakers of the day were S. Jagtar Singh , Sh. Atul Puri, Sh. Ashwani Kumar Sharma. They spoke about the importance of making investments and various avenues available to do so.
16. On April 18, 2015, an Awareness, Coaching and Monitoring Programme was organized by the college under the Aegis of the Mediation and Conciliation Project, Supreme court of India and Punjab Legal Services Authority in the college. The key speakers were S. Gurbir Singh District and

Session Judge, Mr. Girish Bansal, Member Secretary, State Legal Services Authority, Amritsar, Mrs. Neerja Bhatia, Additional Distt. and Session Judge and Mr. Deepak Dhingra, Advocate.

17. On September 17, 2015, an extension lecture on Legal Issues and Women Empowerment was being organized by the college. S. Gurbir Singh, Learned District and Session Judge cum Chairman, District Legal Services Authority, Amritsar and Mrs. Girish Bansal, CJM cum Secretary, DLSA were the chief guest. They discussed the various Legal Issues related to Women Empowerment.

Que 4: How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Ans: Environment, Value Education and ICT are important components of education today. Traditional and current trends are focussed in the above stated fields form are an integral part of the course.

Environment Education

Environment education is offered as an optional subject of the B.Ed programme. The students have to master the basic concepts in Environment Education. Also it is institutionalized by campus cleanliness, maintaining the gardens.

Environment Awareness

Realizing the global concern for conservation of environment, the college undertakes different activities for conservation of nature and natural resources.

1. Environment education has been introduced as an optional subject in B.Ed. to enable the students to understand the conceptual framework and gravity of the situation.
2. The college has also taken the cause of environment conservation and is working on the slogan 'Go Green Go Clean'.
3. On Oct. 2, 2014, Swachh Bharat Campaign was organized by the college in response to the "Swachh Bharat Mission" - A national campaign by the Government of India, covering 4,041 statutory cities and towns, to clean the streets, roads and infrastructure of the country. The Staff and all the college students participated in this event.
4. On Feb. 14, 2015, a street play "Dastak" under the Swachh Bharat Campaign was organized at Khalsa College of Education, Amritsar. The aim of the street play was spreading awareness regarding cleanliness. The play was sponsored by Ministry Of Culture, New Delhi and enacted by Sangeet Natak Academy, New Delhi.

5. On August 9, 2011, Dr. Balwinder Singh Head Guru Ram Das School of Planning, Guru Nanak Dev University, Amritsar sensitized the students about the ways to protect and conserve our heritage. Tagline of this lecture was “My City My Pride My Responsibility”.
6. On January 18, 2014, Dr. Balwinder Singh, Head, Guru Ram Das School of Planning, Guru Nanak Dev University, Amritsar sensitized the students and teachers about “Tangible and Intangible Heritage of Sikhs; Need for its documentation and Conservation”.
7. On June 10, 2015, one day seminar “How to Make Amritsar A Beautiful and Clean City” was organized in our college in association with Kes Sambhal Prachar Sanstha and Eco-Sikh in commemoration with 438th Foundation day of Holy City, Amritsar. Chief Guest of the day was Sh. Pardeep Sabharwal, IAS, Deputy Commissioner, Amritsar. The Guest of Honour were S. Bakshi Ram Arora, Mayor Amritsar, S. Sandeep Rishi, PCS, Chairman, Amritsar Improvement Trust, S. Rajinder Mohan Singh Chinna, Honorary Secretary, Khalsa College Charitable Society, Amritsar. The key speakers of the day were – Dr. P.S Mahoor, Deptt. Of Architecture, Guru Nanak Dev University, Amritsar, Dr. Varinderpal Singh, DAU, Ludhiana, S. Rajbir Singh, Pingalwara, Amritsar. , S. Tarandeep Singh Ghuman Eco-Sikh.
8. To provide actual work experience in tree plantation and conservation of environment students are given opportunities to work in close proximity of nature.
9. Extension lectures are organized to create awareness regarding environmental issues.
10. Tree plantation drives are also carried out in practicing schools.
11. The students are also sensitized about environmental issues through slide shows which are presented in the morning assemblies.

Value Education

The mission of the institution is to impart value oriented secular and quality education.

- Value education has been introduced as an optional subject for the B.Ed students.
- The UGC has established Mahatma Gandhi Research Centre under UGC Scheme of ‘EPOCH Making Social Thinkers’ at the College. For this, the College has received a grant of rupees nine lacs. Utilizing the grant, Gandhian Bhavan has been constructed to facilitate the organization of seminars, workshops and to conduct research on Gandhian Philosophy.
- On March 28, 2011, one day UGC sponsored National seminar on “Education for Peace: Reflection and Action” was organized by our college. The seminar was inaugurated by Dr. M.S Hundal , Dean Colleges Development Council, Guru Nanak Dev University, Amritsar. The key speakers included Dr. J.N Sharma, Honorary Director, Gandhian Studies, PU, Chandigarh Prof, R.N Paul, PU, Patiala, Dr. K.C Agnihotri, Director Regional Center HP University, Shimla, Dr. B.R

Duggar, Prof. Department Of Non Violence and Peace, Jain Vishwa Bharti University, Rajasthan. Dr. Masand G.H Hussain, Iran, Dr. Majid Pallah, Tehran. The seminar aimed at familiarizing the participants about “How Gandhi Ji’s life philosophy has ushered a new era and changed the history of India.

- Organization of lectures on value education is a regular feature of this college.
 - To inculcate values, theme based morning assemblies are also organized every week.
 - Community service is an integral part of B.Ed course. Under this programme students are made to render their services at Pingalwara, Orphanage, Slums, and Hospitals etc.
 - The Divinity Lectures are organized by the College from time to time.
 - On Sept.6, 2014 S. Inder jeet Singh Prof. Deptt. Of Religious Studies, Khalsa College, Amritsar threw light upon the dogmas and myths prevailing in our society in the name of religion. The main theme was “Mann Jeetay Jag Jeet”.
 - On Dec.20, 2014, Dr. Baljit Kaur, National Trainer Family Health, Civil Hospital, Amritsar and Shri Varun Nagpal, Member Secretary, Distt. Legal Services Authority , Tarn Taran created the awareness about “ Beti Bachao, Beti Padhao”
 - On Nov 07, 2014, Shri Guru Gobind Singh Ji Study Circle, Ludhiana conducted Divinity Exam for B.Ed., M.Ed. and PGDCA students.
 - On Nov10,2015, Shri Guru Gobind Singh Ji Study Circle,Ludhiana conducted Divinity Exam for B.Ed, M.Ed and PGDCA students.
 - On Feb 06, 2016, SGPC exam for religious/Moral/Value education conducted by ‘Dharam Prachar Committee’.
1. Students are encouraged to take’ Naitik Shiksha’ exam conducted by SGPC. Staff and students regularly participate in the religious functions like ‘Guru Purab Celebrations’ and ‘Nagar Kirtan’.
 2. Students are also encouraged to participate in religious functions from time to time.

ICT

The following activities are organized:

- ICT has been introduced as compulsory component for all the students of B.Ed. in which training in the use of ICT is given in two sessions - academic and activity session. A section of 40 students is bifurcated into two groups in which activity and academic sessions are held simultaneously.
- The college has collaborated with “Sum Drishti Education Society” for free computer literacy of students belonging to Minority Sections.

- The college has fully digital library where the staff and students have full access to digital resources, e- journals, e- books.
- The college also organizes lectures of eminent educationists through video-conferencing.
- The staff of the college regularly uploads e-lectures so that students can access them in case they are absent.
- The college staff has prepared e-modules under the project e-pathshala by MHRD.
- On Nov.26, 2012, an extension lecture was organized by the college for familiarizing the teachers about the importance of ICT in teaching. Dr. G. Visvanath V.C, Teacher education University, Tamil Nadu highlighted the need to use the technology by the teachers to make themselves and the students globally compatible in the era of Science and Technology
- Teaching and non-teaching staff is encouraged to make use of ICT in their day-to-day functioning. They are making use of e-governance for all its activities to establish the link with the society.

Besides the above stated activities, students are exposed to lectures, print and visual media and are encouraged to use this knowledge in lesson preparation and class room teaching and as a way of living. Research work in the areas viz Environment, Value Education, and ICT has also been undertaken by the M.Ed. students (vide appendix 1-A).

Que 5: Does the institution make use of ICT for curricular planning? If yes, give details.

Ans: At the time of planning curriculum (content and its transaction) we make an online access to the syllabi of renowned Universities of the world as to how do they plan and execute their Teacher Training programmes. In the light of that framework guideline, the curricular strategies are chalked out. The college has its own website www.kceasr.org

The aspects in which we are using ICT to enhance curricular planning and curriculum transaction are:

- Use of Audio-Visual aids viz. Transparencies, Models and Charts
- Power Point presentation
- CD-ROMs in Library's Resource Centre

Such use and application of ICT technology in Curriculum Design, Planning and Execution have helped to build an instructional resource material center for the B.Ed. students.

Moreover, the would- be teachers are trained in basic computer operations, application software like MS-Word and MS-Power Point and Internet Browsing to implement in the classroom. Digital phobia is removed and their teaching competency is enhanced to make the teaching environment more lively.

1.2 Academic Flexibility

Que 1: How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Ans: - Discernment and reflection on experience characterize the process of teaching. Trainees are taught the practice and discipline of discernment and are given ample opportunities to apply their learning in situations which acquire critical reflection and decision making. Practical application of theory is part of the training, so that the teaching pattern is concentric.

Reflective Thinking Is Enhanced Through:-

- The curriculum of two years B.Ed. program in which Add-On course has been added in Semester- I is added namely- 'Reading and Reflecting on Text' to enable the students to reflect on the different types of text, reflect upon different Policy Documents.
- Organizing Discussions (panel discussion, group discussion), Stimulating Experiences, and Brainstorming etc.
- Assigning the Students different topics for seminars.
- Demonstrating lessons (micro and macro) by faculty members and inviting the Experts in the fields in different subjects for demonstration lessons.
- Encouraging students to critically examine the lessons given by method masters as well as their peers.
- Assisting students to retrospect their experiences and note down the strengths and weaknesses and are encouraged to suggest alternative actions that could be taken.
- Encouraging students to give their viewpoints regarding the human and non-human resources of the college.
- Reflective Level Teaching to teach the would- be teachers so as to develop their Reflective Thinking.
- Adopting Correlation approach while teaching so that the students learn to reflect and apply their knowledge in different situations.
- Making it mandatory for all the students to critically evaluate the books related to such curriculum and suggesting the measures that can be taken to make them more relevant and interesting.
- Encouraging M.Ed. students to undertake research work on text book evaluation in the light of guidelines given by NCERT.

- Conducting Surveys on different social and economic problems (such as Drug Addiction, Illiteracy, Adult Education, Industrial Survey etc.) by the students and suggesting remedial measures that can be undertaken to solve these problems.
- Encouraging students to frame unit-wise questions in each subject.
- Asking students to review articles on education in the newspaper and organizing group discussions in the classrooms on the same.

Que 2: How does institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

Ans: Although administrative and academic work is planned well in advance but flexibility is indispensable in the operational curriculum. The B.Ed. programme extends well beyond the prescribed curriculum. This provides a cosmopolitan environment, inter-disciplinary, inter-institutional approaches. Curriculum flexibility keeps child learning as a pivot to the programme, Innovative Designs, Remedial Teaching, going beyond the prescribed syllabus, Leadership and Professional Training, Competency based Teacher Education, Socialization, and Application based Teacher Education, Development of Aesthetic Sensibilities and Research Orientation. For this a variety of learning experiences are provided to the students. These include:

- Interviews of the students are held during the admission procedure. Students are given choice to select Methodologies and optional subjects. They are also asked about their interests and hobbies so that the institution can provide them experiences to hone their skills.
- Orientation Programmes are organized at the beginning of the session to acquaint the students with the whole scheme of courses and pattern of examination.
- Individualized instructions are given to the students and their queries are also taken by the teachers so that they can adapt themselves according to the environment of the institutions.
- The College has Educational Clinic, Counseling Cell and Legal Aid Clinic to cater to the problems and the individual needs of the students and their parents also.
- Students are given liberty to select topics for Micro- Teaching Lessons.
- Experts/School Teachers are invited in the college to give the Model Lessons for the proper orientation of various Skills.
- Students can choose topic of their own interest for Final Discussion Lesson.
- If any student remains absent due to some problem; the staff upload their e-lectures on the website so that they can access them at their home.

- The physically challenged students are allotted nearby schools for practice teaching. The college has built ramps for them. There is reading material available for the physically challenged students.
- Remedial Teaching sessions are arranged for the Low Achievers.
- Keeping in view the Learning Styles, laboratory facilities are provided to those who learn better by doing.
- Students can choose English / Hindi / Punjabi as medium of instruction as per their convenience.

Apart from these services, varieties of learning experiences are also provided to the students:-

- Class room lectures
- Small group learning (e.g. Tutorials)
- Extension lectures
- Oral presentations
- Seminars & Workshops
- Group discussions
- Field work
- Excursions and Picnics
- Laboratory work/ Practicals
- Group and Individual projects
- Cooperative Learning

Theme based morning assemblies are conducted every Saturday (such as Teacher's Day, Gandhi Jayanti, Human Rights Day, World Environment Day, Wet Land Day, Female Foeticide, World Television Day, Global Warming)

Our students also participate in competitions organized by other institution so as to give them practical learning experiences. Inter college skill-in-teaching competition, inter-school declamation contest, cultural exchange programmes, NSS camp; talent search programme, teaching aids competition etc. are integral part of the curriculum.

Even during the block teaching practice, teacher trainees organize and participate in different co-curricular activities along with the regular teaching in the practising schools. The services rendered by the student teachers are duly certified by the head of the practicing schools after the completion of the teaching practice. They are also supposed to submit report to the practicing schools after the completion of the block teaching practice, so as to know the teaching environment of the practicing

schools. So actual learning experiences are provided to the trainees while transacting curriculum in the institute.

Que 3: What value added courses have been introduced by the institution during the last three years which would for example, develop communication skills (verbal and written), ICT skills, Life skills, Community orientation, Social responsibility etc.

Ans: Value added courses introduced in the institution during the last three years are:

Social & Community Oriented Activities

The following social and community oriented activities are the regular features of this college:

- Sapling plantation
- Celebration of Gandhi Jyanti
- Teacher's Day
- Save Girls (Beti Bachao Beti Padhao Andolan)
- Blood Donation Camp
- Visit to orphanage
- Sewa at the religious places and hospitals etc.

National/State Level Conferences/ Seminars/ Workshop/Extension lectures. etc. are some value-added programs organized by the institution.

- On August 11, 2014 Dr. Sujata Bhan, Prof. SNDT Women College of Education, Mumbai, acquainted the students with “ Inclusive Education”. She threw light on various practices and issues of inclusive practices.
- On Dec. 5, 2014, Sh. Surinder kumar, Traffic Marshall, gave demonstration on traffic rules and road use awareness to sensitize the students and teachers.
- On Dec.10-11, 2011, two day camp was organized in the college for the preparation of driving license. Sh. Surinder Singh, Traffic Marshall oriented the students about the procedure of preparing the license.
- On September 22, 2012, an extension lecture on the topic “Avenues in Army” was delivered by Major Abhijeet, Captain Kulwinder and Captain Satyajit Poddar .The basic purpose was to motivate the youth to join the Army.
- On Sept.6, 2014 S. Inder jeet Singh, Prof. Deptt. of Religious Studies, Khalsa college, Amritsar threw light upon the dogmas and myths prevailing in our society in the name of religion. The main theme was “Mann Jeetay Jag Jeet”.

- On Dec.20, 2014, Dr. Baljit Kaur (National Trainer Family Health) and Shri Varun Nagpal (member secretary Distt. Level Service Authority, Tarntaran) created awareness about “Beti Bachao, Beti Padhao”.
- On Jan.23,2013, S. Jagtar Singh , HRD society and Atul Puri , Shri Ashwani Kumar Sharma created awareness about importance of making investments and the various avenues to do so.
- On Feb.2,2015, Ms. Neha Singh from Cambridge Academy , Amritsar, acquainted the students with communication and interview skills.
- On Feb. 5, 2015, Dr. Gurvinder Singh, Cosmetic Surgeon , Hartej Hospital, Amritsar, acquainted the staff and students with recent advances in Cosmetic Surgery viz. Face lift, Rhinoplasty, Cryptotia, Rhynophyma, Scarrevision etc.
- On April 18, 2015,Mrs. Neerja Batra , Additional District and Sessional Judge, created awareness among the students about the mediation and conciliation.

Communication Skills

- Different competitions are arranged in the college to develop communication skills (verbal and non-verbal) like debate, declamation contest, elocution, poetry recitation competition etc. A language lab has been set up in the institution for promoting communication skills among the trainees. Programmes on personality grooming and development of communication skills were organized in the college at regular intervals.
- In July 6, 2013, Mrs. Gopika Chopra from CKD Institute of Management and Technology shared views on various aspects of Personality and Behaviour. She threw light upon various techniques used for the development of Personality.
- In February2,2015, experts from Cambridge Academy, Amritsar helped the students to develop communication and interview skills.
- On October 27, 2015 Extension lecture on Personality Development by Dr. Sonia Heldested, Stockholm, Sweden, was organized in our college. She sensitized the students with important tips for Personality Development and also talked about Interview Skills.

ICT Skills

ICT is an integral part of teacher training programme. All our teacher educators as well as teacher trainees are encouraged to make use of ICT in teaching - learning process.

- On Nov. 26, 2012, an extension lecture was organized in the college for familiarizing the teachers with the importance of ICT in teaching. Dr. G. Visvanath, Vice Chancellor, Teacher education University Tamil Nadu, highlighted the need to use the Technology by the teachers to make themselves and the students globally compatible in the era of Science and Technology.

- On February 8, 2015, under the scheme of Sum Drishti Education Society - “Seekho Aur Kamao (Learn and Earn)”, a three months course on The Skill Development Of Minorities has been launched in our college. This course aims at developing sustained livelihood empowered skills. After the completion of this course the students will become Techno-Savvy for job profiles.

Life Skills

Life skills are distinct from livelihood skills as the livelihood skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and related to income generation. Life skills are living skills or the abilities for adaptive and positive behavior that enables individual to deal effectively with the demands and challenges of everyday life. Life skills include Psycho-social competencies and Interpersonal skills that help the individuals to make appropriate decisions to solve problems , think critically and creatively , communicate effectively, build healthy relationships, empathize with others and cope with managing one’s lives in healthy and productive manner. Life skills can categorized as:

1. Social Skills (Communication and Interpersonal Skills)
2. Cognitive Skills (Decision Making and Critical Thinking Skills)
3. Emotional Skills (Coping and Self- Management Skills)

To develop these skills, the College organized various seminars and workshops:

- On December 19, 2011, the college organized Inter School Declamation Contest.
- On February 24, 2012, the college organized Inter College Skill-in- Teaching and Fine Arts competition. Twenty Four Colleges of Education from Punjab participated in this competition.
- On October 26-27, 2012, District level Inter College competition was organized by our college in collaboration with Punjab Legal Services Authority, Government of India (Department of Higher Education). The various items were- Declamation Contest, Poetical Symposium, Skit competition, Documentaries, Power Point Presentation.
- On July 6, 2013, Mrs. Gopika Chopra from CKD Institute of Management & technology shared her views on the various aspects of personality and behavior. She also threw light upon various techniques that can be used for the development of personality.
- On September 12 – 14, 2014, three days workshop on Power of Sub-conscious mind and its Application in the teaching profession’ was organized in our college by Mrs. Bindu Chopra and Miss Sharon Fernandes. During this workshop teachers and the students were familiarized with various Mood management techniques.

- On October 27, 2015, Extension lecture on Personality Development by Dr. Sonia Heldested Stockholm, Sweden, was organized in our college. She sensitized the students with important tips for Personality Development and also talked about Interview Skills.

Que 4:How does the institution ensure the inclusion of the following aspects in the curriculum?

1. **Interdisciplinary/Multidisciplinary**
2. **Multi-skill development**
3. **Inclusive Education**
4. **Practice teaching**
5. **School experience/internship**
6. **Work experience/SUPW**
7. **Any other (specify and give details)**

Ans: The inclusion of the above stated aspects is ensured in the core curriculum in Paper V which comprises of two parts:-

V (a) Modern School Management (Compulsory) and V (b) is optional, in case of which students have to choose one of out of nine options are offered by the University. The institution has the provision for teaching all these options. In case of B.Ed. course, 20 methodologies are offered by Guru Nanak Dev University and almost all the subjects are offered to the teacher trainees by the institution and they can choose the methodologies as per the norms and conditions laid down by the Punjab Government. Under the work experience programme there are three parts viz Art, Computer Education, Physical Education which are compulsory and the fourth part further comprises of two parts viz community service and co- curricular activities and secondly hands on experience. The second part of hands on experience is optional and twelve areas of experience viz (Gardening, Interior decoration, Cooking, Needle work, Repairs of Electric Gadgets, Clay modeling, Photography, Music, Drawing and Painting, Commercial Art, Creating out of waste material, Tie and Dye) are offered by the University and students have to choose anyone from these. The college has provision to help the students to have experience in areas of their choice/ likings (College handbook of information). Importance is given to the following aspects in the curriculum:

Inter-Disciplinary Aspects

Interdisciplinary approach is the combination of two or more academic fields into one single discipline. It is the process that integrates knowledge and modes of thinking from two or more disciplines. The main purpose of this approach is to dissolve boundaries of areas of studies in the name of syllabus and examination and to encourage critical, creative, lateral thinking abilities

among children. It is must for every teacher to teach according to this approach just because it makes our children aware of what is happening in the particular concept, principle or fact and to relate learned things in any subject with the others meaningfully.

To fulfill this need of the hour , the Students select two methodologies which are inter-disciplinary e.g. Math & Economics, Math & Physical Science, Math & Computer, Languages & Social Science, Language & Bioscience, Language & Art, Language & Music etc.

Multi-Disciplinary Aspect

The eminent educationists are welcomed by the college to disseminate their experiential learning. The faculty is encouraged to participate in National and International seminars on different disciplines. Apart from studying the methodologies of their respective specialized fields, the students also study other subjects related to Education like Philosophy, Sociology, Psychology, School Administration, Technology, Computers, and Value Education, Distance Education, Measurement and Evaluation, Environment Education etc. The faculty is also encouraged to do their Post Graduations in other subjects related to Education like Philosophy, Sociology, and Psychology.

Multi-Skill Development

An effort is made to develop a multiplicity of skills in the teacher trainees. The skills are developed in the students before they go for teaching practice in schools.

Skill of introducing the lesson, Skill of Questioning, Black Board Writing, Explanation ,Using Teaching Aids, Drilling, Reading, Illustration , Handling of audio-visual aids, providing feedback, writing objectives in behavioural terms. Besides developing these core skills of teaching, other skills like skill of using reference material, library usage skills, skills of systematic presentation report writing are also developed.

Inclusive Education

The students who are admitted under the handicapped category (PHC quota) are treated at par with other students. Students with disabilities and learning difficulties are provided special teaching and special additional facilities. Inclusive education is a part of syllabus. Guest lectures by various educationists/doctors are organized to create awareness among trainees regarding the constitutional provisions for handicapped individuals as well as the possible treatments available. The physically challenged students are allotted nearby schools for practice teaching. The college has built ramps for them. There is reading material available for the physically challenged students.

Practice Teaching

(a) Each student enrolled in the B.Ed. course has to study two methodologies. They are sent for teaching practice in practicing schools in two phases- block teaching practice(of 10 days duration) and a long teaching practice (of one month duration).During teaching practice ,besides undertaking regular teaching ,work allotted to the teacher trainees, they are also given exposure in organizing co-curricular activities like sports day, morning assemblies, inter-house competitions, dealing with the parents, attending staff-meetings, constructing time table, beautifying campus, organizing seminars, conducting counseling sessions etc. Students are also given training in carrying out action research on problems like handwriting, spellings, indiscipline, truancy etc.

(b) Observation of Peer Teaching:- The students observe practice teaching of Peer-Students. The observations are recorded in the Note-Book provided for the purpose.

(c) Peer Feedback:- The Peer-Students are given oral as well as written feedback.

(d) Supervision and Evaluation of Practice Teaching:- Each faculty member has to maintain record of supervision and evaluation of practice teaching for six months after the exams as per the instructions of the University.

(e) Reflection on Teaching by Trainees:-During the course of the study and the practice teaching programme the faculty provides guidance at Pre-Stage and feedback at the Post-Stage. The feedback is oral as well as written. Students improve their teaching after the feedback.

(f) Interaction with the School/ Community:- Co-operation is sought regarding the infrastructure i.e classrooms, students' common rooms, Libraries during practice teaching in the various schools located in the community. The Pupil-Teachers also use the teaching aids and scientific equipment. Guidance is often sought from the teachers of the practicing schools. It helps to foster positive social interactions.

After the 1st phase, the students come back to the college. It is mainly to get feedback from the students about their experiences regarding teaching practice. Faculty also provides feedback to the students based on the observations made. During the 2nd phase the students stay for a longer duration in schools.

School Experience/Internship

After developing teaching skills with help of micro –teaching programme, students are sent for teaching practice in the local schools. Faculty is deputed as supervisor in each practicing school for the entire programme.

Following process is carried out for internship:-

1. Time Tables for each school is prepared.
2. Groups of the Pupil-Teachers are prepared.

3. The Pupil-Teachers are assigned responsibilities and duties by the Principal and senior teachers of the school.
4. The Pupil-Teachers are asked to mark their in and out attendance.
5. They are also asked to keep a record of all the activities performed by them during their internship/practice teaching.

Work Experience/SUPW

Since this is an integral part of B.Ed. curriculum under the name of (Hands on experience), theoretical orientation about SUPW is given to the B.Ed. students in the college. Some activities are done by the students in the college and some are undertaken in the practicing schools during teaching practice. The activities taken up in the college include preparation of greeting cards, files, folders, candles, embroidery, flower making, sceneries, pot painting etc.

1.3 Feedback on Curriculum

Que 1: How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stakeholders with reference to the curriculum?

Ans: To meet the above stated requirements, the following mechanism is adopted:

From The Students

A feedback performa is given to the students after the completion of the course and they are asked to comment on the curricular aspects of the course. The old students are free to discuss about these changes with the Principal and lecturers of the college or mail their suggestions.

From The Alumni

An alumni association of the college has been formed and meetings are arranged from time to time to get feedback from old students regarding the curriculum and the changes that need to be brought about in the curriculum.

From The School Heads and Teachers

The heads and the teachers of the practicing schools who supervise the student-teachers of the college during their stay in the school also give the feedback about the performance of the student-teachers and about the needed changes that should be brought about in the training of the teachers and curriculum.

From Teacher Educators

In addition to this the faculty members of other colleges who are appointed as external examiners for the practical exams are also encouraged to give feedback regarding the course content and

training. After getting the feedback from various sources, suitable action is taken to bring possible changes in the curriculum and its transaction.

Que 2: Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes, give details on the same.

Ans: The College has constituted a committee comprising of senior faculty members of different subjects. The feedback obtained from different sources is properly documented and analyzed by the committee the strengths and the weaknesses are properly recorded and on the basis of analysis, the following changes were brought about in the curriculum during the last three years :-

- In the curriculum of two years B.Ed. program new Add-On course in Semester -I is added namely- Reading and Reflecting on Text to enable the Students to reflect on the different types of text, reflect upon different Policy Documents.
- One week Field Engagement Program is added to maintain a file to record the experiences in the School.
- Another Add- On course is added in the Semester- II of B.Ed. Program namely- Drama and Art In Education. It aims at developing the imagination, sense of appreciation of art, interest in art, aesthetic sense, preparing effective teaching aids etc. It will also be helping in enhancing some Theatre Skills that will enable them being a creative and enlightened teachers.
- The trainees are trained to write their resume and a proper application for applying for the post.
- Students are given training to face the interview board.
- They are trained to make improvised teaching aids.
- They are given training to conduct counseling sessions of adolescents.
- They are trained in the use of sophisticated technological devices like power point presentation, multimedia etc.
- Students are given training to teach the slow learners using different methods of teaching.
- Students are given training to teach in smart class rooms.
- Introduction of personality grooming programmes.
- Introduction of communication skills programme.

Que 3: What are the contributions of the institutions to curriculum development? (Members of BOS/sending timely suggestions, feedback etc)

Ans: The institution follows the curriculum prescribed by NCTE and it plays a constructive role in the curriculum planning . The Principal and Faculty members have regularly attended workshops and seminars on revision of curriculum . Dr. J.S .Dhillon (Principal) has been the Dean Faculty of Education , Guru Nanak Dev University, Amritsar during the sessions 2007-2009, 2012-2014. He is member of Board Of Studies, Guru Nanak Dev University, Amritsar and Punjabi University Patiala. Being the members of Board of The Studies, Guru Nanak Dev University, Amritsar, Dr.(Mrs.) Harpreet Kaur and Dr.(Mrs.) Nirmaljit Kaur have played an active role in curriculum development. Presently Dr.(Mrs.) Gurjit Kaur and Dr.(Ms.) Bindu Sharma are the Members of Board Of the Studies, Guru Nanak Dev University, Amritsar. They regularly attend all the meeting on curriculum development held at Guru Nanak Dev University, Amritsar and give them concrete suggestions regarding revision in curriculum. We have organized workshops and seminars on revision of curriculum. Details of which are given below:

- On September 6, 2011 a discussion with Dr. S.P Malhotra, Former Consultant, MHRD and Dr. G.M Malik, University of Jammu, Jammu was held in the college regarding the framework of ME.d curriculum in semester mode. The participants from different colleges of education got their doubts cleared regarding the research.
- On 5 April 2015, one day national workshop and Panel discussion on NCTE regulations 2014; implementations of teacher education curriculum was organized by our college. Prof. Santosh Panda, Chairperson, NCTE, Prof. Anita Rastogi, General Secretary, IATE, Prof. P.K. Sahoo, President IATE, Prof. R. K. Mahajan, Dean Colleges Development Council, GNDU, Amritsar, Prof. S.K. Bawa, Deptt. Of Education, Central University, Bhatinda, Prof. Amit Kauts, Principal, MGN College of Education, Jalandhar, Prof. Renu Nanda, Deptt. Of Education, University of Jammu, Jammu were the resource persons of the day. Concept papers were presented by various experts to throw light on the conceptual framework of NCTE regulations 2014.
- On June 27-29 2015, Three days National Orientation Workshop on Teacher Education regulations 2014 on Norms and Standards and New Curriculum Framework on Physical Teacher Education Programmes. Prof. Santosh Panda. Chairperson, NCTE, Prof. Jatin Soni, Vice Chancellor, Swarnim Gujarat Sports University , Gujarat, Prof. A. M. Moorthy, VC, Sports University, Chennai, Brig. Harcharan Singh, VCM, Arjun Awardee, Captain, Olympic Champion Hockey Team were the resource persons of the day Focus of the workshop was to provide sensitization and awareness to the Physical Education Teachers teaching in various Universities and Colleges of Physical Teacher Education in the northern states of India.

- On October 25, 2015 Regional Consultation meeting of NCTE on New Education Policy-2016 for Teacher Education was organized by our college. Prof. Santosh Panda, NCTE was the Chairperson of the meeting. He discussed about the key issues of New Education Policy. The other dignitaries were Prof. N.K Jangira, Former Head and Prof. NCERT, New Delhi, Prof. S.K Yadav, Academic Consultant, NCTE, Prof. N.K Ambasht Former Chairman, NIOS, Prof. Saroj Sharma, Former Dean Education, Guru Gobind Singh Indraprastha University, Dwarka, Prof. Rakesh Tomar, Under Secretary, NCTE. They gave their valuable suggestions in the Technical sessions.

1.4 Curriculum Update

Q1: Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Ans: During the last 5 years, both B.Ed. & M.Ed. courses have undergone two major revisions. The changes in the curriculum have indeed contributed to quality development. The main objective of teacher education program is to equip prospective teachers with necessary pedagogical content and knowledge in order to become effective teachers. The curriculum for both the courses was revised for first time in the year 2011 and then in the year 2015.

In 2011, the curriculum was revised to fulfil the objectives of NCFTE-2009. The purpose was to develop Education as a fully fledged sovereign discipline of knowledge and to equip the would- be teachers with this personal and social skills which are necessary for this profession.

The layout of a curriculum for teacher education comprised of three broad areas **A.)** Foundations of Education, which included courses under three broad rubrics namely Learner Studies, Contemporary Studies and Education Studies. **B.)** Curriculum and Pedagogy, which included courses under two broad rubrics namely Curriculum Studies and Pedagogic Studies and **C.)** School Internship leading to the development of a broad repertoire of perspectives, professional capacities and teacher sensibilities and skills. The paper wise revisions done in M.Ed. and B.Ed. courses are shown in Information Handbook of college (2014-2015) M.Ed. pp 7-82, B.Ed. pp 33-88.

List of elective subjects for B.Ed. (methodologies as well as optional papers) is given in College Handbook of Information 2014-15(vide pp 34-35). The college offers all the elective options as given by GNDU , Amritsar and students opt any two electives which they have studied at least for two years as major subject at graduation level and at least for one year in case of minor subject.

Similarly in M.Ed. the college offers all the options in Paper (VI) and (VII) (A & B) as given by GNDU, Amritsar and the students opt any one option from both the papers according to their interest and the subjects which they have studied at the graduation level.

The curriculum was once again revised in 2015 as per the recommendations of NCFTE-2014(Teacher Education). The duration of the courses (both B.Ed and M.Ed) has been increased from one to two years from the session 2015 and has now changed from Annual to Semester System. The curriculum has been redesigned to bring uniformity in Teacher education throughout the country and bring it at par with international standards. As per the recommendations of NCFTE-2014(T.E.) the B.Ed. curriculum has been redesigned to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The program now comprises of three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. The courses under each of these curricular areas are based on a close reading of original writings, semester / term paper presentations and continuous engagement with the field. Transaction of courses is done using a variety of approaches as case studies, discussions on reflection journals, observations of children and interactions with the community in multiple socio-cultural environment. ICT, gender, yoga education and disability/ Inclusive Education forms an integral part of B.Ed curriculum.

M.Ed-two year professional programme in the field of teacher education aims to provide opportunities to the students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities leading to specialization in either elementary education or secondary education. The curriculum of two year M.Ed program comprises of Common Core Courses, Specialization Branches, Research leading to Dissertation and Field Internship. Organization of workshops, Practicum, activities and Seminars to enhance professional skills and understanding of the students is the part of the teaching modality. The paper-wise revisions done in M.Ed and B.Ed courses are shown in APPENDIX—1(A) and 1(B)

The duration of PGDCA (T.E.), a diploma program has also increased from one year to two year and has shifted from Annual System to Semester System since 2013.

To update the curriculum as per the recommendations of NCFTE-2009, a seminar was organized by the college on Sept 6, 2011. Dr. S.P. Malhotra, Former Consultant, MHRD and Prof. G.M. Malik, Department of Education, Jammu University, Jammu were the resource persons. They discussed about the framework of M.Ed curriculum in semester mode. Principals and teacher

educators from different Colleges of Education of Punjab participated and shared their perceptions in the discussions held therein.

To update the curriculum as per the recommendations of NCFTE-2014 and to achieve a planned and coordinated development of Teacher Education system throughout the country, **One-day National Workshop and Panel Discussion on NCTE Regulations 2014: Implementation of Teacher Education Curriculum** was organized in the college on April 5, 2015. The representatives from all the Universities of the State discussed the broad framework of curriculum for both B.Ed and M.Ed courses. The resource persons of the workshop were Prof. R.K. Mahajan ,Dean Colleges Development Council, GNDU, Amritsar; Prof.P.K Sahoo,President, IATE; Prof. Anita Rastogi,Joint Secretary,IATE;Prof. S.K Bawa,Department of Education, Central University,Bathinda; Dr.Amit Kauts,Dean Education, GNDU, Amritsar; Principals of different institutions. They deliberated on the new norms and standards for curriculum as per NCTE Regulations-2014.

As per new norms and standards of NCTE Regulations 2014, the policies, plans and duration of B.Ed, BPed, M.Ed and MPed have undergone a change and have been implemented all over the country from the session 2015-16 itself. In order to facilitate Teacher Education institutes in this process, various Orientation Workshops were being organized all over the country by NCTE. In the same light, the 3-days National Workshop on **Teacher Education Regulations-2014, Norms and Standards and New Curriculum Framework on Physical Teacher Education Programs** was also held in the premises of the college from June27-29, 2015. The purpose of the workshop was to provide an insight into policies envisaged in NCTE Regulations 2014 for Physical Teacher Education programs. The workshop was chaired by Prof. Santosh Panda, Chairperson, NCTE; Dr.Jaspal Singh Sandhu, Secretary, UGC was the Guest of Honor. The resource persons were Sh. Anil Shukla, Deputy Secretary, NCTE; Prof.A.M.Moorthy, Vice Chancellor, Tamil Nadu Sports University, Tamil Nadu; Prof.Kanwaljit Singh, Dean Academic Affairs ,SGGS World University , Fatehgarh Sahib; Brigadier Harcharan Singh VSM, Arjuna Awardee and Prof. Suman Sharma, Arjuna Awardee and Captain Indian Basketball Team.

A Regional Consultative Meeting of NCTE on New Education Policy (NEP-2016)-Teacher Education was held in the college on October 25, 2015 to review NPE which was framed in 1986 and modified in 1992. The meeting was chaired by Prof. Santosh Panda, Chairperson, NCTE. The meeting was also graced by the presence of Prof. N.K. Jangira ,Educational Consultant, World Bank, New Delhi; Prof. N.K. Ambashat, Member Secretary, Education Research and Innovations

Committee, NCERT; Prof. S.K Yadav , Academic Consultant, NCTE and Prof. R.K.Tomar Under Secretary, NCTE.

Q2: What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc).

Ans: Since our institution is affiliated to GNDU, Amritsar, it is mandatory for us to follow the curriculum prescribed by the said university, but keeping in mind the global and social trends, the institution revises and runs certain add-on courses to keep it abreast with the changing times. Apart from this, the college organizes seminars/workshops to seek the opinions of experts/educationists, teacher educators belonging to different universities to identify the areas/domain where changes/revisions are required. The details of the seminars/workshops have already been given in 1.1Q3 Principal of the college Dr Jaswinder Singh Dhillon has also served as Dean Faculty of Education, GNDU, Amritsar from sessions 2007-09 and 2012-14. During his tenure as Dean, he has been instrumental in organizing meetings of teacher educators belonging to different Colleges of Education affiliated to GNDU, Amritsar regarding revision in the curriculum. The feedback thus obtained from them has been incorporated in the curriculum to update it as per the requirements of NCFTE-2009. Two members of the institutes are also members of Board of Studies of GNDU, Amritsar and they participate in all the meetings held for the curriculum revision. Apart from this, the periodic alumni meetings, the feedback from the students, teachers regarding the course curriculum help in the assessment of needs which provides an impetus to modify certain methods and practices in teaching. Criteria based feedback performa are prepared and given to the students to be filled in by them. From the feedback so obtained, necessary action is taken. Feedback is also collected from the practicing schools on a performa devised by the teachers of the institution to make suitable modifications in the curriculum. The feedback from the Heads and senior teachers are taken into consideration for revision and updation of the curriculum. The feedback performa are appended in Annexure—1(C).

The college also has the honor of organizing **Regional Consultative Meeting of NCTE on NEP (2016): Teacher Education of Northern States of India** which was held in the premisis on October 25, 2015 for crafting of NEP-2016. The meeting was chaired by Prof. Santosh Panda, Chairperson NCTE. All the teachers and students of the college participated with full zeal and enthusiasm and gave their suggestions for framing of NEP. The name of the teachers who participated in the meeting is mentioned in the documents published by NCTE.

1.5 Best Practices in Curricular Aspects

Ques-1 What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

Ans: The academic schedule prepared by GNDU, Amritsar, which incorporated in its schedule recommendations of NCFTE (2009) and revised recommendations of NCFTE (2014) is strictly followed. For the effective transaction of curriculum:

1. Diversified curriculum is provided so that it caters to the interests and needs of the students.
2. Instructional objectives are redefined keeping in mind the diverse needs of the students and demands of the content.
3. The College acts as a trendsetter for Teacher Education institutions of the country as it takes initiative to reframe M.Ed and B.Ed curriculum.
 - (a) The College is first institution in the country to take initiative to reframe M.Ed and B.Ed curriculum in the light of NCFTE (2009). The college not only conducted 2 workshops for this purpose but also organized a National Seminar to motivate the Colleges of Education for adopting new curriculum suggested by NCTE. The details have already been mentioned in 1.4 Q1.
 - (b) Again to update the curriculum as per the recommendations of NCFTE (2014), the college took the initiative to organize One day National Workshop and Panel discussion on NCTE Regulations-2014: Implementation of Teacher Education curriculum. The detail has already been mentioned in 1.4 Q1.
 - (c) The College took the initiative to organize National Workshop on New Curriculum Framework for Physical Teacher Education Program to work on the framing of the curriculum for Physical Teacher Education as per the norms and standards laid down by NCTE Regulations 2014. The detail has been mentioned earlier in 1.4 Q1.
 - (d) The College also held Regional Consultative Meeting of NCTE on NEP-2016 Teacher Education for Northern States of India for reframing NEP; which was framed in 1986 & revised in 1992. All the teachers and students participated in the meeting and gave their concrete suggestions. The names of the teachers who participated in the meeting are mentioned in the Document of NEP published by NCTE.
4. Emphasis is given on all the components of the education process i.e. skill development, relevant curriculum and teaching-learning material, interactive teaching methodologies and appropriate learning environment.
5. Varied curricular and co-curricular activities are carried out to inculcate varied skills viz. communication skills, class-room management skills, interpersonal skills, decision-making skills,

critical thinking skills, stress coping skills and self-management skills. The details have been discussed in 1.1 Q3.

- 6.** Emphasis is given on integration of ICT in dissemination of information and conduct of research.
- 7.** Emphasis is given on the development of social skills (communication & interpersonal skills) and emotional skills (coping & self-management skills).
- 8.** At M.Ed level, paper VI & VII were optional. The College offered all the options offered by the University (vide page 10 of College Handbook information).
- 9.** From session 2015-16, as per revised syllabus of GNDU, Amritsar, paper IV is optional and consists of two specializations. The College offers both the specializations to the students offered by the University and the students opt one option according to their areas of interest. The copy of revised syllabus of Session 2015-2016 (Semester) is appended in Annexure_1 (A).
- 10.** At B.Ed level, there is provision of teaching all the 20 methodologies offered by GNDU, Amritsar.
- 11.** There is also provision of teaching all the nine options of paper V (b) offered by GNDU, Amritsar.
- 12.** From the Session 2015-16, as per the revised syllabus of GNDU, Amritsar, the college offers all the options of both the pedagogies of school subjects CP I(A) opt(i-xviii) and CP I(B) opt. (xix-xxvi) and students opt one option from each part according to the subjects studied at graduation level. The copy of syllabus of session 2015-16 (Semester I & II) is appended in Annexure_1(B).
- 13.** Apart from the prescribed syllabus prescribed by the affiliating university, all the faculty members teach additional topics to build continuity and give comprehensive information to the students in different subjects and cater to the demands of competitive exam (UGC (NET)/ CTET/ TET) and to equip them with knowledge and skills required in the global market. The college is producing highest number of UGC NET/JRF qualified students, teacher educators and Principals in the country.
- 14.** The College offers opportunity to the students who want to appear in additional methodology papers of B.Ed.
- 15.** Efforts are made to inculcate intellectual, social, moral, aesthetic, cultural and spiritual values.
- 16.** A modern language laboratory has been established for providing facilities to the would-be teachers to improve their communication skills.
- 17.** The college has two well equipped Smart classrooms to equip the would-be teachers with necessary skills required in the practicing schools.

- 18.** To promote the physical and psycho-social development of the students, yoga therapy, physiotherapy and free gymnasium facilities are made available in the college.
- 19.** Libraries, laboratories and audio-visual centres are constantly updated.
- 20.** Students and faculty members have access to the digital resources of the library.
- 21.** Students and the faculty members are provided opportunities to listen to the lectures of eminent educationists in the field of education through video-conferencing.
- 22.** e-lectures are prepared and uploaded by the faculty members for the students.
- 23.** Faculty members have also prepared e-modules on 'Educational Administration and Supervision' for e-pathshala program started by MHRD.
- 24.** Faculty members have also developed Yoga Modules for B.Ed, M.Ed, DEl.Ed in regional language, as assigned by Project Coordinator, Yoga Education, NCTE.
- 25.** Teachers of the college have also developed reading material for the students by writing books according to the revised syllabus in the year (2011 and 2015) of all subjects of B.Ed & M.Ed as per area of their specialization.
- 26.** Organisation of National & International seminars/ workshops/ conferences is a regular feature of the college. Students and teachers are provided opportunity to interact with the renowned educationists from across the globe and learn from their rich experience.
- 27.** Extension lectures are organized from time-to-time in the college. Students get opportunity to listen to the perceptions of the scholars / academicians from across the globe and enhance their knowledge.
- 28.** Members of the faculty attend various orientation programs, seminars and refresher courses etc to upgrade their level of information and enhance their skills. The details are given in Criteria III.
- 29.** Various types of projects via community projects, social surveys, computer projects, SUPW projects, art and craft projects and research projects are carried out by the students in a systematic manner.
- 30.** Monthly review of the reports submitted by teachers is done by the Principal to ensure and monitor if various activities are carried out as per schedule.
- 31.** Periodic tests are conducted and feedback is given to the students and necessary remedial measures are taken.
- 32.** In order to develop the competence in basic skills involved in teaching, the students are given an opportunity to observe the model lessons (micro and composite delivered by the method masters and school teachers) in the teaching subjects. These model lessons are given using latest technological devices viz multimedia, OHP, epidiascope, slide projector etc.

- 33.** Recording of the best lessons of the students under training is done and they are shown as model lessons.
- 34.** Students are sent to practicing schools to have first hand experience of the day-to-day functioning of schools.
- 35.** To acquaint the student teachers with the latest practices in teaching adopted by schools run by MNCs, the teachers working in these schools are also invited to give model lessons.
- 36.** Informal interaction with the school teachers and heads of the institutes are organised and in the light of discussions, necessary modifications are made in the programme.
- 37.** Inter-college skill-in-teaching competition is organized every year to give exposure to our students to the methodologies followed by other colleges.
- 38.** Apart from the transaction of regular curriculum, the college is also sensitive to the crucial social issues like problem of traffic, spread of diseases, female feticide, environmental issues etc. So from time to time, awareness is created among the students regarding these issues by organizing extension lectures. The detail is mentioned in 1.1 Q3.
- 39.** To solve the educational and personal problems of students, the students have been divided into houses, which are further sub-divided into different tutorials under the charge of senior teachers.
- 40.** Theme based morning assemblies are held every Saturday to inculcate values among the students. Self made documentaries are shown to the would-be teachers on the burning issues.
- 41.** Organization of inter-house paper-wise quiz competitions is a regular feature of the college.
- 42.** Students are encouraged to be regular and honors are given to the students with 100% attendance.
- 43.** The college publishes quarterly journal 'Researchers Tandem', which is a referred journal.
- 44.** The College campus is WI-FI enabled and has unlimited access to Internet. It also provides facility of ON-LINE education through EDUSAT.
- 45.** The research is provision of e-library through which the students and faculty members can have access to e-magazines, e-newspapers, e-journals, e-encyclopedias and e-books.
- 46.** The College library has access to online subscription of six International Journals.
- 47.** The College library is enriched with CD ROMs on a large number of topics of various subjects.
- 48.** The College has set up a separate Resource Centre in the library for easy access of e-resources.
- 49.** A Guidance Centre has been established in the college to give educational and occupational guidance to the students.
- 50.** The Institution not only excels in the field of Teacher Education but it is also much highlighted as it caters to the needs of society. The college has established Educational Clinic/ Placement

Cell in its premises. All the renowned schools of the state visit the college for placements even before the students have completed their B.Ed program. Curriculum vitae of the remaining students are collected at the end of the session and a proper record of placements of students of PGDCA (T.E), B.Ed and M.Ed is kept.

51. The College has also established Legal Aid Clinic in its premises to make the students and the faculty members aware about Lok Adalats and free legal services available for the masses.

52. The College is acting as a centre for B.Ed (D.M) Jamia Millia Islamia University, New Delhi & program centre for M.Ed (D.M), IGNOU, New Delhi.

53. The College also provides facility for part time PhD program in the field of education.

54. Eminent Educationists/ Medical practitioners and other renowned dignitaries are invited to share their experiences and perceptions in their respective fields.

55. To acquaint the students with the latest trends in the field of Educational Research, International/ National seminars/ conferences are held in the college.

56. Personality Development programs are organized in the college from time-to-time by organizing extension lectures/ workshops by renowned resource persons. The details are given in 1.1 Q3.

57. To promote the use of mother tongue among the students, the college also celebrates International Mother Language Day.

58. To make the would-be teachers aware about the diversity of cultural heritage and to educate them to protect, preserve and propagate world heritage, World Heritage Day is also celebrated in the college.

59. The College has applied for 4 years Integrated B.Sc B.Ed/ B.A B.Ed degree program and 3 years Integrated B.Ed M.Ed degree program which will start from the session 2016.

60. Last but not the least, this premier Teacher Education Institution is already accredited and reaccredited A grade institution by NAAC with CGPA of 3.45 on 4 point scale.

Ques-2: What innovations/ best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?

Ans: To have semantic and pragmatic relevance of curriculum, holistic approach has been adopted in the curriculum by the college in order to cater to

- the local and global needs of the student teachers.
- the present and future needs of the student teachers.

So following are the main features of the curriculum

1. Inclusive education
2. Provision of specialization for elementary or secondary stage in Post Graduation class (M.Ed).
3. Implementation of revised curriculum as per the norms of NCFTE (2009) and NCFTE (2014).
4. Publication of reading material for B.Ed and M.Ed by the faculty members.
5. ICT programme and Technology component
6. Divinity lectures
7. Interdisciplinary approach
8. All the optional papers are made available in B.Ed (Methodologies and paper V (b)) and in M.Ed.
9. Flexible, innovative and teaching model based lesson planning.
10. Introduction of 4 years integrated BSc B.Ed/ BA B.Ed and 3 Years Integrated B.Ed M.Ed courses to be started from the session 2016. Thus despite the limited freedom given by the parent university in terms of curriculum planning and design, our institution has made every possible effort to enrich the existing curriculum by initiating a variety of experiential learning opportunities that would help to translate its mission statement and goals into reality. The threads of the vision and goals of the college are reflected in all thrust areas of the college life.

Additional information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to Curricular aspects and how they have been acted upon?

Ans: The report of the second accreditation did not suggest any improvement in this criterion; however, the college has made conscious improvements in the curriculum. For details refer criteria 1.5 (Que 1).

Que 2: What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, various steps have been undertaken during the last five years for the quality enhancement in the institution. For details refer criteria 1.1 (Que 3).

CRITERIA-II- TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

Que 1: Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity access transparency etc.) of the institution?

Ans: For Admission to B.Ed.

For admission to B.Ed., Khalsa College of Education, Amritsar follows the admission criteria stipulated by NCTE. Admission process is centralized at the state level. Till 2009-2010 admission was done on the basis of Entrance Test conducted by one of the three universities of Punjab (Guru Nanak Dev University, Panjab University, Chandigarh, and Punjabi University, Patiala) in rotation on behalf of the Punjab Government. However from the session 2010-11, the Entrance Test has been abolished and admission to B.Ed course has been done through centralized online counseling being organized by one of the three universities (Guru Nanak Dev University, Panjab University, Chandigarh, and Punjabi University, Patiala) on rotation basis in which all the government, government-aided and some self-financed colleges of education took active part. Eligibility conditions are as follows:-

- a.** Candidates with at least 50% marks either in the Bachelor's Degree and /or in the Master's degree or any of other qualification declared equivalent thereto, are eligible for admission to the programme. Any candidate with 49.9 or less marks is not eligible.
- b.** The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government/ State Government, whichever is applicable. There is a relaxation of 5% marks in favour of SC/ST/OBC and other categories of candidates. Even candidates with 44.9% marks or less are not eligible.

- c. Candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/Master's level. Honor's students can opt for major subject in which they have obtained Honor's degree. The minor subject should have been studied at least for one year.
- d. In case of students who have done Honors in languages such as Hindi, Punjabi and English, the major subject is language. Such candidates would be allotted minor subject by the college on the basis of other courses studied by the candidate. In case of such candidates language will not be a minor subject.

With the enforcement of NCTE regulations-2014 w.e.f session 2015, the duration of B.Ed has increased to two years comprising of four semesters . Earlier, this course was of one year duration. However the criteria and eligibility for admission remained the same .

For Admission to M.Ed.

For admission to M.Ed, Khalsa College of Education, Amritsar strictly follows guidelines laid down by Guru Nanak Dev University, Amritsar. With the implementation of NCTE regulations - 2014 , from the session 2015, the duration of M.Ed has been enhanced to two years comprising of four semesters. However there is no change in the admission criteria, rules and regulations. A transparent admission process is followed and students are selected on purely merit basis for the admission to M.Ed. course.

3-tier system is followed for the selection of the aspiring candidates. The detail of the procedure is given below:

1. Written entrance test is conducted to assess the knowledge of the students for which the following criteria is adopted.

| Area | Type of Questions | Weight-age |
|-------------------------------|-------------------------------|------------|
| General Educational Awareness | Objective type | 20 marks |
| Language Proficiency | Objective type and Essay type | 20 marks |
| Basic Education Concepts | Short answer | 30 marks |
| Basic Mathematical Operations | Objective type | 20marks |
| Interview | | 10 marks |

2. Calculation of grade point average of previous academic achievements (marks obtained in matriculation, 10+2, graduation, post graduation or any other degree).
3. Interview is conducted and weight-age based on the following criteria is worked out:

- a) Participation in co-curricular activities
- b) Communication skills.
- c) Other personality traits.

The admission is open to any candidate who has undergone the course of training for degree of Bachelor of Education at least for one academic year from any recognized institution with at least 50% marks.

For Admission to PGDCA (Teacher Education)

Admission is done purely on merit basis at college level as per the norms laid down by GNDU, Amritsar. Any graduate with at least 45% marks in aggregate is eligible for admission.

Que 2: How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the institution?

Ans: All the programmes being run by the college are duly advertized. The details are given below:

B.Ed

As Information regarding admissions is made available on the University website. The institution ensures wide publicity to the admission process through college website, newspapers, college notice board and college handbook of information. Since the process of admission of B.Ed course in Punjab is centralized, it's the prerogative of the state government to advertise and undertake the admission process. However the following information is provided to the concerned University, conducting counseling:

3. No. of subject combinations available in the college.
4. No. of seats available in different combinations.

The students admitted by the University are required to fill up the college form within 3 days and the documents are duly verified in the college by the admission committee. The profile of the students is prepared side by side.

M.Ed

Information regarding admission is made available on the college website, newspapers and college notice board. The college hand book of information is updated annually. The handbook of information contains following information:

College profile

1. Faculty, college calendar, syllabus for different courses
2. Objectives of the college
3. Scholarships and stipends.

4. Facilities provided in the college
5. Other Rules and regulations of the college

PGDCA (T.E.)

Information regarding admission is made available on the college website, newspapers and college notice board. The college hand book of information is updated annually. The handbook of information contains following information:

8. College profile
9. Faculty, college calendar, syllabus for different courses
10. Objectives of the college
11. Other rules and regulations of the college
12. Scholarships and Stipends
13. Facilities provided in the college
14. Other Rules and regulations of the college

Que 3: How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

Ans: The institution ensures that determined admission criteria are equitably applied to all applicants. The details are given below:

Monitoring the Admission Decisions

As the admission is centralized, all norms related to admission laid down by Punjab Govt. are adhered to by the concerned university, which provides detailed information about the schedule to be followed during the session.

The concerned university (conducting counseling) sends a list of the selected candidates. The college admission committee does the re-verification of the document of the selected candidates. The relevant information regarding admission procedure and fee structure as suggested by Punjab government and university is displayed on the college notice board as well as the college website. A help desk is also set up to provide assistance to the applicants to fill up the online admission form as well as to satisfy their queries. The college admission committee also screens the requisite documents of the selected candidates to ensure that the determined admission policies and procedures are equitably applied to all applicants.

Que 4: Specify the strategies, if any, adopted by the institution to retain the diverse student population admitted to the institution (e.g. individuals of diverse economic, cultural, religious, gender, linguistics backgrounds and physically challenged.)

Ans: The academic session of the college begins with the organization of familiarization session to orientate the students with the functioning of the college with a view to facilitate their adjustment in the college. Every student is provided with handbook of information. During this programme each student is allotted a tutorial group. In the tutorial groups, the students are asked to introduce themselves. This helps us to assess their diverse backgrounds and needs. Moreover, these tutorials also help us to hunt the talent among the students. On the basis of this information, students are categorized into focused groups. Moreover the teachers eschew all caste, community and class considerations in dealing with students. Besides this to retain the students with diverse backgrounds the institution provides the following facilities to facilitate their adjustment in the institution.

Economic Background

To help the economically backward students, the following facilities are offered:

1. Fee concession.
2. Permission to pay the fee in installments.
3. Insurance coverage to all the students.
4. Payment of medical bills of students who belong to economically weaker sections of the society.
5. Book bank facility.
6. Issuance of more number of books from the library to the needy students and they are also allowed to retain books for the whole academic session.
7. Student welfare fund.
8. Picnic and excursions are arranged free of cost for all the students.
9. Inter college participation expenses are borne by the college.
10. Free of cost personality grooming programmes (Special classes like yoga, communication skills etc.) are organized by the college.
11. College management grants merit scholarships to students who secure first three merit positions at the university level.
12. Dr. Bhupinder Singh from Holland, an alumni of the college has also introduced a scholarship scheme for needy but meritorious students. For this purpose an amount of Rs.1 lac has been earmarked.

Cultural Background

Although students of diverse cultural and religious backgrounds join our college, but at no point any body feels discriminated against or has dropped out of the college on account of cultural diversity and religious rigidity. The college celebrates festivals of all religions with equal fervor and zeal.

Linguistic Background

To cater to the needs of students with diverse linguistic background, the following steps are taken:

1. The Students can opt for medium of instruction of their choice (English, Hindi and Punjabi).
2. Multilingual approach of teaching is adopted by the teachers as per requirements of the students.
3. The Students have freedom to write assignments, exams in the medium of their choice (B.Ed & M.Ed).
4. The Course books are available in all the three languages viz- English, Hindi and Punjabi in the library.
5. Schools for teaching practices are allotted keeping in mind their linguistic needs like students with English medium are sent to Public Schools and those having Punjabi/ Hindi medium to Aided/Govt. schools.

Physically Challenged Students

In order to cater to the needs of physically challenged students, the following steps are taken:

1. For orthopaedically challenged students classes are arranged on the ground floor.
2. For visually impaired a Franscriber is provided to write the examination.
3. Visually impaired students are allowed to record the lectures.
4. The normal students are encouraged to extend every possible help to the physically challenged students.
5. To boost up the morale of physically challenged students counseling is done both by the teachers and students and this helps to solve their adjustment problems.
6. Audio cassettes and Braille books are made available in the college library.

Gender

In order to cater to the diverse needs of both boys and girls the following measures are taken:

1. Equal opportunities are given to both boys and girls to participate in all the curricular and co-curricular activities.
2. Both boys and girls are at liberty to choose hobbies out of various options provided in the college e.g. even boys can opt for interior decoration, creating best out of waste etc. whereas girls can opt for photography, gardening , repairing of gadgets etc.
3. Separate infrastructure facilities (washrooms and common rooms and hostels) have been created for both the sexes.
4. Allotment of sections/schools for teaching practice is done irrespective to their gender.
5. While organizing co-curricular activities including sports, needs and interests of both the boys and girls are taken into consideration.

Religious background

To cater to the needs of the students belonging to different religions, the following measures are taken :

1. Secular atmosphere and outlook of the faculty helps the students belonging to different religions, feel secure and comfortable.
2. Celebration of festivals of different religions such as X- Mas, Id, Gurburab, Janam-Ashtami, etc.
3. All students are given equal opportunities to participate in curricular and co-curricular activities irrespective of the religious background.
4. Due representation is given to the students with different religious background in various clubs and committees.

Que 5: Is there a provision for assessing ‘students’ knowledge needs and skills before the commencement of teaching programmes? If yes, give details of the same.

Ans: The students are asked to introduce themselves on the first day of their college .This is to assess their language, communicative skills , aptitude towards teaching, their talents/hobbies, value concepts for making focus groups. A Entry level test is administered by the college before the commencement of the teaching programme so that teachers can assess the level of knowledge of students in the pedagogies viz. social sciences, sciences, mathematics, languages etc. so that suitable remedial measures can be opted. Entry level test also includes language proficiency test for assessing linguistic capabilities .Students are given current topics/issues for group discussion (ice-breaking session) to assess their thinking skills.

1. Classroom competitions are held to assess students' abilities in communicative skills, drawing in performing arts and computer skills.
2. Assignments are given to assess note making, compiling and editing skills.
3. Opportunities are given to assess their observation skills.
4. Tasks are assigned to assess management skills by organizing assemblies, seminars and club activities.

2.2 Catering To Diverse Needs

Que 1: Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Ans: Khalsa College of Education, Amritsar makes efforts to provide an ambience conducive to learning and development. The college has a stamp of superior quality on it. Its magnificent heritage building is equipped with state of the art facilities. The college is located at a prime location and is easily accessible. It is at a distance of 3 km from Amritsar railway station, 5 kms from Amritsar bus stand and 11 kms from international airport. Well maintained lush green lawns and spacious grounds add to the glory of the building. Its studious students, tireless and committed teachers, visionary Principal and far sighted munificent Management Committee have contributed to the making of the legend known as Khalsa College of Education, Amritsar. The institution provide an effective and conducive learning environment to the student teachers for their better learning and overall development including social, moral, cultural and academic aspects of personality, so that the student teachers can be trained enough to face the challenges of the modern era. The Following facilities/activities pave the way for creating a conducive environment in the college:

14. The college has an excellent campus with lush green lawns and playground facilities, smart spacious and well ventilated classrooms with all logistic arrangements including comfortable furniture.
15. The college has a rich library with huge collection of books covering wide range of areas like Education, Literature, Art, Social Sciences, Religion, Science, Politics, Economics. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books and Magazines, Year Book and Educational Abstracts . Other facilities available in the college library include
 - A separate reading room for teachers and students

- Internet and Photostat facility
- Separate cabins for teachers
- Pantry service for teachers
- A resource centre to provide access to a variety of resources and materials to design and choose activities for teaching and learning, relevant text, copy of policy document and commission reports; relevant curriculum documents such as the NCF(2005), NCFTE(2009), research reports, district and state level data, reports of surveys; teachers handbooks; books and journals relevant for course reading; field reports and the reports of research seminars undertaken by students, audiovisual equipments- TV,DVD player, LCD projector, films; camera and other recording devices
- A separate section has been maintained for back set of journals

16. The institution operates and maintains physical facilities that appropriately serve the needs of the institution's educational programme, support services, and other mission related activities through various laboratories and rooms which are as follows:

- Physical Science laboratory, Life Science Laboratory, Psychology Laboratory, Computer Laboratory, Technology Laboratory, Language Laboratory to carry out experiments, preparing teaching aids, working on computers and learning language skills etc
- A Creative Bhavan for undertaking art related activities
- A Sports Room and NSS room to carry out community related work
- A Music Room and a Punjabi Room to carry out culture related activities
- Four Seminar Rooms
- 2 Halls —1 Assembly Hall and 1 Examination Hall
- 1 Girls Common Room
- Spacious Parking facility
- 2 Hostels (1 for boys (Jind Hostel) and 1 for girls (Maharani Jindan Girls Hostel) to accommodate outstationed students

17. The college has a Heritage Guest House (Faculty Guest House) which is open to all the intellectuals, scholars, academicians, examiners, experts, guest lecturers, visiting faculty etc.

18. Punctuality and regularity and over all discipline are the bench marks of the college.

19. Seminars, discussions, extension lectures, workshops etc are organized to facilitate better learning.

20. Eminent educationists, experts and community leaders are invited to deliver extension lectures.
21. Well qualified, experienced and dedicated staff of the college is ever eager to work for the growth of the college and act as a role model for the students.
22. The Principal, staff and tutors are easily accessible to redress students grievances and to provide guidance and counseling to the students. For this purpose , following cells has been maintained
 - Students Redressal Cell
 - Guidance and Counseling Cell
 - Anti-Ragging Cell- a helpline number has been given to the students for any kind of urgency.
 - Educational and Legal-Aid Clinic
23. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, placement details, result and other information.
24. Safe drinking water facility and clean separate washrooms for teachers and students are available.
25. A qualified library staff is ever ready to assist the students in locating and consulting the books.
26. Interactive sessions are organized to maintain a good interaction among the students and with the teachers.

Students thus acquire intellectual skills, get emotional satisfaction, aim at self renewal and become deeply concerned with work motivation and ethics. The institution also provides environment to the student teachers where not only the academic growth of the student teachers becomes possible but also their cultural, social , intellectual, moral and professional growth is enhanced. The faculty serves as a guiding force for the students. Various inter house and inter college competitions are also organized so that a sense of competition can be fostered among the students . Important national and international days are also celebrated.

Que 2: How does the institution cater to the diverse learning needs of the students?

Ans: The following are the diverse learning needs of the students and ways in which institution cater to them:

| Diverse Learning Needs of Students | How the College Caters to them |
|------------------------------------|--|
| | a) Students from different language background are given |

| | |
|--|--|
| <p>➤ Linguistic Needs</p> | <p>opportunity to learn the basics of English language.</p> <p>b) Multilingual method of teaching is used by the teachers.</p> <p>c) Freedom to write assignments, exams in language of their choice (B.Ed and M.Ed both)</p> <p>d) Course books are available in English, Hindi and Punjabi in the library.</p> <p>e) Schools for internship and surveys are allotted according to the linguistic background of the students.</p> |
| <p>➤ Diverse Academic Needs of the Students.</p> | <p>a) Well equipped laboratories and rooms are available in the college.</p> <p>b) Sufficient number of books in different subjects is available in the library.</p> <p>c) Books of different difficulty level are available in the college library.</p> <p>d) Remedial teaching classes are organized for the slow learners.</p> <p>e) Internet facility is available for advanced learning.</p> <p>f) Tutorial classes are arranged.</p> <p>g) Projective and non-projective aids are used for making the subject matter interesting and easy.</p> <p>h) Slow and advanced learners are identified on the basis of weekly class tests and special attention is paid to the weak students.</p> <p>i) Various techniques like Team Teaching, Peer Tutoring, Collaborative Learning etc. are used to meet the diverse academic needs of the students.</p> |
| <p>➤ Catering to the Specific Needs of M.Ed. Students.</p> | <p>a) Special classes for M.Ed students to prepare them for UGC-NET (Education) exams.</p> <p>b) Library hours are extended to help the students to pursue their research work and to prepare for UGC exam.</p> <p>c) Well equipped technology and psychology laboratories are available.</p> <p>d) Sufficient number of text books and reference books on</p> |

| | |
|--|---|
| | different subjects including competitive examination books are also available in the library. |
|--|---|

Que 3: What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Ans: The list of various activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process is as under:

Through Theory Subjects in B.Ed and M.Ed

- a) In B.Ed & M.Ed knowledge of theory papers like Education as a field of study, learner and the learning process, teacher education and methodologies are explicitly explained. Inclusive education, integrated education, alternate education, special education, etc. are integral parts of the core paper of the B.Ed and M.Ed curriculum. These papers help trainees towards understanding how a teacher can overcome barriers to learning, to seek participation of all learners who are victims of exclusion and marginalization.
- b) In order to understand that the curriculum is a unique combination of diverse needs of the society, the student teachers are made aware of recommendations of various commissions and committees, provisions for equity in the constitution, sensitization for human rights, through teaching and extension lectures, reading and reflection of texts, inculcation of social and moral values through co-curricular activities and so on.
- c) The principle of equality is also promoted by giving appropriate freedom to student teachers in the curricular as well as co-curricular activities. Equal opportunities are given to every student for self expression. Moreover the personality and individuality of every student is respected to promote and spread democratic attitude towards life.

Teaching Practice Programme at B.Ed. level

1. Students in the B.Ed course are expected to develop specific knowledge and skills regarding role of diversity, inclusion and equity in teaching-learning process. While teaching in schools the student teachers realize in actual classroom situations that each child is unique and different from others.

- a) Keeping in mind the individual differences student teachers plan and execute teaching to cater to the diverse intellectual, cultural, linguistic needs of the students.

- b) They are encouraged to use variety of teaching aids, techniques and methods of teaching and be flexible in their approach.
- c) They are also trained to provide equal opportunities to all the students by organizing functions and conduct seminars, morning assemblies in their practicing schools.
- d) They are encouraged to interact with principal, teachers and students of their concerned schools so that they can have a broad outlook of the school, its functioning and problems. They are also encouraged to observe the schedule/ calendar of the school, visit the library and laboratories for analyzing the present conditions of the schools in the context of equality of educational opportunities.
- e) The trainees also made to study the vision and mission of the school analytically with reference to equalization of educational opportunities.

Above mentioned activities help them to identify and channelize the varied potential of their students without any kind of preconceived ideas and prejudices.

At M.Ed Level

1. Students are trained to administer various psychological tests viz. intelligent tests, achievement tests, personality tests, attitude scales, and interest inventories and interpret the results for the identification of varied needs and potential of the students.
2. They are also trained in chalking out educational and guidance programme for the students.
3. Students are also encouraged to include students of diverse backgrounds in their data collection for their research studies.
4. Students are also encouraged to construct achievement and diagnostic tests so that diverse needs of students can be identified and appropriate remedial measures can be taken up.
5. Students are also trained to develop programmed learning material for individualized learning for different types of students.
6. Students are encouraged to undertake action research projects to solve the varied problems of the students.
7. Students are encouraged to prepare case history to diagnose the specific problems of the problematic cases.
8. They are encouraged to visit a rural /slum area schools, special institutes for challenged children and orphans in order to observe the activities of those schools.
9. To meet the diverse needs of the students, they are trained to plan and suggest inclusive teaching strategies.

10. They are encouraged to conduct a survey on the type of support services needed for inclusion of children with diverse needs .

11. Seminars are organized on the various problems faced by the marginalized group.

Que 4: How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

Ans: Following are the ways in which the institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse needs of the students:

1. The recruitment of the Assistant Professors is done in a systematic, transparent and objective manner. For this purpose uniform and a scientific procedure has been devised by the managing committee to enquire about the academic qualification, professional qualification, other managerial skills, personal and professional goals of the candidates.
2. A teacher educator is firstly appointed on probation basis, during which the teacher's performance is observed .Keen observation is done by the Principal to assess the sensitivity of the teacher educator to the vision and mission of the college, strategies adopted by him to realize them .Besides this his/her monthly diaries/report is monitored in order to ensure his involvement and commitment to the institution/students.
3. A systematic, objective and comprehensive performa has been developed (vide appendix-2A) to seek feedback from the students during the session and at the end of the session regarding the teaching styles, competencies and attitude towards the teaching profession in general and students in particular. In the light of the analysis of the feedback, discussions are held and efforts are made to overcome the limitations.
4. The faculty members guide and supervise M.Ed students in their research work. At the time of allotment of the students care is taken to match the area of specialization of both the teacher and the student.
5. The teacher educators are asked to plan out different activities for the student teachers viz. practical work, project, surveys, literary activities, cultural activities, different competitions, games, sports, picnic, excursions etc.
6. All the teacher educators are well versed in three languages (English, Hindi & Punjabi). They provide proper guidance to students having any language problem. The students are guided in the language of their preference.
7. The teacher educators take both the methodology paper and foundation courses. This allows them to interact with the wider group of students.

8. The teacher educators are encouraged to attend orientation programmes, seminars, refresher courses, workshops, conferences and are always updating themselves in the latest information related to the teaching learning process.
9. The teacher educators are motivated to write articles for publication on different topics in national and international educational journals. They also make efforts to update their knowledge.
10. The teacher educators improve their qualification by pursuing different programmes such as Ph.D, M. Phil., and Post-Graduate courses.
11. Specialists from different field are invited to sensitize the teachers ,regarding the latest techniques and strategies to be adopted while dealing with children with diverse needs.

Que 5: What are the various practices that help student teacher to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Ans: The institution ensures that the recommendation of NCF(2005), NCFTE(2009), NCTE Regulations (2014) are incorporated in the existing programme of Teacher Education and students are also made aware of these recommendations so that they may realize that their role in the society is to promote unity in diversity. The institution encourages the students to respect and appreciate individual and cultural differences and undertake constructive exchange of ideas to make the learning environment more assessable and supportive. The various practices adopted in the college for this purpose are:

A. Provisions in Curriculum:

As per the syllabus prescribed by G.ND.U for M.Ed course, inclusive education is one of the optional subjects. In majority of the colleges of education, This paper is not offered as an option, as it requires technical knowledge and expertise. On the other hand in our institution, this paper is not only offered as an option rather students are encouraged to opt for it.

B. Classroom Lectures: Topics like Individual Differences, Inclusive Education, and through subjects like Understanding the Learner and Learning Process, Special Education, Contemporary Issues and Concerns in Education, Human Rights Education, Constitutional Provision of Education etc. are discussed in detail.

➤ **Practical Work:** Practical work in Educational Psychology, exposure to different types of psychological tests to identify diversities in children, their intelligence, aptitude, achievement etc., ways of conducting them, their use etc. is done.

➤ **Extension Lectures:** Extension lectures by eminent educationists on topics like Human Rights, Female-feticide, Women Empowerment, Children with Behavioral problems, Children with Special Needs etc. are arranged.

➤ **Visits to Special Schools:** Institutional visits to special schools, orphanage etc. to give exposure to the student teachers to the needs of special children are arranged.

➤ **Special Projects**

C. Community Study Projects: The student teachers interact with people to complete these projects and hence develop an understanding of the perceptions of the people. They come to know about different societal needs and develop an understanding about them.

D. Cultural Studies Projects: As the students in a classroom belong to different cultural backgrounds, these projects help the teachers to understand the finer aspects of each culture.

E. Through Practice Teaching: Student teachers are guided to identify children of different capabilities and problems in the class. They are trained to plan their lessons and teach keeping in mind the diverse needs of the students e.g. how to use different techniques of teaching for gifted, backward and dull students. They are also trained to prepare scholastic and diagnostic tests.

F. Action Research: Action research and case studies are also taken up by the M.Ed students.

2.3 Teaching Learning Process

Que 1: How does the institution engage students in active learning? (use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role-playing internships, practicum etc.)

Ans: The B.Ed. and M.Ed. students are engaged in active learning through the following activities.

Library: The college students are issued library cards which they use to access the books in library for reference and also to get the books issued. Qualified librarian, who is assisted by a qualified assistant librarian, remains available to guide the students. Special periods are allotted in the time table for library work. During these supervised study hours, lecturers remain present in the library along with the students. The B.Ed students are given assignments in different papers and encouraged to collect information from the library. The students discuss these assignments later on in the class. The library has a fully air conditioned reading room which can accommodate 70-80 students at a time. While taking up various projects and writing their reports, the students are encouraged to refer to different books in the library. The students take up review of an article / book or Educational policies. Moreover they are encouraged to consult reference books to supplement whatever is taught to them in the class and thus they are engaged in active learning. In the M.Ed. course, the students have to do research work and submit a dissertation report. As part of the

dissertation work, extensive reading is required. The students use the library facilities for this purpose.

The college library also has free and unlimited internet facility and a photocopier. These facilities are availed both by the students as well as by the faculty. The college library remains open from 9 A.M. to 5 P.M. including Sundays. The library serves the learners in the following manners:

1. The College provides unlimited free access to internet to its faculty and students. Students are encouraged to make extensive use of internet for updating and enrichment of their information. Internet facility is availed by B.Ed. and M.Ed. and P.G.D.C.A(T.E) students :

- a) To supplement their information about various topics in the syllabus.
- b) To corporate latest information in planning their lessons.
- c) To get latest ideas for preparation of teaching aids.
- d) To get information for their assignments and projects.
- e) For locating resources while preparing the multimedia presentations.
- f) M.Ed students use it to get information for their dissertation work.

2. A resource centre to provide access to a variety of resources and materials to design and choose activities for teaching and learning, relevant text, copy of policy document and commission reports; relevant curriculum documents such as the NCF(2005), NCFTE(2009), research reports, district and state level data, reports of surveys, teachers handbooks, books and journals relevant for course reading, field reports and the reports of research seminars undertaken by students, audiovisual equipments- TV,DVD Player, LCD projector, films; camera and other recording devices.

- a) Separate reading rooms with comfortable furniture for the staff and the students.
- b) Availability of photocopying facility for the users.
- c) Open book shelf system and display of Encyclopedias, Educational Journals, Reference Books, backsets of journals, Ph.D thesis, M.Phil and M.Ed dissertation.
- d) Availability of News Papers/Magazines in English, Hindi and Punjabi.
- e) Organization of exhibition of books, teaching aids etc.
- f) Facility of membership to inservice teachers doing M.Ed, B.Ed through distance mode from IGNOU and Jamia Milia Islamia (New Delhi).
- g) Provision of membership to outside research scholars.

Library Resources

| S. | Library Resources | Hard | e-Resources | Total Number |
|-----------|--------------------------|-------------|--------------------|---------------------|
|-----------|--------------------------|-------------|--------------------|---------------------|

| No. | | Copy(Printed Material) | | |
|-----|--|------------------------|----|--|
| 1. | Total no. of books | 24849 | 39 | 24888 |
| (a) | Reference books. | 1013 | 07 | 1020 |
| (b) | Text books. | 18300 | 15 | 18315 |
| (c) | General books. | 450 | 17 | 467 |
| (d) | Titles in library collection | 8244 | - | 8244 |
| 2 | Encyclopedias. | 55 | 04 | 59 |
| (a) | Britannica | - | - | Ready references Britannica 20 volumes |
| 3 | Reports of commissions and committees. | 14 | 07 | 21+other general reports on education |
| (a) | Surveys on education | 06 | - | 6 |
| 4 | Total no. of dissertations. | 629 | - | 629 |
| (a) | Ph.D. in education. | 15 | - | 15 |
| (b) | M. Phil. in education | 40 | - | 40 |
| (c) | M.Ed. | 574 | - | 574 |
| 5 | Total No. of educational journals. | 36 | 07 | 43 |
| (a) | National | 34 | 02 | 36 |
| (b) | International | 02 | 05 | 07 |
| 6 | Total No. of magazines | 10 | 04 | 14 |
| (a) | Hindi | 01 | - | 01 |
| (b) | Punjabi | 01 | - | 01 |
| (c) | English | 08 | - | 08 |
| 7 | Total No. of newspapers | 06 | 09 | 15 |
| (a) | Hindi | 01 | | Dainik Bhaskar |
| (b) | Punjabi | 03 | | (Hindi) |

| | | | | |
|-----|-------------------------------------|----|----|--|
| (c) | English | 02 | | Ajit, Spokesman, Jag Bani (Punjabi) Indian Express, The Tribune (English) |
| 8 | Computer system available | -- | -- | 3 Computers ,software-orbit E2-Lib. |
| 9 | Internet facility | -- | -- | Yes |
| 10 | Delnet/inflibnet facility | -- | -- | Delnet membership- applied |
| 11. | E-Governance Services | - | -- | Available among 17 Khalsa Institutions |
| 12. | E-Pathshala | - | - | UGC Project |
| 13 | Air- Conditined Reading Hall | - | - | Yes |
| 14 | Reprographic facility | | | |
| (a) | Xerox machine | | | Yes |
| (b) | Printers. | | | Yes |
| 15 | Daily visitors | | | 150 approx. |
| (a) | Teachers | | | 25 |
| (b) | Students | | | 15 |
| (c) | Researchers | | | 05 |
| (d) | Outsiders | | | 05 |
| 16 | Total seating capacity | | | 125 |
| 17 | Backsets of journals. | | | 4092 |
| 18 | Average no. of books issued /day | | | 35 |

| | | | | |
|----|---------------------------------|----|----|-----|
| 19 | No. of books in book bank | | | 200 |
| 20 | CD/DVD | 42 | 42 | 84 |
| 21 | Audio cassettes | 10 | | 10 |
| 22 | Facilities for special students | | | Yes |
| 23 | Dictionaries | 85 | 04 | 89 |
| 24 | Pantry Services | | | Yes |

1. Website : www.kceasr.org

College has an official website i.e www.kceasr.org , which provides insight into the college infrastructure , activities, results, courses and related curriculum, affiliations, faculty (detail of faculty ,recruitment of faculty) achievements of the college in ; academics, community, cultural and co-curricular activities. Besides this, information regarding admission is) posted on the website. Website is updated from time to time to notify, if any change, occurs regarding rules and regulations of the college and in the above stated aspects.

1. Focus Group

Though every student is equally important yet those who are categorized as bright or weak students are considered as focus group. These students are identified on the basis of their performance in the house tests, class tests and by the observation of their concerned teachers. The following techniques/strategies are used by the teachers to engage these students in active learning.

Strategies for Bright Students

- Self- initiated projects are assigned to them.
- Student mentoring system is active in the college so that the bright students can use their potentialities in a positive way.
- By giving them leadership/tutor roles.
- Long term or extended projects are assigned to them.
- As free internet facility is available in the college, bright students are encouraged to enhance their knowledge by using this facility.
- Sufficient number of books with different difficulty levels is available in the college library. They are encouraged to supplement their notes by referring these books.

- Different learning techniques like cooperative and collaborative learning techniques are used to enhance their capabilities.

Strategies for weak Students

- Revision exercises are given to them.
- Student monitoring system is there in the college so that the weak students can take the help of others in overcoming their learning problems.
- Sufficient number of books in regional language is available in the college library so that students can prepare their notes easily.
- Tutorial/Remedial classes are arranged for them.
- Peer Tutoring technique of teaching is used.
- Multilingual method of teaching is used by teachers.
- Individual attention is paid by the teachers.
- Freedom to prepare assignments and write their annual exams in language of their choice.
- Projective and Non-Projective aids are used for making the subject matter interesting and easily understandable.

Project as Learning Resource

- a) In the B.Ed course, the students have to take up projects. Some of these are done individually and some in groups. The projects are assigned in foundations of education, pedagogical knowledge, and pedagogical content knowledge and add on courses. Projects on various topics like case study project, computer project, community study projects related to social issues etc. are assigned to the students. They take up detailed study of it. They conduct surveys and submit report on the findings.
- b) At the M.Ed. level, the projects done individually are the seminar presentations and dissertation where the students identify a problem and carry out an extensive research on the problem. Group projects in Educational Technology are also taken up by the M.Ed. students.

2. Simulation

Micro teaching is done in the simulation mode by the student teachers in the classroom. Student teachers are trained in artificial conditions before they are sent to schools for their teaching practice. In simulated micro teaching, each student teacher plays the role of a teacher, the supervisor and a

student. Through this activity, the students learn the different skills of teaching not only through their own teaching but also from performance of their peers. This also develops a keen sense of observation and skill of constructive criticism.

3. Peer Teaching

It is mandatory for every student to deliver the required number of lessons based on micro skills in front of the peers. They make use of transparencies and slides or a multimedia presentation for teaching to the peers. The topic is selected by the students themselves in consultation with their mentors. The student teachers get a lot of confidence by teaching their peers and it gives them practice to teach step by step in a systematic manner. In addition to this, student teachers are also given opportunities to conduct seminars for peer group on different topics keeping in mind their field of interest and area of specialization.

4. Role Playing

In simulated micro teaching, each student has to play three different roles that of a teacher, student and an evaluator. Student teachers are also encouraged to use the technique of dramatization. The student teachers play the roles of different leaders during the personality development project. They enact the role of national leaders, poets, doctors etc. while showcasing their cultural studies project.

5. Internship

Till the session 2014-15, the B.Ed students were sent to different schools for the practice teaching programme in two phases-block practice of 10 days duration and long practice of one month duration. They took up all the responsibilities expected of a regular teacher. They took active part in the school activities like going for substitution classes, participating in the school assembly, celebrating all national days, teachers' day, children's day etc. They got familiar with the school ethos; learn the skill of teaching different subjects, organizing co-curricular activities, class room management, adjustment with the school personnel and their peer group, maintenance and beautification of school campus etc. However with the implementation of NCTE Regulations-2014, from the session 2015-16 the duration of B.Ed course has been increased to two years comprising of 4 semesters. According to these regulations internship in schools is for minimum of twenty weeks duration for a two year programme (4 weeks in the first year and 16 weeks in the second year). In first semester there is one week field engagement programme with schools in which the following activities have to be performed by the students:

- Interaction with the principal, teachers and students of the allotted schools.
- Visit to the library and going through the books of their teaching subjects.

- Observing the schedule of the school and analyzing the schedule of the session of the school.
- Analyzing the problems of the students of the class.
- Visit to various laboratories and observe its functioning.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They are to be engaged at two levels namely, upper primary (classes VI-VIII) and secondary (IX-X) or senior secondary for at least 16 weeks in practicing school. They are to be provided opportunities to teach in schools with systematic supervisory support and feedback from the faculty.

6. Practicum

The college has well equipped laboratories to carry out experiments, preparing teaching aids, working on computers, doing SUPW work and learning language skills etc. The activities carried out by the students in different laboratories are:

| Laboratories | Activities |
|--|---|
| Physical Science and Life Science Laboratory | Conducting various experiments based on school syllabus in physical sciences and life sciences. |
| Educational Technology Laboratory | Drawing maps, preparing charts, models, slides, use of audio-visual aids like LCD, overhead and slide projectors, epidiascope etc. |
| Personality Development and Communicative English Laboratory | Listening to cassettes to develop the listening and speaking skills, correct pronunciation, intonation and accent. |
| Psychology cum Case Study Laboratory | Conducting experiments and administration of psychology tests, analyzing and interpreting data. |
| Computer Education Laboratory | Skill of using computers, learning of computer languages, development of softwares, preparation of PowerPoint presentation use of online resources. |
| Art Room | Learning of drawing and painting skills, preparation of teaching aids, preparing the SUPW items, preparation of greeting cards, various types of models, educational models, clay models, flower making creating best out of waste, calligraphic writing. |
| Health and Physical Education Room | Playing indoor games, preparing slides and charts, |

| | |
|----------|---|
| | poster of first aid. |
| NSS Room | Preparation of charts for spreading awareness among community regarding various social issues and problems, health and hygiene. |

7. Work Experience Programme

Beside activities mentioned above, the following community service and co-curricular activities are organized for value inculcation and personality grooming which includes:

- a) Morning assemblies
- b) School Declamation Contests
- c) Quiz Competitions
- d) Talent Search Competitions
- e) National and International Cultural Exchange Programmes
- f) Extension Lectures
- g) Participation in Community Kitchen and Religious processions
- h) Literary Activities—Poetical Symposiums, Debates, Essay Writing Competitions etc
- i) Fine Arts Competitions viz Poster making, Landscaping, Flower arrangement (Dry and Fresh), Mehndi Competitions
- j) Picnics and Excursions
- k) Sports day
- l) Participation in N.S.S. Activities viz:
 - Tree plantation and growing of ornamental plants.
 - Helping the needy-Donating Blood/Eye Donation awareness camps
 - Literacy camps
 - HIV-AIDS Awareness camps
 - Service to the unprivileged communities of the society
 - Cleanliness and beautification of the campus.

Sessional Work

The curriculum of the B.Ed course consists of 2 areas (Area A and B) having 5 core papers; each paper has a sessional aspect in the form of special projects /assignments and surveys. The details are given below:

| Paper | Special Projects/Practicum |
|---|--|
| Area A- Foundation of Education | |
| Paper- A1 Education and development | The practicum of this paper is to prepare the assignments on Indian and Western philosophers such as Sri Guru Nanak Dev Ji, Swami Vivekananda, Rabindra Nath Tagore, Rousseau, Plato, Froebel etc. and to discuss their perceptions regarding the aspects of education in groups. After the discussions the students document their understanding in a lucid manner as a term paper. |
| Paper-A2 Contemporary Issues and Concerns in Secondary Education | The practicum of this paper Includes the conduct of surveys related to various social evils like drugs addiction, female foeticide, HIV-AIDS etc. Here the student teachers become aware of various social evils which are obstacle in the way of social development and learn various ways to remove those obstacles. |
| AREA B- Pedagogical Knowledge | |
| Paper-B1 Understanding the learner and learning process | Practicum of this paper includes administration of psychological tests (Personality, Intelligence interest ,learning and achievement) |
| Paper-B2 Learning resources and assessment of learning | The students learn to integrate technology in the teaching learning process. The students prepare lessons using MS-Power Point on different topics for motivating and creating interests among the students. A blue print for achievement test is also prepared by the students. |
| Paper-B3(a) | The students learn to construct the time table |

| | |
|---|---|
| School Management | and maintain various types of records and registers. |
| Paper-B3(b)(Option) Environmental Education, Population Education, Value Education, Health Education, Measurement and Evaluation, Curriculum Development, Distance and Open Education ,Inclusive education, Guidance and Counseling | The students carry out the practical activities/ project work related to the topics in their respective options such as preparation of scrap file related to any issue of environmental preservation and protection, surveys related to the population education, preparation of diet chart, construction of blue print and achievement test. |

Area C – Pedagogical Content Knowledge

The students are made to prepare lesson plans in their respective subjects, based on different models of teaching like Taba's Inductive Thinking Model, Ausbel's Advance Organizer Model, Glazer's Basic Teaching Model and Concept Attainment Model. As a part of lesson plan more emphasis is given on writing instructional objectives as per Bloom's Taxonomy. They also learn to write the instructional objectives in the behavioural terms. Students also prepare different teaching aids like charts, models, power point presentations. Blue print and a question paper is also prepared by the students in their respective teaching subjects. Moreover the text books of different school subjects are also evaluated by the students as part of their methodologies. Besides, this the following activities are undertaken by the students:-

1. Book review and evaluation.
2. Preparation of blue print of achievement tests.
3. Field experience eg. Visiting community places
4. Performance of lab experiments

8. Area D: School Based Experience (Internship)

Area D consists of practical work in two methodologies. It includes internship in various schools. During the internship, B.Ed students are sent to different schools for the practice teaching programme in two phases—block practice of 10 days duration and long practice of one month duration. They take up all the responsibilities expected of a regular teacher. They take active part in the school activities like going for substitution classes, participating in the school assembly,

celebrating all national days, teachers' day, children's day etc. They get familiar with the school ethos; learn the skill of teaching different subjects, organizing co-curricular activities, class room management, adjustment with the school personnel and their peer group, maintenance and beautification of school campus etc. However with the implementation of NCTE regulations 2014, from the session 2015-16 the duration of B.Ed course has been increased to two years comprising of 4 semesters. According to these regulations internship in schools is supposed to be for minimum duration of twenty weeks for a two year programme (4 weeks in the first year ,and 16 weeks in the second year) . In first semester there is one week field engagement programme with schools in which the following activities has to be performed by the students:

- Interaction with the principal, teachers and students of their concerned schools.
- Visit to the library and going through the books of their teaching subjects.
- Observing the schedule of the school and analyzing the schedule of the session of the school.
- Analyzing the problems of the students of the class.
- Visit to various laboratories and observe their functioning.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They are to be engaged at two levels namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary with at least 16 weeks in practicing school. They are to be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Area E: Add on Courses

Area E consists of Add on Courses :

E1 (ICT Integration in Pedagogy)- The purpose of this area is to enable the student teachers to get technical know how of different digital resources of learning so that they can effectively use ICT in their actual classroom teaching.

E2 (Language Proficiency and Communication Skills)- The purpose of this area is to enable the student teachers to acquire basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes so that they can efficiently use the techniques of note taking and note making .

E3 (Art in Education)- This area develops the imagination and sense of appreciation

for artistic creations among the student teachers by grooming their aesthetic sensibility. The student teachers become capable of preparing effective teaching aids.

E4 (Physical Education)-This area develops understanding of the concept of physical education of the students and they become aware of the importance of games, sports and Yoga in the overall development of an individual's personality.

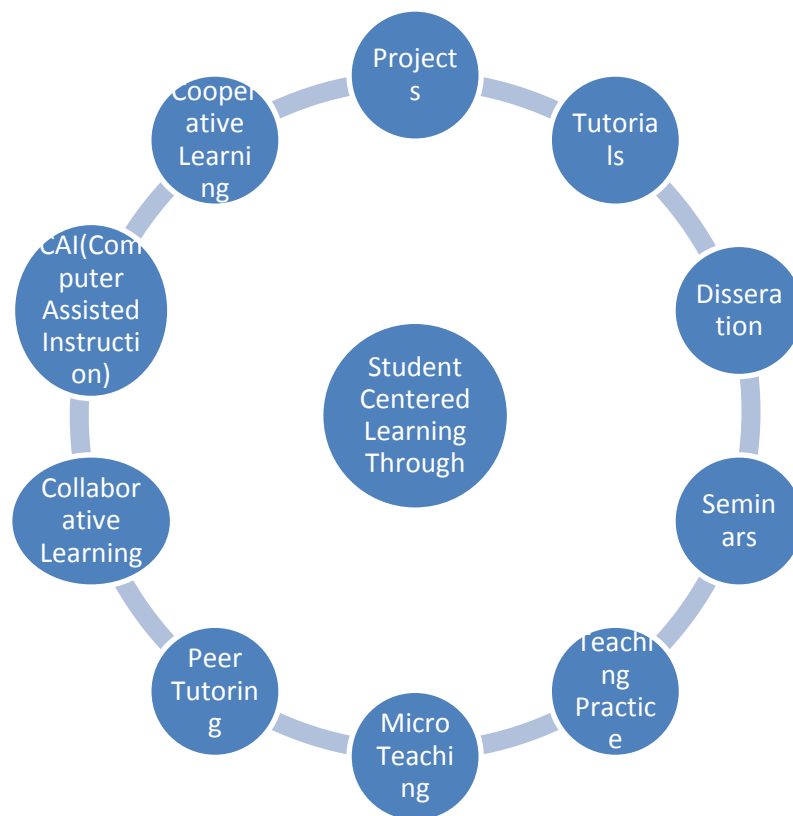
E5 (Co-Curricular Domain): This includes the following community activities.

- Cleanliness and beautification of campus
- Participation in NSS activities
- Tree plantation and growing of ornamental plants
- Visit to social service centres like old age home, hospitals, orphanage etc

With the help of such activities a strong sense of community service, mutual work, cooperation and teamwork is developed among the student teachers.

Que 2: How is learning made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self management of knowledge and skill development by the students?

Ans: With a view to make learning student centered, the institution always aims at overall development of personality of the student teachers which includes social, cultural, intellectual, emotional, academic and physical development. The focus of all the activities in the teaching learning process is to produce effective and competent teachers as well as vigilant and valuable citizens. Thus for promoting Student-centered learning' the institution has adopted various learning activities which contribute to self management of knowledge and skill development among the students.



A. Projects

In the B.Ed course the students have to take up projects. In addition to demonstrating basic knowledge and skills in the general field of teaching learning, students in the B.Ed. course are expected to develop specific knowledge and skills through work in the following practicum/field experience projects.

The projects are carried out by the students in the following areas :

1. Community Studies
2. Cultural Studies and SUPW
3. Case Studies
4. Health and Physical Education
5. Computer Education
6. School Studies
7. Personality Development and Communicative English
8. School Experience Programme

1. Community Studies Project

The community studies projects are undertaken with specific objectives in the following areas:

| AREAS OF STUDY |
|---|
| <ol style="list-style-type: none"> 1. Family Surveys 2. Institutional Surveys 3. Adult Literacy Programmes 4. Campaign for Enrolment of Children in Elementary Schools 5. Community Living And Participation 6. Environmental Awareness Campaigns 7. Personal Hygiene 8. Swachh Bharat Abhiyan 9. Celebration of National and International Days Viz: Human Rights, Women's Day, AIDS Awareness Day, Environment Day, Consumer Awareness Day |

The students are first motivated towards community work and selfless service, then they are made to plan a detailed programme. The students are sent to villages or slum areas and are made to work on the thrust areas mentioned above. After completion of the work they write a detailed report and submit. From these projects the student teachers learn to plan and conduct a survey, develop profiles of age groups and human development index, conduct interviews, observe functional aspects of various institutions, and participate in the community's socio-economic and cultural activities and document and develop a report of the entire programme/project. Moreover, they get to know about the grass root problems of the community and themselves become more sensitive to the social issues.

2. Cultural Studies and SUPW Project

The cultural studies and SUPW (Socially Useful Productive Work) project is done by the students in groups.

| AREAS OF STUDY |
|--|
| <ol style="list-style-type: none"> 1. Literature 2. Performing Arts 3. Visual Arts 4. Architecture |

5. Handicrafts or Art and Craft
6. SUPW

Topics are selected under the broad areas mentioned above and students collect detailed information related to the topic. They showcase their findings on the last day and submit a report.

After conducting these projects, the students tend to develop appreciation for cultural diversity of India and hence become more tolerant and firm believers in peaceful co-existence.

3. Case Study Project The case study projects are carried out independently by the students as follows:

| AREAS OF STUDY |
|---|
| <ol style="list-style-type: none"> 1. Educationally backward 2. Students with specific learning difficulties in different school subjects 3. Creative and gifted students 4. Children with behavioral problems 5. Differently abled children |

The student teachers are oriented about the problems of challenged children and then asked to identify such a child when they go for teaching practice or whenever they come across such a child. The procedure for taking up a case study is explained in detail and enough time is given to them to take up the study. These studies help the trainees to identify and understand the exceptional children and devise the strategies to deal with them.

4. Health and Physical Education Project

The health and physical education project is done individually as well as in groups by teacher trainees.

| AREAS OF STUDY |
|--|
| Health Education <ol style="list-style-type: none"> a) Creating awareness about health and hygiene among the students. b) Vitamin deficiencies and diseases caused. |

- c) Communicable diseases and preventive measures to be taken.
- d) Creating awareness regarding HIV/AIDS and steps to be taken for its prevention and treatment.

Physical Education

The students are made to prepare a file on the following games.

- a) Team games-Kabaddi, Volley Ball, Hockey, Kho-Kho ,Table Tennis , Basket Ball, Football etc.
- b) Individual games- Athletics, Shot Put, Badminton, Long Jump, Gymnastic, and Discuss throw, Javeline throw etc.
- c) Yoga
- d) Indoor/Outdoor/Rural games.

During the health and physical education project, the students visit schools, orphanage and slum areas to spread awareness. Each student works on a different topic. After completion of the project, they showcase their findings and submit a report. The student teachers are not only able to maintain a good physical and mental health but are also able to organize various health related programmes for their students. They become well equipped for organizing games and sports for their students.

5. Computer Education Project

| AREAS OF STUDY |
|--|
| <ol style="list-style-type: none"> 1. Creating documents (Preparation of a Lesson Plan) 2. Creating Multimedia Presentation on a topic selected from the subject methodology |

In this project the students learn to make a power point presentation by accessing digital resources.

6. School Study Project

The school study project is carried out by the students with reference to:

| AREAS OF STUDY |
|--|
| <ol style="list-style-type: none"> 1. Profile of the school 2. Physical conditions 3. Human resources/teacher resources 4. Infrastructure facilities/school building 5. School governance |

6. Co-curricular activities provided
7. Records maintained
8. Details of drop-outs
9. Results
10. Special achievements
11. Teacher resources
12. School community relationship

The schools are selected by the students and they visit the school and collect detailed information about it. They write a report and submit after showcasing their findings to the concerned teachers. This exercise makes the students familiar with the ethos of the school.

7. Personality Development And Communicative English Project

For personality development the students are engaged in the following group activities:

| AREAS OF STUDY |
|--|
| <p>Group Activities</p> <ol style="list-style-type: none"> 1. Inter personal skills. 2. Leadership- each student selects a leader and lists down the responsibilities and role played by the leader. 3. Creativity- students take up diverse activities like Vegetable Carving, Arranging Salad, Knitting, Embroidery, Poetry Writing, Origami, Making Greeting Cards, and Mehndi etc. 4. Stress management- students work in groups, they resort to role play, enact a scene and show ways of resolving conflicts. 5. For developing communicative skills the students are involved in Listening, Speaking, Reading and Writing. 6. Group discussions. 7. Reading and reflection on various policy documents. <p>Individual Activities</p> <ol style="list-style-type: none"> 1. Leadership 2. Creativity 3. Speaking- each student speaks on a given topic in English language. 4. Writing- there are 5 activities like Writing Invitation, Notice, Letter, |

Resume and Paragraph

5. Study skills and reference skills- all the students in a group are given activities like referring a dictionary and thesaurus, note taking, writing a review, summary and minutes of a meeting
6. Oral presentations

8.School Experience Programme

| AREAS OF STUDY |
|--|
| <ol style="list-style-type: none">1. Practising the skills of teaching.2. Application of theoretical basis of teaching viz: Principles, Maxims, Method, Approach etc. in actual class room teaching.3. Preparing achievement tests based on a blueprint.4. Organizing Morning Assemblies.5. Participation in parent teacher association meetings.6. Interaction with headmasters of the schools and school supervisors/ facilitators.7. Interaction with the students of the class and analyzing the problems of the students.8. Studying teaching-learning material and its usage.9. Studying the school budget and finance.10. Participation in administrative and academic activities (curricular and co-curricular activities)11. Suggesting various school improvement programmes.12. Visit to the library and going through the books of their teaching subject.13. Observing the schedule of the school and analyzing the schedule of the session of the school.14. Visit to various laboratories and observe its functioning. |

The school experience programme equips the pupil teachers with requisite skills and competencies to become effective teachers. They learn to shoulder the multifarious responsibilities demand from a teacher.

9. Institutional Study Projects

The Institutional study projects involve a visit to special institutions like:

| AREAS OF STUDY | |
|-----------------------|--------------------------|
| 1. | Old age home |
| 2. | Institution for blinds |
| 3. | Orphanages |
| 4. | Institute for destitutes |

Institutional study projects enable the would be teachers to empathize with deprived section of the society as well as with individuals with special needs. They also get the first hand experience of using inclusive practices.

B. Micro Teaching Programme

Micro Teaching Programme is an integral part of the B.Ed programme. Each student teacher has to practise micro teaching skills in both the methodologies. The total duration of micro teaching is of 10 days.

The method masters demonstrate the core teaching skills to the students. The students have to practise at least 5 micro teaching skills in each methodology. The micro lesson plans are prepared and these skills are practised till perfection is attained by the students. The fellow students observe the micro lessons and record their observations on the observation schedule in their lesson note books. All students participate actively in these sessions. Micro teaching is keenly supervised by the method masters also. Through the micro teaching programme the students develop an understanding of the importance of the micro teaching cycle, develop self confidence, get a feedback from the Faculty and peers and learn the skills of teaching.

C. Macro Teaching/Teaching Practice/Internship Programme

Preparatory Stage

1. Orientation to Macro-Teaching is given by the method masters, highlighting the meaning, need and importance, principles and steps of lessons planning.
2. Composite Demonstration lessons (Model lessons) are delivered by the method masters as well as by the school teachers from reputed schools.
3. After developing the insight of the student teachers in the art of lesson planning they are made to prepare lesson plans which are duly checked by the method masters.

4. Moreover, they are also trained in the preparation of teaching aids.
5. Student teachers are made to practise Macro-Lessons (Composite lessons) in simulated conditions.

At the preparatory stage, more emphasis is given on preparing lesson plans based on models of teaching and writing instructional Objectives in behavioral terms as per Bloom's Taxonomy of Instructional Objectives.

Actual Classroom Teaching

1. After initiating the student teachers in the Art of Teaching, they are sent to schools to practise this art in the actual class-room conditions for gaining proficiency in the skill of teaching. The teaching practice programme is of 40 days duration taken up individually by the students in two phases. As part of this programme, students are sent to different schools and they take up all the responsibilities of a regular teacher. First phase of the teaching practice is of 10 working days and second phase is of 30 working days. The student teachers take up at least 50 lessons, 25 in each methodology. Students are encouraged to plan one or two lessons daily and teach the content using innovative methods. . However with the implementation of NCTE Regulations-2014, from the session 2015-16 the duration of B.Ed course has been increased to two years comprising of 4 semesters. According to these regulations internship in schools is supposed to be for minimum duration of twenty weeks for a two year programme (4 weeks in the first year, and 16 weeks in the second year). In first semester there is one week field engagement programme with schools. Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They are to be engaged at two levels namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary with at least 16 weeks in practicing school. They are to be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
2. The lessons delivered by the student teachers are duly observed by the mentors accompanying them. Feedback is given both verbally and in writing while recording remarks in the lesson plan note books. The strengths and weakness of the lesson are highlighted. Moreover, the peer groups as well as school teachers are also involved while providing feedback.
3. At this stage, emphasis is also laid upon mastery of the content and use of appropriate teaching aids.It includes:

- a) Acquiring Teaching Proficiency- This is based on the trainees mastery of the content of the subject, ability to communicate effectively, ability to create and sustain students interest in the lesson ,ability to frame and ask probing and thought provoking questions, ability to recapitulate and summarize etc.
 - b) Preparing teaching-learning material.
 - c) Construction and administration and scoring of tests.
 - d) Conduct of co-curricular activities etc.
4. Students are also trained in the checking of home assignments.
 5. During teaching-practice student teachers are made to perform all the duties expected of a regular teaching besides teaching like organization of co-curricular activities viz :celebration of sports day, annual function, national days, conduct of school examination, attending staff and parent teachers meeting, providing guidance and counseling services to the students, maintenance of school records and registers etc. From this programme, the students get hands on experience in teaching secondary school children, explore new possibilities of teaching and learning and learn to act as facilitators in the classroom. They learn organizational skills, time management, supervisory skills, leadership skills etc.

D. Seminar Presentations

Seminar as a technique of active learning is vigorously practised in our institution.

For M.Ed Students

The seminar presentation is done individually by M.Ed students. The students present seminar on different topics, no two students select the same topic for the seminar. It is compulsory for the students to use technology while presenting their seminar. Students make use of power point presentations, OHP etc.

Through the seminar presentation students learn to:

- 1) Develop communication and conference skills.
- 2) It enhances their participative and interactive skills and it enables them to analyze and synthesize the information.

For The B.Ed Students

Various seminars and symposiums are also conducted by the B.Ed students. The topics are assigned by the teachers as per the interest and area of specialization of the students.

E. Dissertations

The dissertation work is compulsory for the M.Ed students and is carried out in two phases. In the first phase, the students have to develop the research proposal. Each student has to present his/her research proposal, before the staff and fellow students in a seminar mode before its submission to the university. After the approval of the proposal, the necessary testing and non-testing techniques are developed for data collection. Through dissertation work, students are given training in identifying problems, writing Research proposals, conducting research and writing research report.

F. Tutorials

The students are divided into seven houses and each house further comprises of three tutorials. During tutorial meetings, students are given an opportunity to discuss their educational and personal problems with the tutor.

G. Peer Tutoring

Peer tutoring is a flexible, Peer-Mediated Strategy that involves students serving as academic tutors and tutees. It offers students the opportunity to work individually with another student who has mastered the content in a particular discipline or course. The tutor assists students in finding an efficient and effective method for approaching the content. During Peer tutoring sessions students are given opportunity to:

- Discuss new information and concepts they are learning,
- Review material they already know,
- Refresh their mastery of material they have forgotten,
- Prepare for an exam or presentation, and/or
- Receive academic assistance beyond the support provided by the course faculty, or academic review centers.

H. Cooperative learning

Cooperative Learning called as small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step problem together, or as complex as developing a design for a new kind of school. It is an educational approach which aims to organize classroom activities into academic and social learning experiences. Students work in groups to complete tasks collectively toward academic goals. To teach the focus group in an effective way cooperative learning is used as a strategy in the college. Moreover to enhance the confidence levels of the weak students they are clubbed with one or two bright students. It also encourages the group living and feeling of cooperation among students.

I. Collaborative learning

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. It refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. Collaborative Learning is a relationship among learners that requires positive interdependence, individual accountability, interpersonal skills, face-to-face promotive interaction, and processing. Teachers use collaborative learning as a teaching strategy to make the teaching learning process interesting and effective.

Que 3: What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Details any innovative approach/method developed and used.

Ans: The institution uses the following approaches/models of teaching for ensuring effective teaching:

1. Advanced Organizer Model by Ausubel.
2. Inductive Thinking Model by Taba
3. Concept Attainment Model by Bruner
4. Constructivist Approach of Teaching
5. Development of Self Instructional Material- it is compulsory for M.Ed students to prepare Programmed Learning Material, in their area of specialization viz: Science, Social Science and Language etc. Various models of teaching are used by the teacher educators themselves in their day to day classroom teaching. The most widely used model of teaching is Advanced Organizer in which the teacher educators give the brief outline of the topic to be taught afterwards, in the beginning. In the end, the emphasis is laid on strengthening the cognitive structure by making the students to compare the newly acquired knowledge with previously acquired one. Additional reference material is also suggested for further reading. Certain topics which require formation of concepts are based on Taba's Inductive Thinking Model and Concept Attainment Model wherein examples are given in the beginning to induce generalizations out of them. Through these models of teaching students are able to figure out the attributes of a group or category that has already been formed by the teacher. It enables the learner to understand fully the similarities and relationship among various things present in the environment. Teachers also use the Constructivist approach of teaching which is a new paradigm in education that focuses upon the active participation of the learner. According to this approach learners are capable of constructing the knowledge on the basis of their own cognitive structure (Individual Constructivism) and with the guidance of skilled and

experienced teachers, parents and elders (Social Constructivism). After getting live demonstration of use of models of teaching in practice, student teachers are encouraged to plan and execute their lessons based on models of teaching.

Que 4: Does the institution have provision for additional training in models of teaching. If yes, provide details on the models of teaching and number of lessons given by each student.

Ans: The lessons based on models of teaching (Advanced Organizer, Taba's Inductive Thinking Model) are delivered by the senior teacher educators as well as the experts are invited for this purpose. It is mandatory for the student teachers to plan at least four lessons based on models of teaching. Simulation is another technique which help the trainees to deliver lesson based on model of teaching. The student trainees are also exposed to pedagogical analysis including content analysis, structuring, instructional objectives of each content element, teaching strategies and methods, criterion-referenced tests based on specification tables. During their preparation integration of theory with practice is always emphasized.

Que 5: Does the student teachers use micro teaching techniques for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Ans. Micro-teaching technique is used for developing teaching skills among the student teachers. In the micro teaching programme the students are acquainted with number of skills in each methodology. However, it is mandatory for all the students to practise at least 5 core skills in each methodology. Before the micro teaching programme commences, an orientation is given to the students about the micro teaching programme (preparation of micro teaching lesson plan and the observation tools) by the methodology teachers which is followed by demonstration of the different skills in each subject. The micro lesson plans prepared by the students are checked by the concerned subject teachers.

Ten working days in the academic year are set aside exclusively for micro teaching. During the micro teaching programme the students practise one skill per day in each methodology. The performance of the student teacher is observed both by the method master and peer group. The feedback is given both verbally and in writing. In the light of the feed back, the student teachers repeat the lesson, (if required), till the perfection is attained.

The skills practised by the student teachers in different methodologies are as given below:

| Subject | Skills practiced |
|-------------------------|--|
| Mathematics | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Questioning 3. Explanation 4. Stimulus variation 5. Blackboard writing |
| Physical Science | <ol style="list-style-type: none"> 1. Blackboard writing 2. Writing instructional objectives 3. Illustrating with examples 4. Probing questions 5. Stimulus variation |
| Life Science | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Questioning 3. Stimulus variation 4. Explanation 5. Blackboard writing |
| Social Science | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Questioning 3. Explanation 4. Stimulus variation 5. Black board writing |
| English | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Stimulus variation 3. Fluency in questioning 4. Illustrating with examples 5. Home assignment 6. Black Board Writing |
| Punjabi | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Stimulus variation 3. Black board writing 4. Questioning 5. Explanation |

| | |
|---------------------------|---|
| Hindi | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Explanation 3. Questioning 4. black board writing 5. Stimulus variation |
| Economics | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Explanation 3. Questioning 4. Blackboard writing 5. Stimulus variation |
| Art | <ol style="list-style-type: none"> 1. Stimulus variation 2. Blackboard writing 3. Demonstration 4. Illustrating with examples 5. Explanation |
| Music | <ol style="list-style-type: none"> 1. Introduction 2. Instructional objectives 3. Questioning 4. Explanation with illustration 5. Stimulus variation |
| Commerce | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Questioning 3. Explanation 4. Stimulus variation 5. Blackboard writing |
| Computer Education | <ol style="list-style-type: none"> 1. Introducing the lesson 2. Questioning 3. Explanation 4. Stimulus variation 5. Blackboard writing |

Que 6: Detail the process of practice teaching in schools (lessons a student gives per day, lessons observed by the teacher educators, feedback mechanism, monitoring mechanism of lesson plans etc.)

Ans: As a preparation to actual practice in schools, teaching sessions are organized. The faculty meticulously conducts intensive sessions of microteaching and students practise under their seasoned supervision. The institution follows a systematic approach for Teaching-Practice Programme, which is as follows:-

1. Identification of 14-15 practising schools keeping in mind their

- a) Location (Easily Accessibility)
- b) Type of school (Government, aided, private, public)
- c) Availability of basic infrastructural facilities
- d) Availability of the School
- e) Generally student teachers are accommodated in 14 to 15 schools.

2. Allotment of schools for Teaching Practice

The students are allotted schools keeping in mind the following considerations:

- Medium of instruction of student teachers
- Subject combination
- Academic background of the student teacher
- Accommodating capacity and subject wise requirement of the schools.

3. Sending list of student teachers to the practising schools

4. Instructions to the student teachers regarding Teaching Practice

Before the commencement of the teaching practice, the college organizes confidence building programme in which detailed instructions are given to student teachers regarding

- Duration of the Teaching Practice
- Objectives of the Teaching Practice
- Number of the lessons to be delivered
- Daily stay in the schools
- Type of duties to be performed
- Collection of time table and syllabus from the concerned teachers in advance
- Type of behaviour to be exhibited by them (dress code, professional ethics)

5. Arranging the meeting with the head of the Institution and the subject teacher to acclimatize students with the school ethos and for seeking guidance to teach their respective subjects and long term teaching practice.

Commencement of Teaching Practice

1. The teaching practice is carried out in two phases- Block Teaching Practice and Long Term Teaching Practice.
2. Block teaching practice is of 10 days, during which student teachers write at least two lessons per day (1 for each methodology) and come prepared for additional substitution classes.
3. The performance of the students is duly observed by the accompanying teacher incharge, school subject teachers and the peer group. The strengths and weaknesses of the lessons are duly recorded in the lesson plan note books. The remarks are not recorded in a ritual manner rather they are suggestive in nature for the further polishing of teaching skills of the student teachers.
4. During teaching practice, the student teachers are encouraged to adopt innovative ways of teaching, make use of A.V aids and give power point presentations.
5. Student teachers are also made to participate in other school activities.
6. Student teachers not only deliver lessons but they are also made to observe the lessons of the subject teachers of that school.
7. By the end of this phase of practice teaching, each student teacher is expected to complete their lesson plan note books, consisting of the 10 lesson plans in each methodology, duly checked by the teacher incharge.
8. After the first phase of teaching practice, the discussions are held with the students to share their experience of real school situation.
9. Afterwards composite discussion lessons are conducted, which are duly evaluated and graded by the method masters. This programme is bifurcated in two phases. In the first phase 2 discussion lessons, one in each methodology, are delivered by the student teachers. These discussion lessons are delivered in actual class room situation. The student teachers are also made to write observations regarding teaching performance of their peers in their lesson plan note books as per the performa developed by the faculty and printed in their note books.

In the light of the performance of the student teachers, further remedial programmes are chalked out to further refine the teaching skills of the students. This is followed by second round of discussion lesson programme.
10. In the Phase-II of teaching practice, the student teachers undergo their teaching practice of 30 days. During this practice they write at least 20 lesson plans per methodology. To encourage use of educational technology, each student is made to plan and teach at least four lessons (2 lessons per methodology) based on models of teaching (Advanced Organizer and Taba's Inductive Thinking, models of teaching). Besides this, the emphasis is laid on contextualized and

constructivism based teaching. The use of innovative ways of teaching like introducing the lesson in a innovative way, use of multimedia approach, role playing and dramatization etc., is stressed upon.

11. The internship is duly certified by the head of the practicing school .By the end of teaching practice it is ensured that each student has completed:-

- a) Two Micro discussion lessons (one in each subject)
- b) Four composite discussion lessons (Two in each subject)
- c) At least 60 lessons(5 Micro and 25 composite in each subject)
- d) 20 observations (5 Micro and 15 composite in each subject).
- e) Observations of at least 50% of the practice lessons (composite) by the supervisor/school subject teacher.

Besides this, students also take up the following activities during the practice teaching programme:

➤ **Take up socially useful productive work activities**

The student teachers also take up SUPW activities in the school. They provide practical training in art and craft like toy making, pot painting, painting, tie and dye, etc. to the school students.

➤ **Organize games**

The students also organize games as part of the physical education in the school. Out door team games like Kabaddi, Volley ball, Hockey, Cricket, Kho Kho and indoor and individual games like athletics (running races, sack races etc), chess etc. are organized by the students. The students also explain the rules of the games to the children.

➤ **Conduct Scholastic Achievement Tests**

After completing their lessons in both the methodologies the students conduct two Scholastic Achievement Tests, one in each methodology. Before administering the test they prepare a blue print, indicating the weightage given to the content, objectives, types of question and difficulty level of the question. On the basis of the blue print, student teachers prepare the achievement test which is duly checked by the methodology teachers.

➤ **Participate In All The School Functions**

During the practice teaching programme the students are expected to participate in all the programmes organized by the practising schools. The student teachers are given a fair chance to contribute and participate in any function or programmes being organized by the school like celebration of national days, national festivals, cultural meets, sports day, annual day, etc.

➤ **Conduct Morning Assemblies**

Another important practice in vogue in the practice teaching programme is conducting of the morning assembly in the school. The student teachers are encouraged to participate and take up the responsibility of conducting the morning assembly.

➤ **Maintain Teaching Practice And Internship Diary**

The student teachers maintain the teaching practice file in which they record their lessons daily. The student teachers are required to maintain a daily diary to assess the nature of activities initiated by them, to assess the effectiveness of the classes taken by them and to assess their involvement, commitment and organizational capacity.

The teaching file consists of the date, day, lessons taught during the day and the activities taken and also the remarks of the headmaster/headmistress on the students' punctuality, regularity, sincerity, reporting time and departure time and or any other comment.

Que 7: Describe the process of Block teaching/ Internship of students in vogue.

Ans: Block Teaching/ Internship

After the model lessons, students are divided into groups and are sent to different schools for learning the art of teaching in actual class-room and school environment. However, the allotment of schools depends upon the requirement of the schools for taking students of particular subjects. (Change of school is not allowed, unless the Principal and concerned teacher incharge are convinced that the change is necessary). During this block teaching practice, the students are directly under the charge of the Principal of the school and discharge all the duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. During their stay in the school the students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution.

Long Term Teaching Practice

In the month of April, student teachers are sent to the same school (allotted for Block Teaching Practice) for long term teaching practice of 30 days duration. This practice is continued till the final skill in teaching examination is held. The students regularly maintain the record of delivered lessons during this practice and get the note book signed by the teacher incharge and get a completion certificate from the head of the institution, of having delivered 60 lessons (with a break up as 25 composite lessons and 5 micro lessons for each teaching subject offered). The final skill-in teaching

exam is conducted in a real class room situation. While evaluating the lesson due weightage is given to the discussion lesson record note book, teaching practice and earlier discussion lessons delivered during the year. A student is eligible for the final skill in teaching exam that has completed:

- a) Two micro discussion lessons (One in each subject)
- b) Four composite discussion lessons (two in each subject)
- c) 60 lessons(5 micro and 25 composite in each subject)
- d) 20 observations (5 micro and 15 composite in each subject)

Que 8: Are the practice teaching session/plans developed in partnership co-operatively involving the school staff and mentor teachers? If yes, give details on the same.

Ans: Undoubtedly teaching practice is a joint venture of practising school and our institution. For chalking out the programme of teaching practice the teacher in charge of skill in teaching programme personally visits the co-operating schools to seek information regarding the requirements of the school, in terms of number of student teachers to be accommodated, subject combination requirements, duration of student teachers stay during teaching practice and nature of duties to be performed by the student teachers

During teaching practice the active involvement and co-operation of the school authorities is sought. On the very first day of the teaching practice a meeting of would be teachers is arranged with the head and faculty of the school, to acquaint them with the school dynamics. The position of the teachers during practice is suggested by the school subject teachers. The planning and delivery of the lessons is also done by the student teachers in consultation with the subject teachers.

Even during the delivery of the lessons, school teachers are requested to observe the lessons and give suggestions regarding the nature of the delivery of the lesson, voice quality, use of questioning skill, and use of A.V aids, style of interaction, content mastery and over all effectiveness of the lesson.

Moreover Principal of the college also visits the schools to monitor the performance and progress of the teacher trainees and to get a feedback from the head of the practising school.

Thus, the practice teaching is completed with an objective to develop teaching skills and positive attitude, emotional intelligence, confidence, professional ethics and values among the would-be-teachers. It is also ensured that student teachers participate in all the activities of the school and acquire knowledge so that when trainees take up jobs as teachers, the school and its climate will not appear unfamiliar to them.

Que 9: How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Ans: Preparation of students is done by undertaking following activities:

- Theoretical orientation on managing diverse learning needs of children is given to the student teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of intelligence, aptitude, creativity and personality traits.
- Exposure to different ways of assigning additional work to bright students, average and educationally retarded children, delinquent children and problem children is given.
- Students are asked to observe the ways and means adopted by the experienced teachers while dealing with children with diverse needs.
- Field trips to special institutions and special schools are arranged. This gives them exposure to deal with children with special needs like needs of mentally challenged (mild, moderate), learning disabled, gifted-talented, visually impaired, hearing impaired, locomotor, handicapped etc.
- Exposing them to different techniques of teaching, the students are also taught the different learning styles where they are taught to identify the visual learners and auditory learners and kinesthetic learners.
- Orienting them towards remedial teaching for children who are poor in academics.
- Extension lectures by school Principals for sharing their experiences of dealing with children with diverse needs.
- The students are also taught to understand the psychological needs of the children by preparing case studies.
- Diagnostic tests are conducted in schools and the results of the tests are analyzed. This gives the students an idea that a class room has children with different types of learning problems.
- Preparing questions of different difficulty levels, administering scholastic achievement tests, Intelligence tests, aptitude tests etc.

Que 10: What are the major initiatives for encouraging student teachers to use/ adopt technology in practice teaching?

Ans: The student teachers are encouraged to use and adopt the latest technology right from the time they are practising the micro teaching skills. They are oriented to the theoretical basis of Educational Technology through one of the core paper named Educational Technology and its integration in teaching learning is emphasized through the following ways:

1. To stress upon the applicability of Educational Technology in teaching learning process, the college has also introduced the component of Educational Technology as an add on course. It is also

emphasized that the students plan and deliver their lessons keeping in the mind the principles and maxims of teaching.

2. The students are also given orientation and demonstrations on the use of various new technologies in education. The students are taught the basic skills of handling different types of hardware and software devices and their use in teaching and learning. Workshops are organized for the students on the effective use of technology before the student teachers are sent for practice teaching programme to different schools.

3. A workshop on the preparation and use of Multimedia presentations is conducted which helps the student teachers in identifying lessons in which multimedia can be used, locating the various resources from which relevant information can be downloaded and trials are taken to make the necessary changes in the presentation.

4. Students are also made to prepare and use hand made slides and transparencies. The students are taught to prepare handmade and photographic slides by selecting a topic of their choice. The students then present a lesson using the handmade slides prepared by them during practice teaching.

5. A workshop on preparation of teaching aids is conducted every year in the institution. In this workshop an orientation about the need, importance and method of preparing the graphic aids is given and the students are then asked to prepare the graphic aids like charts, graphs, models etc. on different topics in different methodologies.

6. The students are also encouraged to plan at least four lessons based on models of teaching like Taba's Inductive Thinking model and Ausubel's Advance Organizer.

7. It is also mandatory for the students to write down instructional objectives in behavioural terms in three domains of learning viz, cognitive, conative and affective.

2.4 Teacher Quality

Que 1: Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Ans: The practice teaching plans are developed in partnership, co-operatively involving the school staff and mentor teachers, in the following ways:

1. During the one week pre-internship programme the student teachers got familiar with the school ethos and interact with the principal, teachers and students of the allotted schools. They are also encouraged to observe the schedule/ calendar of the school, visit the library and laboratories for analyzing the environment of the schools.

2. During the practice teaching sessions the students are sent to the cooperating schools for collecting the syllabus for teaching. A time table is prepared by their supervisors and then the student teachers contact to the concerned subject teachers of the cooperating school for their respective teaching methodologies.
3. After collecting the syllabus the student teachers return to the college and discuss the syllabus they got with the methodology teachers and their mentors.
4. The students then prepare the lesson plans for the allotted syllabus to them which is indicative of the partnership and cooperation involving the school staff and mentor teachers.
5. The mentor teachers cooperate with the school staff by seeing to it that the students prepare their plans covering the syllabus allotted to them by the school teachers.
6. During their practice sessions student teachers evaluate the performance of their class students through class/unit tests which they prepare in consultation with their school teachers and submit the evaluation report to them.
7. The mentors see to it that all the exercises pertaining to the unit in the lessons are taken up by the student teachers.
8. During practice teaching the methodology teachers as well as the mentors visit the schools and observe the lessons delivered by the student teachers and give feedback based on their observations of the lesson.
9. The students are encouraged to use teaching aids while delivering the lesson which are prepared by the students under the supervision of their mentor, however they are free to consult with the school teachers also. At the end of the practice teaching they submit the prepared teaching aids in their respective schools.

(Details have already been given in Que no 8, Criteria 2.3)

Que 2: What is the ratio of student teachers to identify practice teaching schools? Give the details on what basis the decision has been taken.

Ans: The ratio of student teachers to practice teaching schools is approximately 14:1 and two mentors accompany them. Thus ratio between pupil teacher and mentor comes out to be 7:1 only. The student teachers teach only VI to +2 classes.

The number of students in each school is restricted so that:

- 1) The students can be accommodated easily.
- 2) Student teachers get individual attention of the supervisor.
- 3) Students are allotted schools near their place of residence.

- 4) Medium of instruction of student teachers is taken into consideration.
- 5) Requirement of the school authorities regarding subject combination can be taken care of.

Que 3: Describe the mechanism of giving feedback to the students and how it is used for performance involvement?

Ans: The students of both B.Ed and M.Ed courses are given feedback at several stages so that they can improve their performance.

Mechanism of feedback for theory papers for M.Ed, B.Ed and PGDCA (T.E)

1. Regular tests are conducted after the completion of every topic which are duly checked. Oral and written feedback individually as well as in groups is given for further improvement.
2. Unit tests are also conducted and strengths and weaknesses of the students are highlighted.
3. Three house tests are conducted during the session as per the University pattern. Answer sheets are thoroughly evaluated and remarks for each answer are recorded on the answer sheet. As from the session 2015-16 , the duration of B.Ed course has been enhanced to two years and consists of 4 semesters, so apart from unit tests, two house tests are conducted. The answer sheets of high achievers are displayed in the classroom for reference.
4. After the compilation of results, the Report Cards are mailed to the parents/guardians. In the light of their performance, classification of the students is done and extreme groups are identified and remedial programmes are chalked out before teaching these focus groups.
5. Checking of the Project Reports is done by the teacher educators and proper guidance is provided for further improvement.
6. Content Analysis of the seminar material/assignments collected by the students is done by the concerned teacher educators and suggestions are given for further enrichment.
7. Moreover, feed back is also given on Seminarian Style and suggestions are given for further improvement of the presentation skills.

Mechanism of Feedback at the B.Ed Level for Skill in Teaching

1. After orientation to lesson planning the students are asked to prepare composite as well as micro lessons which are checked, and corrected by the method feedback is provided by the teacher educators.

2. Observations of skills during Micro Teaching are done by the peers and the supervisor. Core five skills in each methodology are practiced in each methodology. Skills are observed as per the observation schedule developed by the teachers (vide appendix --)

Emphasis on gaining mastery over at least five core teaching skills through the cycle of micro teaching is laid.

Before actual writing of the composite lesson plan, training is given to formulate instructional objectives in three domains of learning.

- a) Writing of the objectives and specifications after the instructional objectives are explained. Correction is done by the concerned subject lectures and feedback is given.
 - b) Writing of lesson plans and having it corrected, till perfection is achieved.
 - c) Observation of lessons during practice teaching is done by the supervising teachers, school subject teachers and peers and suggestions for further improvement are given.
 - d) Observation of the lessons in the form of comments, is given.
 - e) The mistakes committed during teaching practice are highlighted and suggestions are provided for improvement.
 - f) Preparation of blueprint for conducting a test in the school during practice teaching and getting it checked by the method master before its administration.
3. A systematic criteria for providing objective feedback in micro-lessons has been devised which consists of:-
- Components involved in a skill, highlighting desirable and undesirable behaviour.
 - The rating of desirable and undesirable behaviour is done on a five-point scale ranging from very good to poor.

The criteria have been inserted in lesson plan note-books provided by the college. For further strengthening and refinement of micro-skills, it is mandatory for every student teacher to deliver Micro Discussion lessons, integrating at least two micro skills which are duly evaluated and graded by the method master

4. Teaching Assessment Battery (TAB) (vide appendix – 2D) has been developed by the institution and the students are acquainted with this battery so that they should exhibit the desirable behaviour and refrain from undesirable behaviour while delivering the lesson.
5. Before sending the student teachers to schools for their block teaching practice, they are made to deliver composite lessons in simulations which help them to integrate and use various micro skills effectively.

- Checking of project reports by the mentors, and proper guidance is provided to students to write the report on the information collected by them.
 - For project work selection of the topics is carried out after consultation with the methodology teachers.
6. Regarding practice teaching feedback is also given by the principal and teachers of the cooperative schools. For this purpose proper feedback proformas have been developed by the institution.

Mechanism of feedback at the M.Ed level

The M.Ed students have three internal house tests. The teacher educators discuss the question paper after each internal house test. They discuss the answers written by the students and explain the way the answer should be written so that they can improve their performance. The M.Ed. students also have to give seminars, undertake projects and prepare assignments. Feedback regarding their presentations, projects and assignments is given by the concerned teachers highlighting their strengths and weaknesses.

Mechanism of feedback for M.Ed students regarding their research work

1. M.Ed students are given feedback regarding their style of writing research proposal.
For this purpose, a research committee is constituted at the college level. The members of research committee (Principal and other faculty members) thoroughly screen each and every topic and relevant suggestions are made for further improvement.
2. Chapter wise submission of dissertation work is done by the students and the concerned supervisors check the content, language, usage, thematic unity, the method and procedure adopted, analysis and interpretation of the data, the style of writing references and feedback is given regarding the technicalities to be observed while writing a 'Research Report'.
3. Students prepare research tools for their research work and suggestions are given regarding the preparation and administration of their research tool.

The above feedback mechanism helps the students to improve their performance.

Feedback for practical work

Practical work done by the students at M.Ed, B.Ed, PGDCA (T.E.) levels, as a part of their work experience programme, is duly evaluated and feedback is given.

Feedback for regularity

Lecture statement of the attendance of each student is prepared and compiled and those who are running short of lectures are informed at regular intervals and their parents are also intimated about the same.

Que 4: How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

Ans: The student teachers are updated on the policy directions through the teaching of various policy documents like NPE-1986, Programme of Action-1992, National Curriculum Framework - 2005, National Curriculum Framework for Teacher Education -2009, and students are encouraged to reflect upon these policy documents. Besides of these policy documents, recommendations of various education commissions like Dr.Radhakrishnnan Education Commission (1948), Secondary Education Commission (1952-53) Indian Education Commission (1964-1966) and various programmes launched by government of India like Sarva Siksha Abhiyan, Operation Black Board, Rashtriya Madhyamik Shiksha Abhiyan(RMSA), Rashtriya Uch Shiksha Abhiyan(RUSA), all are the part of the curriculum of B.Ed as well as M.Ed . Moreover to develop their critical and reflective thinking, college organizes various seminars and workshops on these policy documents from time to time so that students can enhance their knowledge through the viewpoints of various eminent personalities. Assignments are also given to them to reflect upon the recommendations of these policies and commissions.

Student teachers are updated on the educational needs of the schools through the foundation courses as well as methodologies which are as follows:

Area A-Foundation Courses

I. Education and development -This paper acquaints the student teachers with the changing aims/objectives of education in the context of changing social, economic and political scenario of the country and develops their understanding regarding the evolution of education. It also makes the students understand how education helps in economic and national development.

II. Contemporary issues and concerns in secondary education-This paper acquaints the student teachers with historical background of the Secondary Education, the Constitutional Provisions related to education, Present problems of Indian Education, the role of various Educational and Professional bodies. The students are also made to understand impact of globalization, privatization

and modernization on various aspects of education. This paper, thus, aims to help the student teachers to have a critical appraisal of various aspects of Indian Education.

Area B-Pedagogical knowledge

I-Understanding the learner and learning process -This paper equips the students with the knowledge and strategies to deal with the various kinds of behavioral problems which are the bi-product of this highly competitive and mechanized world.

II-Learning resources and assessment of learning-This paper is taught with the view to create awareness about latest techniques, methods and technological devices of teaching so that student teachers may be prepared to teach in smart class rooms. It also acquaints the student teachers with various types of assessment and how they can evaluate their students throughout the whole session in their actual classroom teaching.

III.(a) School Management

This paper is taught with a view to develop managerial skills among the students, so that they may be able to perform their multifarious responsibilities.

III (b). Optional Paper

Comparative Education, Environmental Education, Population Education, Value Education, Health Education, Measurement and Evaluation, School Library Services, Inclusive Education, Guidance And Counseling ,Curriculum Development, Distance & Open Learning also update the students about the latest trends in the field of education, as inculcation of values and creation of awareness regarding Environment issue is being stressed upon at all levels of education, including School Education. Moreover, as continuous and comprehensive evaluation is being stressed up on at the school level, therefore, paper Measurement and Evaluation helps the students to master the various techniques of evaluation.

FROM THE SESSION 2015-16

According to the regulations of NCTE the whole curriculum has been revised and the scheme of study includes:

SEMESTER –I

| S.No | Paper No. | Paper Code | Title |
|------|-----------|------------|-------|
|------|-----------|------------|-------|

| | | | |
|---|------|----------|--|
| 1 | I | P-I | Understanding the Learner and Learning Environment |
| 2 | II | P-II | Contemporary India and Education |
| 3 | III | P-III | Education and Development |
| 4 | IV | CP-I | Pedagogy of a School Subject – I |
| 5 | V | CP-II(B) | Pedagogy of a School Subject – II |
| 6 | VI | CP-III | Language Proficiency and Communication |
| 7 | VII | EPC-I | Reading and reflecting on Texts |
| 8 | VIII | FE-I | Field Engagement with School |

SEMESTER –II

| S.No | Paper No. | Paper Code | Title |
|-------------|------------------|-------------------|---|
| 1 | I | P-IV | Understanding and Learning process |
| 2 | II | CP-IV | Assessment for learning |
| 3 | III | P-V | Educational Technology and ICT |
| 4 | IV | CP-I(B) | Pedagogy of a School Subject – I |
| 5 | V | CP-II(B) | Pedagogy of a School Subject – II |
| 6 | VI | EPC-II | Drama and Art in Education |
| 7 | VII | FE-II | Field engagement for perspective Papers |

SEMESTER-I

I-Understanding the learner and Learning Environment

The purpose of this paper is to develop understanding of students regarding the concept of inequality, marginalization and multiculturalism and their effect on learning. It further enables the teachers to understand his role in holistic perspective of learner and learning.

II-Contemporary India and Education

Through this paper students are able to understand the constitutional obligations and their relation to education. They are familiarized with the educational structure in contemporary India and its related bodies like NCERT, UGC, NCTE, NAAC, SCERT, DIET etc.

III-Education and Development

This paper acquaints students with the changing aims of education in the context of globalization and internalization. It also familiarizes the students regarding the role of education for ensuring sustainable development.

VI-Language Proficiency and Communication Skills

The purpose of this paper is to develop the four basic skills of language viz: Reading, Writing, Listening and Speaking. Through this paper students get acquainted with the concept of multilingualism and classroom discourse. It also develops their understanding regarding various theories viz: deficit, discontinuity and schema.

VII- Reading and Reflecting on Texts

This paper equips the students with the knowledge and strategies to deal with the various kinds of texts. It enables the students to reflect upon different types of policy documents viz: NPE-1986, NCF-2005 and UNESCO report w.r.t aims of education, pedagogy and evaluation.

SEMESTER-II

I- Understanding Learning Process

The purpose of this paper is to develop understanding of students regarding concept of teaching and learning and their in the light of various theories of learning and other related concepts of learning so that the students can understand the concept of teaching and learning in a better way.

II-Assessment for Learning

This paper develops a critical understanding of students regarding issues in assessment and evaluation. Students are acquainted with various types and forms of assessment that helps in their learning. They are also updated about the latest trends in evaluation and its various tools and techniques.

III- Educational Technology and ICT

Through this paper the students are able to understand the nature and scope of educational technology. It familiarizes the students with the instructional designs and modes of development of self learning material. It also enhances their knowledge regarding major institutions of educational technology in India like CIET, EMMRC, IGNOU, SITE etc.

VI-Drama and Art in Education

This paper develops the imagination, sense of appreciation and aesthetic sense of art among students which helps them in preparing effective teaching aids. Through this paper students are trained to develop their theatrical skills so that they can become creative and enlightened teachers.

Methodologies

In all the methodology papers, students are helped to master the latest methods of teaching and it is ensured that they must practise these methods during teaching practice. Since the schools are also incorporating the advanced technologies in their teaching learning process, we also make it imperative for our students to make use of technological devices viz OHP, Multimedia Epidiascope, TV, LCD, Audio and Video Cassettes while delivering lesson.

Communication Skill Development Programme

In order to survive in global culture, one has to have good communication skills, especially the teachers, so the institution ensures that student teachers have good communication skills preferably in English. For this, the institution has a Language Laboratory where the student teachers can practise listening and speaking skills. Moreover, in teaching of English students are taught the basis of communicative approach which is the most popular approach now-a-days. From the session 2015-16, language proficiency and communication is a compulsory paper in semester- I which aims to develop the understanding of the concept of four basic skills of language and to develop the understanding of student teachers regarding the concept of multilingualism so that they can effectively implement its strategies in their classroom discourse.

Personality Grooming Programmes

A holistic approach is followed for the development of interpersonal and intrapersonal skills among the student teachers. For this purpose a number of theme-based programmes throughout the session are organized, such as:

- m) Morning assemblies**
- n) School Declamation Contests**

- o) Quiz Programme
- p) Talent Search Competitions
- q) National and International Cultural Exchange Programmes
- r) Extension Lectures
- s) Participation in Community Kitchen and Religious processions
- t) Literary Activities—Poetical Symposiums, Debates, Essay Writing Competitions etc
- u) Fine Arts Competitions viz Poster making, Landscaping, Flower arrangement (Dry and Fresh), Mehndi Competitions
- v) Hands on experience like Tie and Dye, Best out of Waste, Interior Decoration , Cooking
- w) Picnics and Excursions
- x) Sports day

Que 5: How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

Ans: The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies in the following ways:

From The Students Perspective

1. The Principal of the institution is member of various educational bodies and committees like NCTE, NAAC, Chief Khalsa Diwan (An Educational Society which runs number of schools), Khalsa College Governing Council (member of recruitment committee) and member of selection committee (GNDU). So, by the virtue of his membership, he keeps himself abreast with latest changes in the field of education in general and school education in particular. He regularly orients the faculty and students about the changes.
2. When the students are sent to schools to collect the syllabus to teach during the practice teaching/ internship programme, they get updated about the recent developments in the school subject along with the school policies.
3. They keep in touch with schools and update themselves about the changes in the school curriculum.
4. Through observation of lessons delivered up by the experienced school teachers.
5. During practice teaching the student teachers also keep in touch with the school teachers and adopt the method of teaching that are used by them.

6. The student teachers also refer to the various journals, newspapers, magazines and articles related to education and educational reforms and those related to the developments in the school subjects.
7. Teachers from reputed schools are invited for the demonstration of the teaching methodologies followed in the schools for various subjects.
8. They get to know about latest developments in the field of education through various national and international seminars, workshops, conferences organized in the college.

From The Faculty's Perspective

1. The faculty attends seminars, workshops, and orientation programmes, refresher courses, faculty development programmes organized by the Universities, NCTE, UGC, NCERT, SCERT and other teacher education institutions/organizations/associations..
2. The library subscribes to several periodicals, magazines and journals which the students and faculty can refer to keep themselves abreast with the latest developments.
3. The faculty members accompany the students when they are sent to schools for teaching practice. During this they inter teachers regarding their respective subjects and collect the latest information.
4. Different subject teachers from the school are invited to the college to discuss school syllabus, and for orientating the student teachers.

Que 6: What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institutions training?

Ans: Following are the major initiatives of the institution ensuring personal and professional/career development of the teaching staff.

Personal Development

1. Maintaining a conducive environment to develop a cordial relationship among the staff.
2. Providing different facilities and resources like wi-fi, digital library, A.C reading hall, Pantry service, separate teacher cabins.
3. Encouraging the staff in trying out any new technique, method, or conducting any research, writing of books, preparing e-modules and e-lectures which are beneficial for their personal growth and improvement.

4. The faculty members are allowed to travel to other states/ countries so that they can get exposure and can utilize their experiences for the welfare of the institution.
5. The faculty members are encouraged to perform examination, evaluation and supervisory duties.

Professional and Career Development

1. The staff is encouraged to enhance their qualifications. They are allowed to pursue any course/diploma. List of teachers who have updated/ acquired new degrees and diplomas are given in chapter -3.
2. It is mandatory for the teachers to get enroll for Ph.D with in one year of appointment and to complete it with in three years of appointment.
3. The Staff is permitted to attend orientation programmes, refresher courses, etc.
4. The Staff is encouraged to attend seminars, workshops, extension lectures, etc. They are also encouraged to act as resource person in the seminars and be the member of selection committees constituted for colleges of education/schools.
5. The heads of different types of local schools (Govt., Aided, Private) are invited to orient the students and teachers regarding the latest developments in the school education.
6. The staff presents papers at various seminars/conferences organized at University, State, National and International levels on different topics.
7. The Staff is motivated to publish articles in research journals.
8. The Staff is motivated to write books in the area of their specialization.
9. The Faculty development programmes are organized from time to time for the benefit of the staff members.
10. The teachers are encouraged to become life members of some of the academic associations and councils (like CTE, AIAER, GERA, IATE).
11. The faculty members who take up research are facilitated through study leave, adjustment in teaching schedule and secretarial support.

Que 7: Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Ans: The institution rewards and motivates staff members for good performance.

Mechanism of Rewards

For professional or career development the institution encourages the faculty to enhance their qualifications and facility of adjustment of periods is given .Faculty upon completion of PhD is

given advance increments as a mechanism of reward. When the faculty wins any award; he/she is felicitated by the institution.

Mechanism of Motivation

The good performance of teachers , in terms of achievement of the students, is applauded in the meetings of the managing committee and citation letters are awarded to the teachers and mentioned in their service book

1. Every faculty member has a separate room/cabins for himself/herself where they can do their work without being disturbed.
2. Faculty is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education system.
3. Purchase of any number of books for strengthening teaching and research.
4. The faculty is encouraged to attend orientations, seminars, workshops etc to complement their knowledge of the subject.

2.5 Evaluation Process and Reforms

Que 1: How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access technology, teacher quality etc.)

Ans: The College can boast of providing conducive environment for teaching learning process. It is situated away from main G.T. road and has vast campus with natural surrounding. The physical barriers in terms of noise and temperature variations have been controlled due to its magnificent architectural designing. Moreover physical barriers in terms of power cuts have been overcome by installation of power backup system in the college and solar and wind mill in the hostel. Adequate and sufficient seating arrangement in the classrooms further adds to the efficacy of teaching learning process. Lush green lawns with the adequate seating facilities enable the students to relax in the lap of nature. This helps them to recharge their energies, after the hectic teaching schedule, during the break.

But inspite of the best efforts of the authorities, we are also sensitive to certain barriers in the way of students learning and efforts are made from time to time, to overcome these barriers, like:

| Barrier | How it is addressed |
|----------------|----------------------------|
|----------------|----------------------------|

| | |
|--|---|
| ➤ There was limited number of books in the library | It was felt that the number of books related to foundation courses and methodologies, was not sufficient, so required number of books were purchased. There was dearth of books in the regional language, so more number of books in regional language has been added into the library. At present, the total number of books in the library are 24888. |
| ➤ There was limited number of computers in the Computer laboratory and laboratory was not spacious | The college has already completed the project for constructing spacious Computer lab and accordingly required number of computers have been installed. |
| ➤ Irregularity among out stationed and rural students | In order to check this irregularity, students are encouraged to stay in the hostel and free accommodation is also offered to the deserving students. |
| ➤ Personal problems of the students | <p>Guidance and counseling cell has been set up to solve their emotional, marital, family, and other adjustmental problems. Moreover the students have been divided into tutorial groups, which help them to have close and open interaction with their tutors.</p> <p>The faculty members walk an extra mile for solving the learning and personal problems of the student teachers.</p> <p>The provision of suggestion box also provides an extra space to student teachers to share their views on different learning barriers in campus. Beside this a legal aid clinic has also been established in the campus for solving legal matters of the students (if any).</p> <p>As per the recommendations of UGC anti-ragging and sexual harassment committees have</p> |

| | |
|--|---|
| | <p>been constituted in the college. To deal with such problems CCTV's are actively installed in each corner of the campus.</p> <p>There is inadequate washroom facility in the college. For this purpose blue print for the construction of additional washrooms has been prepared and would be executed shortly.</p> <p>To facilitate students who are physically challenged ramps have been constructed for them.</p> |
|--|---|

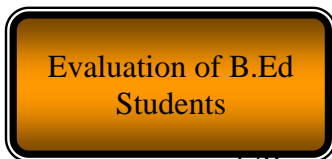
Que 2: Provide details of various assessment/evaluation process (internal assessment, mid term assessment, term and evaluations, external evaluation) used for assessing student learning?

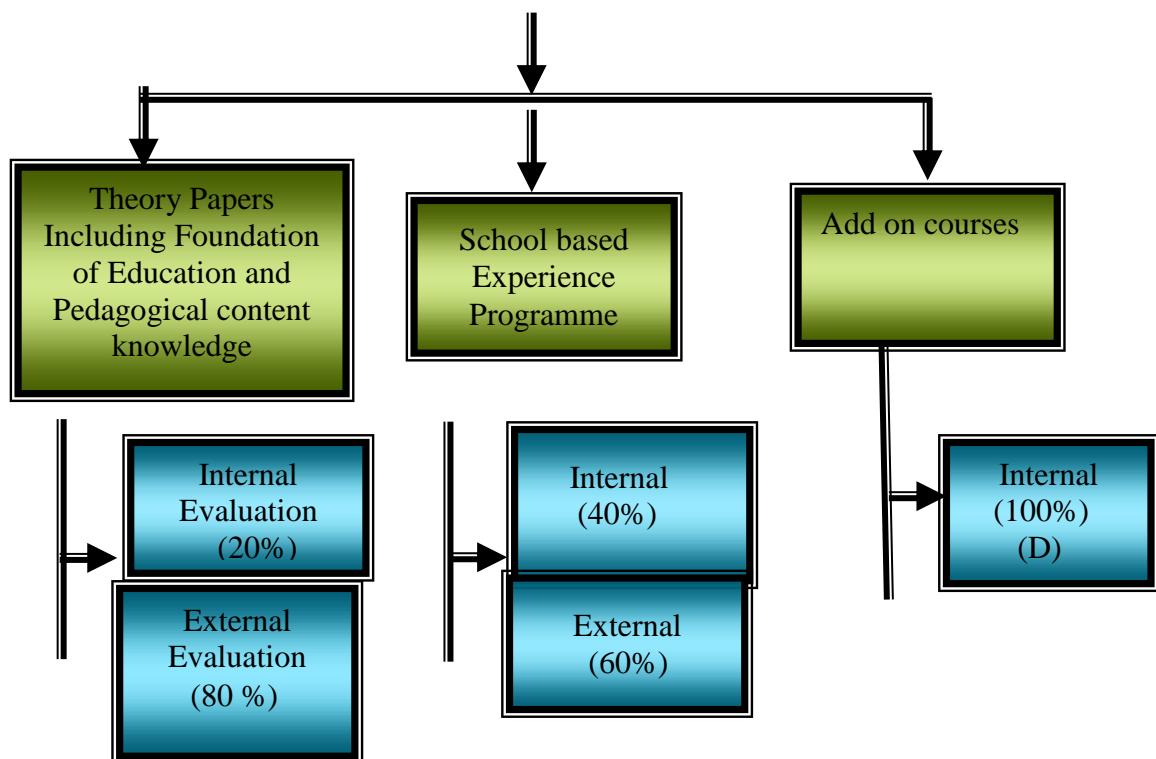
Ans: The details of various assessment/evaluation processes are given below:

Scheme of Evaluation for B.Ed.

The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competencies and performance skills of the student teachers.. It is both formative and summative in nature. Self evaluation and evaluation by peer group are used for continuous evaluation. All department activities, curricular, co-curricular, teacher's performances, special activities, community outreach activities are evaluated by teachers and students. These are then documented. All lesson plans prepared by the students are checked and lessons are supervised, monitored and assessed by subject teachers, students [self assessment] and by school teachers. All lessons are thoroughly planned, corrected, rewritten and signed by teachers before demonstration in schools. Mid-course corrections, continuous evaluation is done to help the students to re-assess and re-plan their future work with minimum error. All records of attendance, internal and external examination are documented.

Percentage of weightage given to external and internal evaluation





Scheme of examination followed for theory papers, school experience programme and work experience programme is given on page no. 34 and 35 of college hand book of information which is provided to all the students in the beginning of the course.

Criteria followed for internal assessment is as follows:-

- Performance in unit test and three House Tests
- Participation in curricular and co-curricular activities.
- Seminar presentation
- Projects undertaken and completed
- Assignment submitted
- Classroom interaction and behaviour
- Regularity and punctuality.

Practical Work

Macro-teaching composite lesson plans prepared by the student teachers are duly checked by the concerned teachers. Even during practice teaching, lesson plans are checked by the experienced school teachers. An evaluation Performa(TAB) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers, which includes trainees mastery

over the content, ability to communicate effectively, ability to sustain students interest in the lesson, ability to frame and ask probing questions, ability to recapitulate and summarize. The peer group is also encouraged to observe the lessons and give constructive suggestions. After the block teaching practice, the student teachers are to deliver four composite discussion lessons, 2 in each methodology, which are duly evaluated and suggestions are given. This programme is completed in two phases. In the first phase, 2 discussion lessons one in each methodology are delivered by the trainees, immediately after the block teaching practice. The second phase of discussion lesson is held after a gap of two months, so that the trainees are able to strengthen their skills and Improve upon their weaknesses. After the long teaching practice the trainees appear for their final Skill-in-teaching Examination which is evaluated by the external examiners as per the university norms and conditions.

Evaluation Scheme for M.Ed.

The performance of M.Ed. students is evaluated continuously and comprehensively. The continuous evaluation is based on:-

- Performance of the students in the class tests.
- Performance of the students in the three house tests.
- Participation and performance in co-curricular activities like literary, cultural etc.
- Observance of regularity and punctuality.
- Interaction and participation of the students in the teaching-learning process.
- Overall behaviour of the students.
- Performance of the students in the practical work.
- Since the college is affiliated to G.N.D.U, Amritsar, so the concerned University is authorized to conduct the external examination. The scheme of examination is given on page 8-9 college handbook of information.

Scheme of examination for PGDCA (Teacher Education)

- Performance of the students in the class tests.
- Performance of the students in the three house tests.
- Participation and performance in co-curricular activities like literary, cultural etc.
- Observance of regularity and punctuality.
- Interaction and participation of the students in the teaching-learning process.
- Overall behaviour of the students.
- Performance of the students in the practical work.

Since the college is affiliated to G.N.D.U, Amritsar, so the concerned University is authorized to conduct the external examination. The scheme of examination is given on page no. 89-90, college handbook of information.

Que 3: How are the assessment /evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Ans: The faculty returns back the evaluated answer scripts of 3 house tests to the students (B.Ed and M.Ed., PGDCA (T.E)) with suitable suggestions for improvements. The marks of these tests are displayed on the notice board. The papers are also discussed in the classes to enable the students to know the correct way of answering the questions. The performance of the students is also communicated to the mentors and they conduct meetings with their mentees and help them to sort out their problem. Tutorials are conducted for students who are weak in any subject. The group of identified weak students in the tutorials is considered as a focus group and special remedial classes are arranged for them.

Que 4: How is ICT used in assessment and evaluation process?

Ans: In the present day's computer are the standard and pervasive tools used for the process of assessment and evaluation. The institution also uses computers for this purpose.

The institution carries out the following activities with the help of computer:

a) Creation of a question bank of different subject/papers. (Essay type, short answer type fill in the blank, multiple choice) etc.

b) Creation of a database of students marks. After the evaluation is done the students are awarded marks or grades based on their performance, this is done for comparing the results for evaluation of the student's performance.

2.6 Best Practices in Teaching-Learning / Evaluation Process

Que 1: Detail on any significant innovations in teaching-learning/evaluation introduced by the institution.

Ans: In order to develop better insight of the concepts, at the completion of the topics/units, a holistic view is given and recapitulation is done. All possible questions related to the topics are discussed and framework of Model Answers is also provided by the concerned teachers. A question

bank has also been created in college library and the students are encouraged to go through the University question papers.

1. It is mandatory for all the faculty members to upload their lecture on e-governance on daily basis so that students can prepare their notes as per their requirements. Moreover if students are unable to attend the classes due to any reason they can fully utilize this facility being provided by the college.
2. Innovative techniques of teaching like use of different models of teaching viz: Taba's Inductive Thinking Model , Ausubel's Advance Organizer Model , Glazer's Basic Teaching Model and Concept Attainment Model, seminars, tutorials, cooperative learning, collaborative learning, peer tutoring, projects, assignments and multimedia presentations are used.
3. Well equipped library with huge collection of books covering wide range of areas like Education, Literature, Art, Social Sciences, Religion, Science, Politics, and Economics. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books and Magazines, Year Book and Educational Abstracts. Other facilities available in the college library includes
 - A separate reading room for teachers and students.
 - Internet and Photostat facility.
 - Separate cabins for teachers
 - Pantry service for teachers
 - Computerized cataloguing of books.
 - Facility of book bank to cater the needy students.
 - A resource centre to provide access to a variety of resources and materials to design and choose activities for teaching and learning, relevant text, copy of policy document and commission reports; relevant curriculum documents such as the NCF,NCFTE, research reports, district and state level data, reports of surveys; teachers handbooks; books and journals relevant for course reading; field reports and the reports of research seminars undertaken by students, audiovisual equipments- TV,DVD player, LCD projector, films; camera and other recording devices.
 - A separate section has been maintained for back set of journals.
 - A creative Bhavan for undertaking art related activities
 - a sports room and NSS room and Punjabi room, to carry out community related work.

4. Emphasis is given on the usage of technology in the teaching learning process. For this purpose Smart Classrooms have been set up. The student teachers are fully equipped with requisite skills to serve the schools of today's digital world effectively.
5. A list of additional references (Apart from those prescribed in syllabus) are printed and displayed in their respective classrooms and students are motivated to consult these books.
6. Interdisciplinary approach is adopted for teaching learning process.
7. Emphasis on learning to know is given .Every student has to prepare specified number of assignments in each subject and conduct seminar on the topic of his/her choice from prescribed syllabus.
8. Micro-teaching sessions are geared to the development of the core-teaching skills.
9. Inviting experienced teachers from reputed schools for delivering model lessons.
10. Recording of the micro as well as composite lessons.
11. Teaching learning process is not only theoretical but practical oriented. Actual experiences are provided to the students by organizing different co-curricular activities.
12. The institution operates and maintains physical facilities that appropriately serve the needs of the institution's educational programme, support services, and other mission related activities through various laboratories and rooms which are as follows:
 - Physical Science laboratory, Life Science Laboratory, Psychology Laboratory, Computer Laboratory, , Technology Laboratory, Language Laboratory to carry out experiments, preparing teaching aids, working on computers and learning language skills etc.
13. Organization of Book Exhibitions.
14. Continuous interaction with inservice teachers through actual visits to the schools.
15. Incorporation of the suggestions given by the Principal after visiting different institutions of India as a member of NAAC and NCTE Teams.
16. The college acts as a centre of distance learning for Jamia Milia Islamia and IGNOU, New Delhi for B.Ed and M.Ed courses respectively. As the entire faculty members are actively involved in these programmes, this exposure helps them to keep themselves familiar with the learning experiences being provided by the leading National Universities.
17. Organization of subject wise, inter house quiz competitions.
18. Organization of inter college skill in teaching competitions and fine art competitions.
19. Punctuality and regularity and over all discipline are the bench marks of the college.

20. Seminars, discussions, extension lectures, workshops etc are organized to facilitate better learning.
21. Eminent educationists, experts and community leaders are invited to deliver extension lectures. The purpose behind organizing these extension lectures is to broaden the mental horizon of the students and to strengthen their cognitive structure on diverse topics.
22. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, placement details and other information.
23. Interactive sessions are organized to maintain a good interaction among the students and with the teachers.

Students thus acquire intellectual skills, get emotional satisfaction, aim at self renewal and become deeply concerned with work motivation and ethics. The institution also provides environment to the student teachers where not only the academic growth of the student teachers becomes possible but also their cultural, social, intellectual, moral and professional growth is enhanced. The faculty serves as a guiding force for the students. Various inter house and inter college competitions are also organized so that a sense of competition can be fostered among the students. Important national and international days are also celebrated.

Evaluation

1. Development of TAB (Teaching Assessment Battery) for evaluation of macro-lessons (composite lessons) .
2. Conducting regular class tests/unit tests/monthly tests and providing feed back for further improvement.
3. Assessment of teachers' performance by the students with the help of scientifically developed performa.
4. Submission of monthly report by the teachers and its evaluation by the college Principal.
5. Involvement of school subject teachers for assessment of trainees' performance during teaching practice.

Scheme of Examination for B.Ed

The evaluation system is both scientific and objective. Its purpose is to improve the performance of the student teacher, teaching competencies and performances skills. It is both formative and

summative in nature. Self evaluation and evaluation by peer group are used for continuous evaluation. All department activities, curricular, co-curricular, teacher's performances, special activities, community outreach activities are evaluated by teachers and students. These are then documented. All lesson plans for classroom teaching by each student are supervised and monitored and assessed by subject teachers, Head of department, students[own assessment] and school teachers on a daily basis. All lessons are thoroughly planned, corrected, rewritten, and signed by teachers before demonstration in schools. Mid-course corrections, continuous assessment are conducted to help students to re-assess and re-plan their future work with minimum error. All records of attendance, internal and external examination are documented.

Scheme of examination followed for theory papers, school experience programme and work experience programme is given on page no. 34 and 35, college handbook of information.

Criteria followed for internal assessment is as follows:

- Performance in unit test and three House Tests
- Participation in curricular and co-curricular activities
- Seminar presentation
- Projects undertaken and completed
- Assignment submitted
- Classroom interaction and behaviour
- Regularity and punctuality.

Practical Work

Macro-Teaching- composite lesson plans prepared by the student teachers are duly checked by the concerned teachers. Even during practice teaching, lesson plans are checked by the experienced school teachers. An evaluation Performa(TAB) (vide appendix- 2 D) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers, which includes trainees mastery over the content, ability to communicate effectively, ability to sustain students interest in the lesson, ability to frame and ask probing questions, ability to recapitulate and summarize. The peer group is also encouraged to observe the lessons and give constructive suggestions.

After the block teaching practice, the student teachers are to deliver four composite discussion lessons, 2 in each methodology, which are duly evaluated and suggestions are given .This programme is completed in two phases. In the first phase, 2 discussion lessons one in

each methodology are delivered by the trainees, immediately after the block teaching practice. The second phase of discussion lesson is held after a gap of two months, so that the trainees are able to strengthen their skills and improve upon their weaknesses. After the long teaching practice the trainees appear for their final Skill in- Teaching Examination which is evaluated by the external examiners as per university norms and conditions.

Examination Scheme for M.Ed

The performance of M.Ed. students is evaluated continuously and comprehensively. The continuous evaluation is based on:-

- Performance of the students in the class tests.
- Performance of the students in the three house tests.
- Participation and performance in co-curricular activities like literary, cultural etc.
- Observance of regularity and punctuality.
- Interaction and participation of the students in the teaching-learning process.
- Overall behaviour of the students.
- Performance of the students in the practical work.
- Since the college is affiliated to G.N.D.U, Amritsar, so the concerned University is authorized to conduct the external examination. The scheme of examination is given on page 10-11, college handbook of information.

Scheme of examination for PGDCA (Teacher Education)

- Performance of the students in the class tests.
- Performance of the students in the three house tests, conducted in the month of December, March and April.
- Participation and performance in co-curricular activities like literary, cultural etc.
- Observance of regularity and punctuality.
- Interaction and participation of the students in the teaching-learning process.
- Overall behaviour of the students.
- Performance of the students in the practical work.

Since the college is affiliated to G.N.D.U, Amritsar, so the concerned University is authorized to conduct the external examination. The scheme of examination is given on page no.7-8, college handbook of information.

Best practices for teaching-learning

1. In order to develop better insight the concepts, at the completion of the topics/units, a holistic view is given and recapitulation done.

2. All possible questions related to the topics are discussed and framework of model answers is also provided by the concerned teachers.
3. A question bank has also been created in college library and students are encouraged to go through university question papers.
4. A list of additional references (Apart from those prescribed in syllabus) are printed and displayed in their respective classrooms and students are motivated to consult these books.
5. Innovative techniques of teaching like use of different models of teaching viz: Taba's Inductive Thinking Model , Ausubel's Advance Organizer Model , Glazer's Basic Teaching Model and Concept Attainment Model, seminars, tutorials, cooperative learning, collaborative learning, peer tutoring, projects, assignments and multimedia presentations are used.
6. Interdisciplinary approach is adopted for teaching learning process.
7. Emphasis on learning to know is given .Every student has to prepare specified number of assignments in each subject and conduct seminar on the topic of his/her choice from prescribed syllabus.
8. Emphasis is given on the usage of technology in the teaching learning process. For this purpose Smart Classrooms have been set up. The student teachers are fully equipped with requisite skills to serve the schools of today's digital world effectively.
9. It is mandatory for all the faculty members to upload their lecture on e governance on daily basis so that students can prepare their notes as per their requirements. Moreover if students are unable to attend the classes due to any reason they can fully utilize this facility being provided by the college.
10. Micro-teaching sessions are geared to the development of the core-teaching skills.
11. Inviting experienced teachers from reputed schools for delivering model lessons.
12. Recording of the micro as well as composite lessons.
13. Teaching learning process is not only theoretical but practical oriented. Actual experiences are provided to the students by organizing different co-curricular activities.
14. The institution operates and maintains physical facilities that appropriately serve the needs of the institution's educational programme, support services, and other mission related activities through various laboratories and rooms which are as follows:
 - Physical Science laboratory, Life Science Laboratory, Psychology Laboratory, Computer Laboratory, , Technology Laboratory, Language Laboratory to carry out experiments, preparing teaching aids, working on computers and learning language skills etc.
15. Well equipped library with huge

collection of books covering wide range of areas like Education, Literature, Art, Social Sciences, Religion, Science, Politics, Economics. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books and Magazines, Year Book and Educational Abstracts . Other facilities available in the college library includes

- A separate reading room for teachers and students .
- Internet and Photostat facility .
- Separate teacher cabins
- Pantry service for teachers
- Computerized cataloguing of books.
- Facility of book bank to cater the needy students.
- A resource centre to provide access to a variety of resources and materials to design and choose activities for teaching and learning, relevant text, copy of policy document and commission reports; relevant curriculum documents such as the NCF,NCFTE, research reports, district and state level data, reports of surveys;teachers handbooks; books and journals relevant for course reading; field reports and the reports of research seminars undertaken by students, audiovisual equipments- TV,DVD player,LCD projector, films;camera and other recording devices.
- A separate section has been maintained for back set of journals.

16. A creative Bhavan for undertaking art related activities

17. A sports room and NSS room to carry out community related work.

18. A Music Room and Punjabi Room to carry out culture related activities.

19. Organization of Book Exhibitions.

20. Continuous interaction with in-service teachers through actual visits to the schools.

21. Incorporation of the suggestions given by the Principal after visiting different institutions of India as a member of NAAC and NCTE Teams.

22. The college acts as a centre of distance learning for Jamia Milia Islamia and IGNOU, New Delhi for B.Ed and M.Ed courses respectively. As the entire faculty members are actively involved in these programmes, this exposure helps them to keep themselves familiar with the learning experiences being provided by the leading National Universities.

23. Organization of subject wise, inter house quiz competitions.

24. Organization of inter college skill in teaching competitions and teaching art competition.

25. Punctuality and regularity and over all discipline are the bench marks of the college.

26. Seminars, discussions, extension lectures, workshops etc are organized to facilitate better learning.

27. Eminent educationists, experts and community leaders are invited to deliver extension lectures. The purpose behind organizing the extension lectures is to broaden the mental horizon of the students and to strengthen their cognitive structure on diverse topics.
28. Bulletin boards are arranged for displaying stimulating thoughts about education, current news, placement details and other information.
29. Interactive sessions are organized to maintain a good interaction among the students and with the teachers.

Que 2: How does the institution reflect on the best practices in the delivery of instruction including use of technology?

Ans:

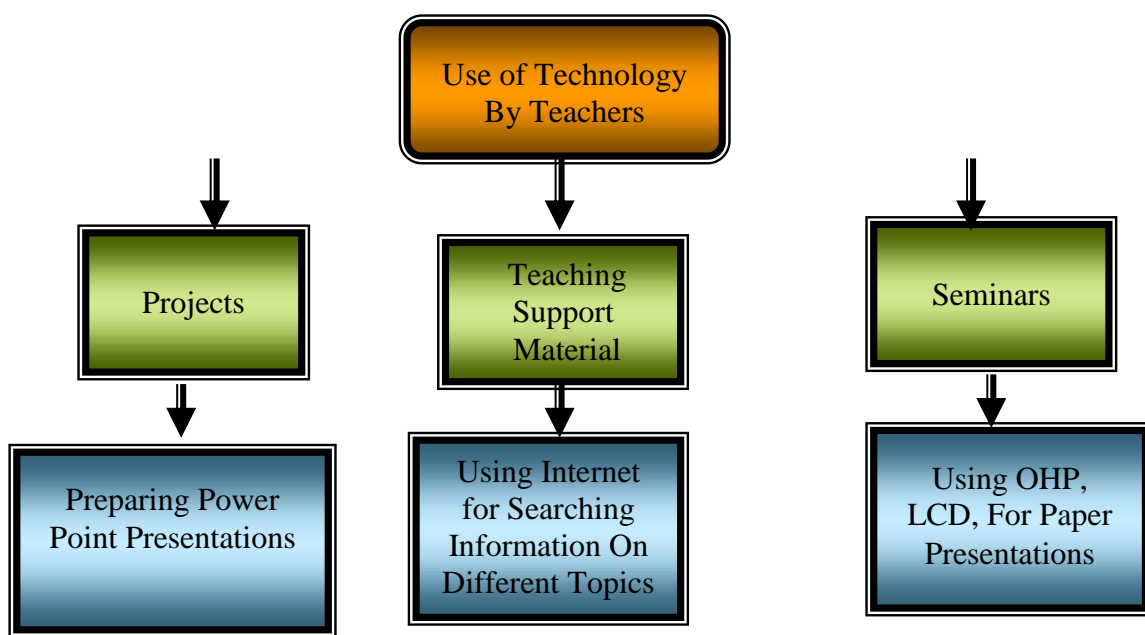
To stress upon the applicability of Educational Technology in teaching learning process, Smart classrooms have been set up to train the student teachers to face the challenges of digital classrooms. Workshops are organized for the students on the effective use of technology. Moreover the faculty members also use technology while teaching, during project orientations etc. to motivate the students towards use of technology. Technology is used by the teachers and the student teachers in the following ways:

- The faculty members make use of technology for delivering their lectures in the class through power point presentations for teaching different topics. Internet surfing is also done by the teachers for supplementing their teaching material and in order to have up-to- date information .
- It is mandatory for all the faculty members to upload their lecture on e-governance on daily basis so that students can prepare their notes as per their requirements. Moreover if students are unable to attend the classes due to any reason they can fully utilize this facility being provided by the college.
- The students are given orientation and demonstrations on the use of various new technologies in education.
- The students are taught the basic skills of handling different types of hardware and software devices and using them in their teaching and learning.
- Workshops are organized for the students on the effective use of technology.
- Workshops on the preparation and use of Multimedia presentations are organized which help the student teachers in identifying lessons in which multimedia can be used, locating the

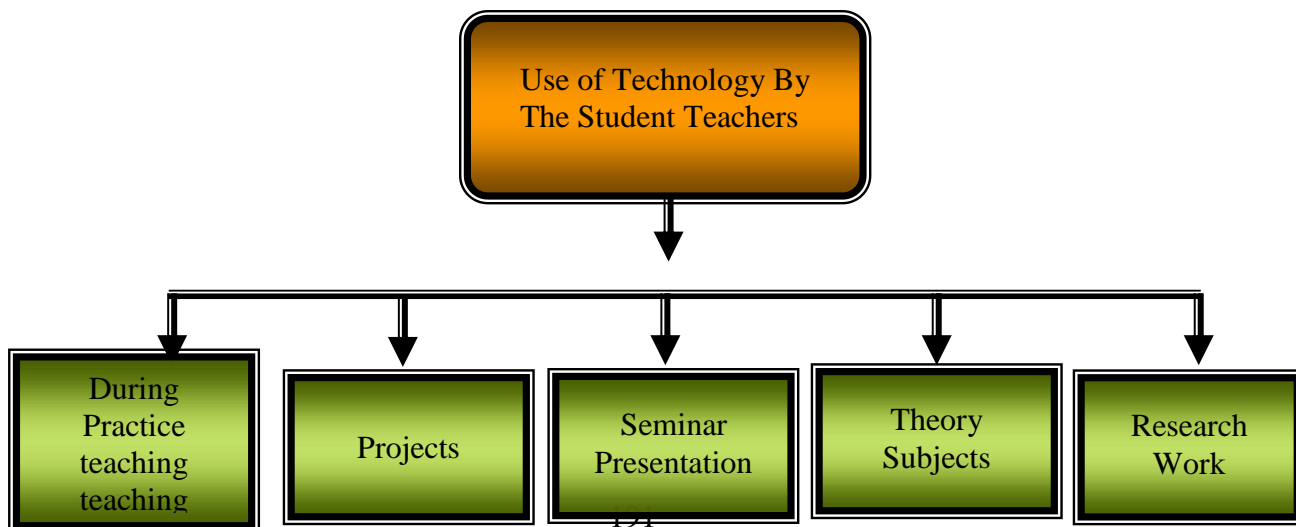
various resources from which relevant information can be downloaded and trials are taken to make the necessary changes in the presentation.

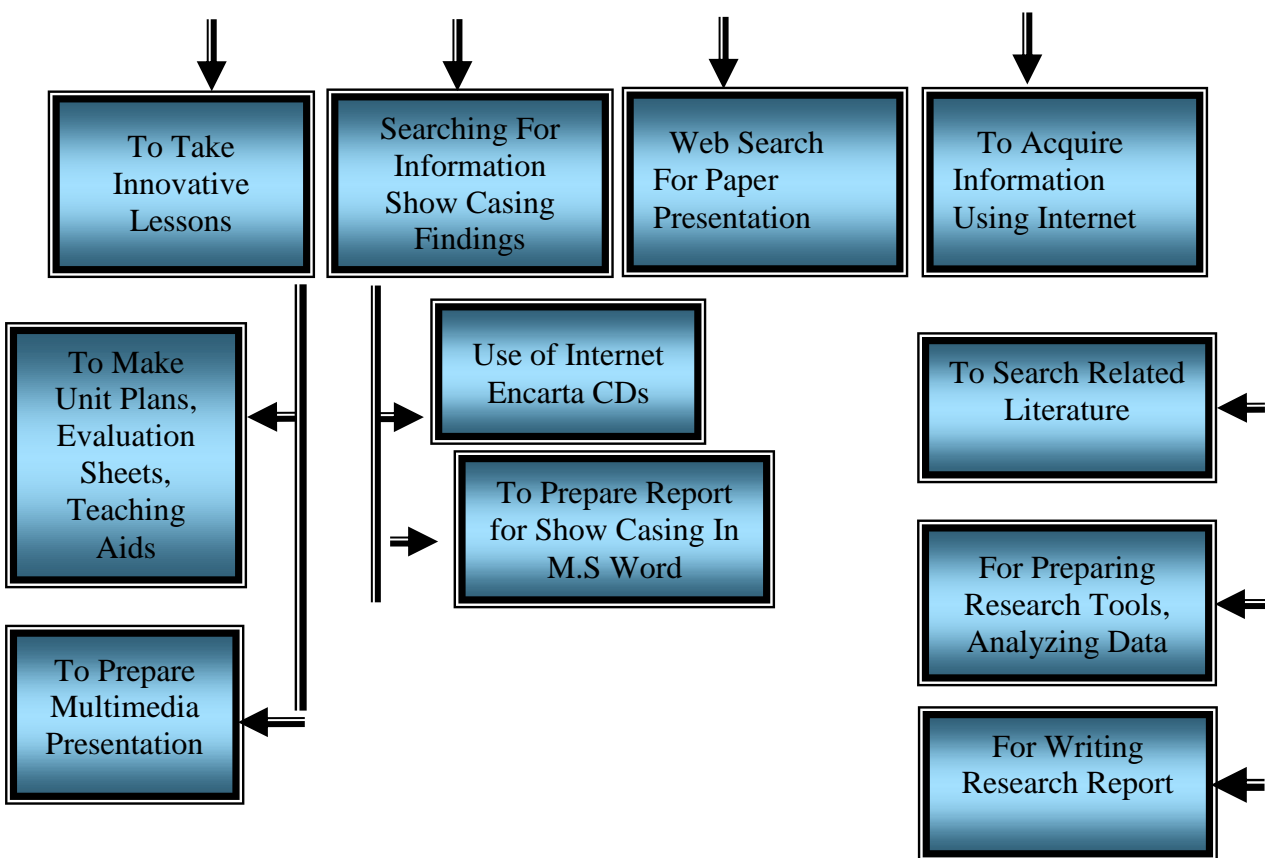
➤ The students teachers are taught to prepare handmade and photographic slides on any topic of their choice which are used by the student teachers while delivering their lessons during teaching practice.

USE OF TECHNOLOGY BY THE TEACHERS



USE OF TECHNOLOGY BY THE STUDENT TEACHERS





Additional information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how they been acted upon?

Ans: As far qualitative aspects of the college were concerned, as such no recommendations were made by the peer team, on the contrary in its report, peer team showed satisfaction with the standards maintained in the college. Moreover, it suggested that the college has potential to become an **autonomous college**. Acting on this suggestion the college has already applied for the same. Moreover, the college has also applied for financial assistance to be provided by **UGC** under XI Plan to Colleges with Potential for Excellence.

Que 2: What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Publication of referred journal '**Researchers Tandem**'.
2. Organization of workshops, seminars (State and National) for re-designing and re-construction of curriculum in the light of guidelines provided by NCFTE (2009), NCTE regulations -2014.
3. Regional level consultative meeting for the formulation of New Education Policy was organized by NCTE.
4. Addition of the latest books (books in regional language and degree courses), journals and encyclopedia's in the college library.
5. Preparation of e-content modules by the faculty members for e-pathshala under national mission on education through ICT initiated by MHRD on various topics across different subjects for post graduate classes.
6. Set up of smart classrooms
7. Updation of lectures on e-governance
8. Establishment of resource centre, Wi-Fi facility, computerized cataloguing of books, separate section for back set of journals, separate teacher cabins and pantry services in the library.
9. Establishment of creative Bhavan for undertaking art related activities
10. Initiation of cultural exchange programme with Greece, France, Russia, Bulgaria etc.
11. Renovation and Extension of the college building. (Criteria IV).
12. Updating of the college labs.
13. Addition of new computers in the college library, Educational Technology Lab and computer lab.

CRITERIA-III-RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

Que 1: How does the institution motivate its teachers to take up research in education?

Ans: The institution has taken many initiatives and made concerted efforts to promote active research culture in the following ways:

- The staff is encouraged to pursue research at every level, to complete M.Phil. and Ph.D degrees, while keeping their commitment to the students.
- The college publishes its own referred research journal 'Researcher's Tandem' (ISSN No. 2230-8806).
- Keeping in mind the global needs, management of the institution has made it mandatory for all the teachers who join this institution to get themselves enrolled for Ph.D Programmewithin one year and complete it within three years.
- The faculty is motivated to undertake research work by organizing conferences, workshops and seminars in collaboration with International and National associations. In the recent past, institution organized International conferences in collaboration with IATE and GERA where the experts were invited to acquaint the faculty with the Global Trends in Research.
- Incentives are given to encourage research. The workload of the teachers pursuing research work is adjusted.
- Teachers are free to put up demands with the librarian for the procurement of any type of reading material.
- To Encourage the research work, Seed money is given to the faculty in the form of free internet facility, wi-fi campus, library books and the staff members have the liberty to purchase the books uptoRs. 5000 for their personal library.
- Secretarial support is given to the faculty pursuing research in the form of free reprographic facility.

- Faculty members who are enrolled in Ph.D programme are given no objection certificate for their research work, provided leave facilities for their Pre-Ph.D course work as and when required, provided with every type of help and guidance required for their research.
- Facility of computers as well as free and unlimited access to internet is available.
- Workshops/seminars are organized by the institution to update the level of information of the faculty.
- The teachers are provided with library facilities and allowed to get membership of the University library as well as District library. They are free to access the library of sister institutions.
- Faculty is free to get issued any number of required books for their research work, from the college library.
- Faculty can freely access the psychological tests (more than 210) available in well-equipped psychological lab.
- The college has added a new stock of books to the existing stock for pursuing new areas of research.
- The college has subscribed E-Journals and E-Books to promote research work.
- Teachers are encouraged to write articles for publication in reputed journals.
- Faculty is encouraged to take up major and minor U.G.C projects as well as conduct action research.
- The members of the Internal Quality Assurance Cell (IQAC) take initiative to sensitize the faculty members to undertake research on the field problems and issues.
- The faculty exercises its freedom to innovate and conduct pilot projects on different topics (like Models of teaching, Concept Mapping, Blended learning, Constructivist Approach). The results/inferences have been incorporated in the teaching-learning process.
- New cabins have been created in the college library for teachers pursuing Ph.D's so that they can undertake their research work with focused attention.
- The teachers are encouraged to undertake research work on Gandhian Philosophy as grant of 9 lacs has been sanctioned to the college for undertaking this research. `

Que 2: What are the thrust areas of research prioritized by the institution?

Ans: The thrust areas of research are prioritized keeping in mind the recent trends in the field of Educational Research as well as the area of specialization of supervisor and the investigator. The areas in focus are Philosophy of Education, Psychology of Education, Educational Technology, Environmental Education, Inclusive Education, Mastery Learning, CAI, Constructivism in

Education, Intervention services, Educational Policies viz. SSA, RTE and other educational problems at various levels of education.

Que 3: Does the institution encourage action research? If yes, give details on some of the major outcomes and the impact.

Ans: Yes, the institution encourages action research by active involvement of teachers and students. A number of Action Research Projects have been successfully completed by both M.Ed and B.Ed students on various problems such as:

1. Problem of spelling errors in languages (Hindi, Punjabi, English)
2. Problem of hand writing.
3. Problem of discipline and code of conduct.
4. Problem of poor attendance in the class.
5. Problem of punctuality.
6. Problem of school administration and organization.
7. Problem of shy nature.
8. Problem of wrong pronunciation in language learning.
9. Problem of delinquency.
10. Problem of copying in examination.
11. Problem of specific backwardness in Maths/Science/English.
12. Problem of map reading skill.
13. Problem of Home work.
14. Problem of lack of self confidence while communicating.
15. Problem of absenteeism.
16. Problem of Writing Speed among students.

Que 4: Give details of the conference/seminar/workshop attended and /organized by the faculty members in last five years.

Ans: The faculty is encouraged to attend the state and national level seminars/workshops/conferences within and outside the city. They are also encouraged to act as resource persons, delegates or registered participants. Details of the courses attended during the last five years have been appended. (Vide Appendix – 3A)

3.2 Research and Publication Output

Que 1: Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Ans: For the quality enhancement, the institution has developed and used the following instructional material during the last three years:-

3. Instructional And Other Materials Developed

The following instructional material has been developed:-

- **Books for B.Ed.** students on the subjects-
 - ✓ *Education and Development (ISBN No. 978-93-81278-22-2)*
 - ✓ *Understanding the Learner and Learning Process (ISBN No. 978-93-81278-23-9)*
 - ✓ *Contemporary India and Education (ISBN No. 978-93-81278-89-5)*
 - ✓ *School Organization & Management (ISBN No. 978-93-81278-15-4)*
 - ✓ *Reading & Reflecting on Text (ISBN No. 978-93-81278-88-8)*
 - ✓ *Teaching of economics (ISBN no. 978-93-81278-20-8)*
 - ✓ *Teaching of Punjabi (ISBN no. 978-93-81278-13-0)*
 - ✓ *Measurement and evaluation (ISBN no. 978-93-81278-21-5).*
- **Book for M.Ed.** students on Philosophy of Education (ISBN No. 978-93-81278-78-9).
- **Reference Book** on Gandhian Model of Peace & Education (ISBN No. 978-93-81278-26-0).
- **Reference Book** on Mahatma Gandhi-Apostle of Peace & Harmony.
- **Souvenir** on the International Conference- Role of Statutory Bodies in quality Assurance of Teacher Education : A Global perspective in 2013.
- **Souvenir** on the 4th World Conference-EDUCON 2015 on Education: Within and Beyond the classroom.
- Special edition of researcher's tandem journal on theme Education for peace by Gandhian study center
- **E-Content** Modules for E-Pathshalas under National Mission on Education through ICT initiated by MHRD on various topics across different subjects for Post-Graduate classes. A list has been appended (vide Appendix – 3B)
- Achievement Test in Accountancy (2012) for the +2 Commerce students by the faculty member, Dr. DeepikaKohli.
- Standardized CAI Package (2012) for the IX grade students on Environmental Studies by the faculty member, Dr. JyotpreetKaur.

- Standardized CAI Package (2013) for the +2 Commerce students by the faculty member, Dr. DeepikaKohli.
- Achievement Test in Environmental Studies (2014) for IX class students developed and standardized by faculty member, Dr. JyotpreetKaur.
- Achievement Test in Mathematics (2014) for IX class students developed and standardized by faculty member, Ms. SatinderKaur.
- Mental Health Scale (2015) for Under-Graduate students developed and standardized by the faculty member, Mrs. ManinderKaur.
- Achievement Test in Mathematics (2015) for VIII class students developed and standardized by faculty member, Mrs. RamandeepKaur.
- Achievement in science (2012) for VI class students developed and standardized by faculty member, DrSumanSaggu.
- Responsible Environmental Behaviour (2012) of class VI students developed and standardized by faculty member, DrSumanSaggu.
- Instructional Package on Socio-Constructivist approach on teaching Science for Class VI by developed and standardized by faculty member, DrSumanSaggu.
- Power point presentations for teaching different subjects in college and schools.
- Transparencies and slides for teaching through OHP and slide projector.
- Question bank and lecture notes are prepared.
- CDs to demonstrate Micro Teaching skills.
- Teaching aids like Models (Working, Static and Cross-sectional), specimens, charts etc. to be used for teaching during the internship program.
- Development of Evaluation Tools for evaluation of Composite lessons.
- Development of model lesson plans both Micro and Composite for different methodologies.
- Development of instructional material on different topics of schools subjects like, e-commerce, English grammar, Global warming, Thermal Power Plant, Hydraulic Lift, Basis of computer, Stages of River etc. for school students.

4. Instructional Material Used By The College

The following instructional material is used.

- Pre-recorded videos cassettes of extension lectures on various subjects are used to enhance the quality of teaching.

- Pre-recorded Audio cassettes on linguistics produced by CIEFL are used to refine the communication skills of the students.
- LCD to show educational program telecasted by the U.G.C. to supplement and enrich class room teaching.
- Pre-recorded micro lessons/composite lesson are shown for the orientation and refinement of teaching skills of the student teachers.
- E-Content Modules on different topics.
- Provision of online lectures is available to supplement and enrich the classroom teaching.
- E-books, e-magazines, e-encyclopedia, e-newspapers, e-dictionaries.

Que 2: Give details on facilities available with the institution for developing instructional materials?

Ans: The institution provides every type of facility for development of instructional material.

Facilities Available With the Institution

1. A well equipped library is available with

- 8244 Titles
- 24849 Books
- 36 Research Journals
- 10 Magazines
- 6 Newspapers
- 55 Encyclopedias
- 1 Abstract
- 85 Dictionaries
- 30 Year Books
- 14 Commission Reports
- 40 E-Books
- 7 E-journals
- 4 E-magazines
- 9 E- Newspapers
- 6 Surveys
- 4 Gazettes

- 629 Dissertations
 - E-dictionaries
2. Unlimited and free access to internet and fully wi-fi campus.
 3. Computer Laboratory with free and unlimited internet facility for staff and students.
 4. Well equipped Psychology Laboratory.
 5. Educational Technology Laboratory with OHP, LCD Projector, Television, Tape Recorder, Cassettes etc.
 6. Well equipped Language Laboratory.
 7. Science Laboratories well equipped for practical work in physical and life sciences.
 8. Computer Laboratory for preparing digital lessons and downloading information related to projects, assignments and syllabus.
 9. Physical Science Laboratory for preparing improvised apparatus.
 10. Bio-Science Laboratory for preparing Micro Slides, Herbarium Sheets, preparation of teaching aids, preservation of specimens and improvised apparatus.
 11. Technology Laboratory for developing Slides, Transparencies and Power Point Presentation of material.
 12. Language Laboratory for developing lessons in spoken English for the improvement of communication skills.
 13. Fine arts and work experience laboratory for preparing non-projective teaching aids to be used in different teaching subjects and also to learn Embroidery, Tie and Dye, Pot painting, Creating Best Out of Waste, Mural Art, Mandana Folk Art, Clay Modeling, Ceramic Work, Origami, Handicraft, Still Life, Poster Making, Rangoli, Collage, Making of Flowers, Tile Painting, Glass Painting and many other such things.
 14. Social Studies Laboratory for Drawing Maps, Preparing Charts, Models etc.
 15. Reprographic facilities like Photocopier, Printer, Fax Machine etc.
 16. Utilization of Microsoft office excel and SPSS package (16 and 20) for the analysis of research work data.

Use of Library Facilities

- The college students are issued library cards which they use to access the books in library for reference and also to get the books issued.
- Qualified librarian who is assisted by a qualified assistant librarian is available all the time to guide the students.

- Special periods are allotted in the time table for library work. During these supervised study hours, lecturers remain present in the library along with the students.
- The B.Ed students are given assignments on different topics papers and encouraged to refer the Reference Books and write comprehensive information. The students discuss these assignments later on in their class.
- The library has a reading room which can accommodate 70-80 students at a time while taking up various projects and writing their reports.
- The students are encouraged to refer different books in the library.
- The students also take up review of articles/ books or Educational policies.
- They are encouraged to take up extensive reference work to supplement whatever is taught to them in the class and thus, they are engaged in active learning.
- A Resource Room has been also created which is well equipped with wi-fi facility.
- Digitalized cataloging of Library Books has been done in order to facilitate the convenient location of the books.
- Books related to Aurobindo's and Gandhi's philosophy have been placed in separate corners to facilitate the researchers working on their philosophy.
- Reprographic facilities like Xerox machine and Printer are also available for students and teachers.
- Pantry service is also provided in the library.
- There is also facility of 4092 backsets of Journals.
- Book Bank is created in the college library with 200 books for the needy students.
- Air Conditioned reading hall is also available in the library for the comfortable reading.
- There are 44 CDs, DVDs and 10 Audio Cassettes which can be readily used by the teachers and the students with the help of DVD Player, computers and Laptops.
- Moreover, a number of e-Books and e-Journals, e- journals, e-encyclopedia, e-magazines are subscribed and downloaded so that students can use whenever they require them.
- A separate room has been created for consulting backsets of journals.
- In the M.Ed course, the students have to do research work and submit a dissertation report. As part of the dissertation work, extensive reading is done. The students use the library facilities for this purpose.
- The college library remains open from 9 a.m. to 5 p.m. including Sundays and the library hours are extended as and when required.

- Five computers in the library are installed with the software packages – SPSS(16 and 20 version), Microsoft Excel, Picasa photo viewer, Shipra dictionary, Oxford disctionary, amcap, file manager, coral, pdf converter, Microsoft office picture manager.

Que 3: Did the institution develop any ICT/ technology related instructional materials during the last five years? Give details.

Ans: Yes, the institution developed ICT/ technology related material during the last five years. The details are given below.

Development of ICT Teaching Material during the Last Five Years

A number of power point presentations have been prepared by the student teachers and faculty members on different subjects of school curriculum. The institution has developed ICT related instructional material for various purposes like:

1. Preparation of model digital lessons.
2. Power point presentation for orientation of various projects such as Cultural Studies, Community Studies etc.
3. Teaching of foundation and methodology papers through power point presentation.
4. CDs have been developed to teach grammar in English.
5. Preparation of transparencies (OHP) for teaching.
6. Development of e-library.
7. Utilization of Microsoft office excel and SPSS package (16 and 20) for the analysis of research work data.

Development of E-Content Modules for E-Pathshalas

Under National Mission on Education through ICT initiated by MHRD, on various topics across different subjects for Post-Graduate classes, the faculty members prepared E-Modules for E-Pathshalas (Refer 3.2 Q. No.1)

Que 4:Give details on various training programs and/or workshops on material development (both instructional and other materials).

Ans: The details of various training programs and workshops on material development (both instruction and other material) are given below:-

1. Training programs for in-service school teachers are organized in the institution. The college is acting as programme centre for B.Ed. course (DM) Jamia Millia Islamia, University, and New Delhi. Approximately 100 students are trained every year through this programme. It also acts as a distance learning centre for M.Ed. course being run by IGNOU, New Delhi.

2. A workshop on preparation and use of teaching aids is organized every year for B.Ed students. The procedure for preparation of different types of Charts, Models [3D and working], Slides, and Transparencies etc. is demonstrated by the lecturers. The students are divided into groups and then asked to prepare these aids.
3. To motivate the students to excel in preparation and use of teaching aids, subject-wise Teaching Aids competition is held every year.
4. The college has introduced an additional component, namely “Teaching Technology Component” for B.Ed. students to refine skills of the students in the use of technology in their teaching-learning process.
5. Research workshop was organized in the year 2013 by the institution to orientate M.Ed. students in the use of research methods and techniques. Dr. SumanSaggu was the resource person in this 7 days workshop.
6. A three days workshop on ‘Patanjali Yoga Practices’ was organized in the year 2014. Professor Annette Thygesen from Oslo, Norway was the resource person.
7. A demonstration of “Clay Modelling” was arranged for the college staff and the students in the year 2014 by Dr. O.P. Verma, Medical College Retired Art Lecturer, Amritsar.

Que 5: List the journals in which the faculty members have published papers in the last 5 years.

Ans: The list of the journals in which the faculty members have published paper in the last five years are as follows:-

- *Researcher's Tandem ,A Quarterly Journal Of Educational Research with ISSN no. 2230-8806*
- *Journal of Research and Education Methodology council for innovative research with ISSN no.:2278-7690*
- *New frontier in education with ISSN no. 0972-1231*
- *Vision with ISSN no. 2230-9071*
- *Evaluative Study of in-service teacher education programs for elementary teachers organized by DIET with ISSN no.:2230-8806*
- *International Journal of Education and Research*
- *Education for Holistic Health, Twenty First Century Publication, Patiala*
- *Value Orientation Through Academic Disciplines: An Epistemological Perspective*
- *GHG Journal of Sixth Thought*
- *International Journal of Humanities and Social Sciences*

- *Online International Interdisciplinary Research Journal*
 - *International Multidisciplinary E-Journal (IMEJ)*
 - *Edu – Research: A Quarterly International Research Journal of Education*
 - *Journal of Humanities & Sciences*
 - *International Journal of Research in Education Methodology*
 - *Journal of humanities and social sciences*
 - *Research journal of Humanities and social sciences*
 - *Online International Multi disciplinary journal*
 - *Inquisitive Teacher*
 - *Emerging trends in social sciences*
 - *The educand: journal of humanities and social sciences*
 - *Indian journal of education research experimentation& innovation*
 - *Indian Journal of experimentation and innovation In Education*
 - *AN INTERNATIONAL Scholarly Research Journal of Interdisciplinary Studies*
 - *The Asian Journal of psychology and education*
 - *MIER journal of educational studies, Trends and practices*
 - *International educational e-journals*
 - *EDULIGHT-Multidisciplinary, Peer Reviewed Journal*
 - *The Genesis, Peer Reviewed Refereed Journal*
 - *Remarking Multidisciplinary International Journal*
 - *International journal of advanced research in Educational Technology and Management*
- Faculty wise record of paper publications in various journals and books are appended (vide Appendix – 3C)

Que 6: Give details of awards, honours and patents received by the faculty members in the last five years.

Ans: It is a matter of honour for the college that the following teachers have been appointed as principals in colleges of Education:

1. Dr. Anita Menon joined D.A.V. College of Education, Amritsar in the year 2015.
2. Dr. Poonam Chopra joined Guru TegBahadur College of Education, Khankot, Amritsar, in the year 2015.
3. Dr. Navdeep Kaur joined as Assistant Professor in Department of Education, GNDU, Amritsar in the year 2014.

It again is a matter of pride for the college that the following teachers working on ad-hoc basis in this college have been appointed against regular posts in this and other colleges of education;

1. Dr. DeepikaKohli
2. Mrs. AmandeepKaur
3. Mrs.AnjuTyagi
4. Mrs. RamanpreetKaur
5. Ms. Parul Aggarwal
6. Mrs. Rajni Gupta
7. Ms. HarpreetBains
8. Ms. ShefaliArora
9. Ms. ManpreetKaur
10. Mrs. RajwinderKaur
11. Mrs. RajwinderBhatti
12. Mrs. PoonampreetDhillon
13. Dr. SumanSaggu
14. Ms. SatinderDhillon
15. Dr. JyotpreetKaur

The following teachers were awarded degrees/ honors in the last five years:

1. Doctorate degree conferred on Mrs. Nirmaljit Kaur, Mrs. Gurjit Kaur, Ms. Bindu Sharma, Ms. Indu Sudhir, Mrs. Deepika Kohli, Mrs. JagnoopKaur, Ms. Suman Saggu, Mrs. Jyotpreet Kaur.
2. Submission of Ph.D. thesis byMrs. ManinderKaur, Ms. SatinderDhillon, Ms. ManpreetKaur.
3. Mrs. Manpreet Kaur Cheema completed her M.Ed. in the year 2014.
4. Dr. Deepika Kohli completed her M.A. (Sociology) with distinction in the year 2015.
5. Mrs. Anju Tyagi completed her M.A. (Psychology) in the year 2015.
6. Ms. Rajni Gupta is enrolled in M.A. (Philosophy) in the year 2014.
7. Ms. Parul Aggarwal, Ms. HarpreetKaurBains and Mrs. SukhmandeepKaur are enrolled in M.A. (Psychology) in the year 2015.
8. Dr. Harpreet Kaurwas honored by Lion's Club on Teacher's Day in the year 2014.
9. Dr. Indu Sudhir was honored with 2 National Awards, 4 State Awards and 8 District Awards for her outstanding paintings.
10. The Principal of this college acted as a Coordinator of Refresher Course in education organised by HRD Centre, GNDU, Amritsar in the year 2012.

- 11.** Dr. Indu Sudhir, Mrs. Maninder Kaur, Dr. Arwinder Kaur and Dr. Jagnoop Kaur got Appreciation Award for rendering their services in the conduct S.H.S Madaan, District and Session Judge, Amritsar in the year 2012.
- 12.** Ms. Satinder Dhillon was a member of organizing committee of LalaLajpatRai Memorial State level competition held on January 28, 2011.
- 13.** Ms. Satinder Dhillon was organizing secretary of national level seminar on ‘M-Learning: A new Approach to Education’ held on March 12, 2011.
- 14.** Ms. Satinder Dhillon was organizing secretary of 7 days workshop on Research Methodology held on October 28 to November 3, 2013.
- 15.** Ms. Satinder Dhillon was Organizing secretary of national level seminar on value crisis: a challenge for Education held on 12-13 September, 2014.
- 16.** Dr. Deepika Kohli was appointed as nodal officer, All India Survey of Higher Education in the year 2012.
- 17.** Dr. Suman Saggu gave an extension lecture on the topic ‘Library Utilization’ at Punjab University, Chandigarh in the year 2012.
- 18.** Dr. Suman Saggu gave five days extension lecture on the topic ‘SPSS’ at Punjab University, Chandigarh in the year 2012.
- 19.** Dr. Suman Saggu organized National Seminar on Women Rights: Challenges and Opportunities’ in the year 2012.
- 20.** Dr. Harpreet Kaur, Dr. Nirmaljeet Kaur and Dr. Gurjit Kaur were awarded with Appreciation Certificates for conducting workshop on the theme ‘Construction of Time-Table’ at Guru Nanak Public School, District Tarn-Taran in the year 2013.
- 21.** Dr. Harpreet Kaur and Dr. Gurjit Kaur acted as a Resource Person and delivered lectures on the theme ‘Communication Skills’ and Value Inculcation Strategies among students’ respectively in the year 2013.
- 22.** Dr. Bindu Sharma and Dr. Deepika Kohli gave an extension lecture to Lawyers on the topics ‘Juvenile Delinquency-Strategies’ and ‘Juvenile Delinquency-Sensitization to Lawyers’ in the year 2013.
- 23.** Dr. Suman Saggu gave an extension lecture on the topic ‘On Relevance of Swami Vivekanand’s Teaching’ at Sadbhavna College of Nursing in the year 2013.
- 24.** Dr. Harpreet Kaur acted as a Resource Person in Refresher Course in Education conducted by HRD Centre, GNDU, Amritsar in the year 2014-2015.

25. Dr. Harpreet Kaur and Dr. Bindu Sharma gave an extension lecture to school Principals on the topics 'Productivity of schools' and 'Stress Management' in the year 2014.
26. Dr. Indu Sudhir acted as a Resource Person in Orientation Course in Life Long Learning Department, GNDU on Cookery and Best Out Of Waste on 7 January 2015 and 8 January 2015.
27. Dr. Bindu Sharma and Dr. Deepika Kohli regularly participate in LokAdalats for easy access to justice and disposal of pending cases.
28. Dr.Suman Saggu acted as research officer in a national project under MHRD on Educational survey of facilities and strengths of educational infrastructure at state levels in 2012.
29. Dr.Suman Saggu acted as Member of peer review committee of an international peer reviewed journal RJHD.
30. Mrs. Sukhmandeep Kaur conducted a workshop on ' Latest Teaching Methodologies in Mathematics, social studies and science at Sidana International school on March 20, 2014
31. Mrs. Sukhmandeep Kaur delivered Extension lecture on 'Continuous and Comprehensive Evaluation' at Khalsa college of Education, Ranjit Avenue on Feb 20, 2014

The following faculty members have enrolled themselves for their Ph.D. programme:

1. Mrs. AnjuTyagi
2. Miss Parul Aggarwal
3. Mrs. Rajni Gupta
4. Mrs. AmandeepKaur
5. Miss Shefali
6. Mrs. RajwinderKaur

Que 7: Give details of the minor/ major research projects completed by the staff members of the institution in the last five years.

Ans: The details of minor/major research projects completed by the staff member of the institution in the last five years are as follows.

Major Projects/Research Work

In the last five years, research output has greatly increased. The following staff members have already completed their research work

2. Doctorate degree conferred on Mrs.Bindu Sharma in 2011.
3. Doctorate degree conferred on Mrs. InduSudhir in 2011
4. Doctorate degree conferred on Mrs. NirmaljeetKaur in 2012.
5. Doctorate degree conferred on Mrs. GurjitKaur in 2012.
6. Doctorate degree conferred on Ms. SumanSaggu in 2012

7. Doctorate degree conferred on Mrs. Deepika Kohli in 2014
8. Doctorate degree conferred on Mrs. Jyotpreet Kaur in 2016
9. Doctorate degree conferred on Mrs. Jagnoop Kaur in 2014
10. Three members of the staff are about to complete their doctoral theses. They are.
 - a) Prof. Maninder Kaur
 - b) Prof. Satinder Kaur
 - c) Prof. Manpreet Kaur

Many of the staff members are in the process of submitting their synopsis for registration for Ph.D. Programme.

1. Mrs. Amandeep Kaur
 2. Mrs. Anju Tyagi
 3. Ms. Parul Aggarwal
 4. Mrs. Rajni Gupta
 5. Ms. Shefali Arora
 6. Mrs. Rajwinder Kaur
11. The college has applied and got sanctioned the following major projects. The name of the projects are:-
- a) The project on 'Relevance of Gandhian philosophy in Current Scenario' has already been sanctioned by the U.G.C. Under the scheme, the college received annual grant of 9 lac per year for organizing seminars and carrying out projects on Gandhian Philosophy. Processing for its renewal has already started.
 - b) Proposal for establishment of Rabinder Nath Tagore Study and Research Centre under U.G.C. scheme of EPOCH Making Social Thinker of India, has already been submitted.
 - c) Establishment/ Upgradation of U.G.C network resource centre (U.G.C-NRC) during the XI plan.
 - d) Seven of the faculty members have submitted proposals for major research projects under UGC XII Plan 2012-2017. A list of those faculty members is given below:
 - Dr. J.S. Dhillon
 - Dr. Harpreet Kaur
 - Dr. Nirmaljit Kaur
 - Dr. Gurjit Kaur
 - Dr. Bindu Sharma
 - Dr. Maninder Kaur

- Dr. InduSudhir
- e) The college has also submitted proposal for soliciting XII Plan requirements of the college under section 2(f) and 12(B) of the UGC Act (1956).
- f) The college has also submitted Proposals for Minor Research projects under UGC XII Plan (2012-2017) vide Letter No. 12567/A on 30th October 2013. A list of those faculty members is given below:
 - Dr. InduSudhir
 - Ms. RavneetKaur
 - Mrs. AnjuTyagi
 - Ms. GurkiranKaur

It is a matter of pride that the proposals for minor research project submitted under UGC XII Plan (2012-2017) vide Letter No. 12567/A by Dr. InduSudhir and Mrs. RamanpreetKaur was selected. The title of the selected project was 'Infrastructure Facilities and Human Resource Development in Teacher Education Institutions of Punjab in the light of Assessment and Accreditation Process'.

Minor Projects/Research Work

M.Ed: Dissertation work is carried out by M.Ed students in various areas such as Environmental Education, Sex Education, and Adolescent Education, Development of Instructional material and other philosophical, psychological and sociological issues.

B.Ed:

1. Surveys on Social, Psychological, Economic and Environmental problems are carried out by the student teachers.
2. Action research is done by student teachers in their practicing schools.

P.G.D.C.A (Teacher Education):

Projects based on ICT and teaching-learning process are carried out by our students. A list has been appended (vide Appendix – 3D)

5.3 Consultancy

Que 1: Did the institution provide consultancy services in last five years? If yes, give details?

Ans: Yes, the institution provided consultancy services in the last five years. The details are given below:

1. Consultancy services extended to institutions

- a) Guidance to institutions seeking help to get autonomous status.
- b) Guidance to institutions seeking NAAC accreditation.

- c) Guidance to institutions for appointment of teachers/lecturers/principals.
- d) Guidance to various schools and colleges for organization of Extension lectures and workshops.
- e) Consultancy regarding revision of syllabus.
- f) Consultancy services regarding new courses viz. two year B.Ed, two year M.Ed, three year Integrated B.Ed.-M.Ed. and four year B.A.-B.Ed./B.Sc-B.Ed. Programme in accordance to NCTE Guidelines 2014.
- g) Consultancy services regarding Free Legal Aid.
- h) Consultancy services regarding Recruitment of Teachers.
- i) Consultancy services regarding center of examination of other universities.
- j) Consultancy services regarding college library visit of outsiders.

2. The following faculty members have been guiding research work for Ph.D. M.Phil and M.Ed. degrees in education-

- a) Dr. Jaswinder Singh Dhillon (Principal) guides Ph.D., M.Phil. & M.Ed. students from various Universities.
- b) Dr. (Mrs.) Harpreet Kaur guides M.Phil and M.Ed students.
- c) Mrs.Nirmaljit Kaur guides M.Ed. students.
- d) Mrs. Gurjit Kaur guides M.Phil and M.Ed. students and evaluated the Ph.D. Synopsis.
- e) Dr. (Ms.) Bindu Sharma guides M.Ed students.
- f) Mrs.ManinderKaur guides M.Ed students.
- g) Mrs.Vijay Laxmi guides M.Ed. students.
- h) Ms.InduSudhir evaluated the Ph.D. thesis and guides Ph.D. and M.Ed. students.
- i) Dr. (Mrs.) Deepika Kohli guides M.Ed. students.
- j) Ms. Satinder Dhillon guides M.Ed. students.
- k) Mrs. Seema Puri guides M.Ed. students.
- l) Mrs. Navneet Kaur guides M.Ed. students.
- m) Ms. Gurkiran Kaur guides M.Ed. students.
- n) Ms.Ravneet Kaur guides M.Ed. students
- o) Mrs. Anju Tyagi guides M.Ed. students.
- p) Mrs. Ramandeep Kaur guides M.Ed. students.
- q) Ms.Deepti Rani Chaudhary guides M.Ed. students
- r) Dr. Jagnoop Kaur guides M.Ed. students

- s) Ms. Rajni Gupta guides M.Ed. students.
- t) Ms. Parminder Kaur guides M.Ed. students.
- u) Ms. Parul Aggarwal guides M.Ed. students.
- v) Mrs. Harpreet Kaur Bains guides M.Ed. students
- w) Ms. Shafali guides M.Ed. students.
- x) Mrs. Amandeep Kaur guides M.Ed. students.
- y) Dr. Suman Saggu guides M.Ed., Ph.D and M.Phil students.
- z) Ms. Satinder Kaur guides M.Ed. students.

3. The lecturers also guide the research work for the M.Ed students of IGNOU, whose study centre is this institution.

4. The staff members also provide consultancy to the Jamia Millia Islamia, B.Ed. (D.M) students for completion of their assignments and various other projects.

5. College library remains open from 9.00 am to 5.00 pm daily and even on Sundays for students from different colleges and Universities to enable them to consult books and access internet services.

6. Consultancy services in the Psychology Lab is also provided to the students of different institutions by providing guidance and access to different psychological tests to be used for research work and other purposes.

7. Consultancy to schools for use of latest methods/techniques of teaching/ preparation of low cost teaching aids.

8. Consultancy Services for Recruitment of new teachers.

9. Consultancy Services for Free Legal Aid.

Que 2: Are faculty /staff members of the institute competent to undertake consultancy? If yes, list the areas of consultancy of the staff members and the steps initiated by the institution to publicize the available expertise.

Ans: Yes, the staff is competent to provide consultancy services in different areas. The details are given below:-

I a) To provide consultancy to schools for preparation of low cost teaching aids, we have method masters as well as a qualified Art Teacher.

b) To guide school teachers to deal with behavioral problems of school children, we have qualified psychologists.

c) To provide guidance to those students, who are not on college rolls, we have a qualified librarian to help them to make effective use of library resources.

- II a)** To provide research consultancy at different levels, qualified guides/supervisors duly approved by the concerned Universities, are available.
- The college has a placement cell, and the incharge acts as a co-coordinator between school /colleges and the candidates.
 - Extension services are provided to the in-serviceschool teachers by the method masters regarding latest methods and techniques of teaching.
 - The principal of the college being an active member of NAAC/NCTE inspection teams is competent to guide institutions seeking accreditation and affiliation.
 - The principal of the college is Managing Editor of Referred Journal ‘Researcher’s Tandem’
 - The principal of the college is also the member of Advisory Board of Biannual International Referred Journal, GRD Journal of Research.
 - The principal of the college is Coordinator and Life Member of International Conferences being organized by AIAER, IATE and GERA, India.
 - The principal and the vice-principal of the college is an Approved Guide for Ph.D Programme and External Examiner in various universities.
 - The college has Legal Aid Clinic to provide Consultancy Services regarding Free Legal Aid.

- III a)** To provide consultancy to colleges of education regarding organization of camps/ campaigns etc., 4 trained NSS program officers are also available.

The following steps are initiated by the institution to publicise the available expertise.

- The college has created its own website www.kceAmritsar.org which highlights the academic and other expertise of the members of the staff.
- The college publishes its own quarterly research, journal-‘Research’s Tandem’ which advertises the main features of the college, including the consultancy services available.
- Every year college publishes and circulates ‘Handbook of Information’ showcasing the main features and expertise of the staff. The information regarding the consultancy services available in the college is shared with the in-service teachers doing B.Ed and M.Ed from Jamia Milia Islamia and IGNOU (D.M.), during their PCP programmes.
- The college also displays the consultancy services available in and around the campus through Flex Boards and banners etc.
- Information regarding setting up of Help Desk is also published in local newspapers.
- Letters to all schools are sent and information regarding the above said facilities is publicized.

- The college highlights its expert services through Souvenirs/Conference proceedings published on the occasion of all International/National Conferences/ Seminars/Workshops etc.

Que 3: How much revenue has been generated through consultancy in the last five years?

How is the revenue generated, shared among the concerned staff member and the institution?

Ans: The details regarding revenue generated through consultancy in the last five years is given below:

1. No fee is charged by the members of the faculty for research consultancy as research work is considered as a service and mission for the promotion of research work.
2. Nominal fee is charged for providing temporary membership to those who want to avail library facilities.
3. Revenue generated from attestation of testimonials.
4. The rooms in the Heritage Guest House are rented out and thus revenue is generated.
5. The revenue thus generated is spent on the maintenance of the college.

Que 4: How does the institution use the revenue generated through consultancy?

Ans: Revenue generated through library consultancy service is utilized for the enrichment of the library resources. Revenue generated from other sources like Heritage Guest House, attestation, renting out college building for running distance courses (M.Ed., B.Ed.), conducting examination etc. is spent on the maintenance, extension and upgradation of college infrastructure.

3.4 Extension Activities

Que 1: How has the local community benefitted from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO'S and GO's).

Ans: Students are involved in community service through various programmes and activities organized from time to time like:

- a) Community component is a compulsory part of B.Ed.programme.
- b) One day and seven days NSS camps are organized.
- c) NSS volunteers are made to render services at 'Central KhalsaOrphanage' which has been adopted by the NSS Department of the college.
- d) NSS volunteers undertake Adult Literacy Programmes in which they teach the illiterate adults.
- e) NSS volunteers organize Exhibitions and Training Programmes for students for community members on Pot Making, Making Best Out Of Waste, ClayModelling etc.

- f) Blood Donation camp and Eye Donation camps are organized.
- g) Celebration of various National and International Days like AIDS Awareness Day, Human Rights Day, Consumer Awareness Day, Water Conservation Day, International Yoga Day, International Peace Day, International Women Day, Independence Day, Republic Day, National Unity Day, Sadbhavna Diwas, Teachers day, Voters day, etc.
- h) Sensitization of would-be teachers to environmental issues and problems through Documentaries, Seminars, Skits, Choreography, Poster Making, Slogan Writing etc.
- i) Sensitization regarding eradication of social evils like female foeticide, child labour, dowry system, terrorism through above stated activities.
- j) Conducting social surveys on various problems like Unemployment, Drug Addiction, Delinquency, Women Education, AIDS Awareness etc.
- k) Environmental surveys are conducted by the NSS volunteers on problems and effects of global warming, water pollution, air pollution etc.
- l) Spreading awareness about health and hygiene in slum areas.
- m) Spreading awareness regarding Free Legal Aid for the weaker section of the society.
- n) Teaching aids prepared by our students are given to different schools especially Government schools.
- o) For the judgement of various competitions, faculty members are being invited by the various institutions.
- p) The college has Legal Aid Clinic to provide Consultancy Services regarding Free Legal Aid.
- q) Two of the faculty members are the permanent members of LokAdalat and six members of the college have also been trained as Para-Legal volunteers.
- r) Sports day celebration is the regular feature of the college.
- s) Celebration of Independence Day by National Theatre Arts Society, Patiala.

Apart from the above stated activities, the institution acts as a guiding star for the Colleges of Education functioning in the periphery, by acquainting the teachers and the students with the latest developments in the field of teacher education by conducting various seminars/workshops/conferences of National and International level. During the last 5 years, the institution organized the following conferences/seminars/workshops which benefitted the community.

CONFERENCES:

- From 22nd November-24th November 2013, three days 47th International

Conference on ‘Role of Statutory Bodies in Quality Assurance of Teacher Education: A Global Perspective in collaboration with IATE’ was organised by our college. Around 300 delegates from Across the Globe participated and presented papers on five sub themes in five parallel technical sessions. A Souvenir consisting the articles and abstracts by the renowned educationists and delegates of the conference was released during the inaugural ceremony. On this occasion, Awards of Honour were presented to the Eminent Educationists for their meritorious and distinguished services in the field of teacher education.

- From 27th November-28th November 2015, Fourth World Conference of GERA EDUCON 2015 was organised by our college. The theme of the conference was “Education within and beyond the classroom”. Prof. Santosh Panda (Chairman, NCTE) delivered the key note address on this occasion. Dr. B.K Passi (President GERA) highlighted the vision and mission of GERA. Two Eminent scholars viz. Dr. J.N Joshi, Former chairperson NRC-NCTE, Dr. S.K. Thakur (Former Chairperson, NCTE) were conferred upon the Lifetime Achievement Awards. More than 300 educationists, academicians from various parts of India and Abroad participated in this mega event enthusiastically.

SEMINARS

- On 8th February 2011, one day seminar on ‘Career in Media and Entertainment by Balaji Telefilms’ by Abhishek Aggarwal (Regional Edubusiness), MansiBatra, KanchanChoudhary was organized in the college. The seminar aimed at educating students on various exciting career opportunities in Media and Entertainment industry.
- On 28th March 2011, one day UGC sponsored National seminar on ‘Education for Peace Reflection and Action’ was organised by our college. The key speakers included Dr. J.N Sharma (Honorary Director GandhianStudies, PU, Chandigarh) Prof. R.N Paul (PU, Patiala), Dr. K.C. Agnihotri (Director Regional Center, HP University, Shimla), Dr. B.R. Duggar (Professor, Department Of Non-Violence and Peace, Jain VishwaBharti University, Rajasthan), Dr. Masand G.H. Hussain (Iran), Dr. MajidPallah (Tehran).
- On 21st February 2012, one day seminar on ‘Autism’ by NGO from UK “ Hope and Compassion” in collaboration with SSA Amritsar was organised by our college. The key speaker was Dr. Karen Guldberg. She sensitized the elementary teachers. The other resource person was Dr. Wendy Keybright. She talked about the various technologies that could be used for Autistic Children.

- On 24th March 2012, one day UGC sponsored National Seminar on ‘Mahatma Gandhi : Apostle of Global Peace and Harmony’ was organised by our college. The delegates from various universities, colleges presented the paper on various subthemes.
- On 15th December 2012, one day seminar on ‘Role of Youth in Protection of Rights Of Women, Children and Senior Citizen’ was organized. Honorable Chief Justice Mr. AltamiKabir was the Chief guest of the day. The seminar aimed at creating the awareness among the youth for the protection of rights of Women, Children and Senior Citizens.
- From 15th March-16th March 2013, three days seminar on ‘Right to Education: Road map ahead by Guru ArjanDev Institute of Development Studies’ was organized at our college campus.
- From 8th November-9th November 2013, two days seminar on ‘Water and Food Security in India’ in collaboration with Institute of Development and Planning was organized in our college. This was sponsored by Indian Society of Agriculture Economics.
- On 10th June 2015, one day seminar on ‘How to make Amritsar a Beautiful and Clean City’ in association with KES SambhalPracharSanstha and Eco-sikhs commemoration of 438th Foundation day of Holy City, Amritsar was organized by our college. Chief Guest of the day was S. PardeepSabharwal, IAS Deputy Commissioner, Amritsar.
- On 10th October 2012, one day seminar on ‘Say NO to Drugs’ in collaboration with DainikJagran was organised in our college. The seminar was initiated by Prof. LaxmikantaChawla, Ex-Health Minister. The main motto of the seminar was Drug Addiction.

WORKSHOPS:

- From 30th January to 1st February 2014, three days workshop on ‘Patanjali Yoga Practices’ was organized by Khalsa College Of Education, Amritsar. Professor Annette Thygesen from Oslo, Norway provided practical knowledge of Yoga and she acquainted the teachers with various physical and mental Exercises.
- From September 12–14, 2014, three days workshop on Awareness Programme on ‘Power of Sub-Conscious Mind and its Application in the Teaching Profession’ was organized in our college by Mrs. Bindu Chopra and Miss SharanFernandes. During this workshop, they also familiarized the teachers and the students with various Mood management techniques.
- On 16th February 2015, one day workshop on ‘Fancy Art’ was organised in our college by S. Ajaydeep (VidyaMandu), Assam.

- On 5th April 2015, one day national workshop and Panel discussion on ‘NCTE Regulations 2014; Implementations of Teacher Education Curriculum’ was organised by our college. Various concept papers were presented by various experts to throw light on the conceptual framework of NCTE regulations 2014.
- From 27th June to 29th 2015, three days National Orientation Workshop on ‘Teacher Education Regulations 2014: Norms and Standards and New Curriculum Framework on Physical Teacher Education Programmes’ was organized by our college. Focus of the workshop was to provide sensitization and awareness to the Physical Education Teachers teaching in various Universities and Colleges of Physical Education in the Northern states of India.
- On 25th October 2015, Regional Consultation meeting of NCTE on new education policy (Northern) for teacher education was organised by our college. Professor Santosh Panda, Chairperson NCTE was the Chairperson of the meeting. He discussed about the key issues of New Education Policy. The other dignitaries were Prof. N.K Jangira (Former Head and Prof. NCERT), Prof. S.K. Yadav, Academic Consultant (NCTE), Prof. N.K. Ambasht, Former Chairman (NIOS), Prof. Saroj Sharma (Former Dean, Education, Guru Gobind Singh Indraprastha University, Dwarka), Prof. RakeshTomar (Undu Secretary, NCTE). They gave their valuable suggestions in the Technical sessions.

CELEBRATION OF CULTURAL EVE:

- On 21st February 2012, The fourth Amritsar International Folk Festival in collaboration with Punjab Cultural Promotion Council was organised by our college. Group of 5 artists from Budapest Hungary performed Gypsy Folk Dances of Hungarian people. The Amira Act Co. Gatka Team gave a performance on this occasion.
- On 24th September 2011, A cultural bonanza was organised by the artists from Pakistan- MunirHussainShakar, Abad Ali Abad, Ali Farhan, Asif Ali Khan, ZameerUl – Hasan ,GulabSabarMehndi to strengthen the cultural bond with our neighbourly country.
- On 12th November 2011, International Folk Festival was organized in collaboration with Punjab Cultural Promotion Council at our college. A group of 9 Ecudarrian Artists performed their Folk dances and Music. College students also performed Rajasthani and Punjabi folk dances.
- On 13th January 2012, 5th International Folk Festival was organised in collaboration with PC by our college. Chief guest of the festival was Mr. VimalSethia, DT group of 14 members

from Mariachi Imperial (USA) and 14 members from LZA Serocha Polish showcased their Folk Dance.

- 4th KCE International Folk Festival was organised in the college premises. Welcome Dance was presented by students of Shri Guru Harkrishan Public School. On this occasion, a group from CZECH Republican presented their folk dance .BibaJahangeetkaur, Algoza Maestro also presented Folk Orchestra.

COMPETITIONS AND ACTIVITIES

- On 8th March 2011, International Women's Day was celebrated by our college with the legal services. Chief Guest was Hon'ble S.S. Panesar, Civil Judge Secretary District Legal Services Authority, Amritsar. Madam Rajni Joshi, Advocate threw light upon the various sections under Domestic Violence Act.
- On 11th March 2011, Inter college Essay and Speech competition was organized in collaboration with the Punjab Rural Education Promotion Council (NGO).
- On 15th August 2011, Independence day was celebrated. Guest of Honour was Mrs. Tara Gandhi Bhattacharya, Grand daughter of Mahatma Gandhi. She shared with the audience some of the important aspects of Gandhiji's life and experiences.
- On 6th September 2011, a discussion on 'Framework of M.Ed Curriculum in Semester Mode' was held with Dr. S.P Malhotra and Dr. G.M Malik. The participants from different colleges of education clarified their doubts cleared regarding the research.
- On 10th December 2011, The International Human Right Day was celebrated in the college. Dr. BaljitKaur, National Trainer Family Planning Civil Hospital, Amritsar sensitize the students about the Evil of Female Foeticide.
- On 19th December 2011, An Inter school Declamation Contest was organized in the college hall.
- On 16th January 2012, an Interaction of students with Maggi Shewarlt, Director of Central Board Of Education and Counselling, Poland was held in the college. The delegates threw lights upon the various opportunities available in Poland specially in Higher and Professional Education.
- On 23rd January 2012, awareness campaign on 'National Voter Day : An Ethical Voting' was organized in our college in collaboration with Legal Literacy Club.
- On 28th February 2012, National Science Day was celebrated in collaboration with Bhaskar Foundation for the promotion of Research and Science. The chief guest of the day was Dr. Adarsh Pal, Head & Dean, Botanical& Environmental Sciences.

- From 26th October to 27th October 2012, District Level Inter-college Competition was organized in collaboration with Legal Literacy Club. The major items were Declamation contests, Poetical Symposium, Documentaries, Slogans, Posters, Photography competitions.
- On 20th February 2013, a Training Programme on ‘Juvenile Jurisprudence, Child psychology and Human Behaviour’ was organised for advocates in our college. The resource persons were some of the faculty members of our college.
- On 10th May 2013, the Legal Aid Clinic was established in the Educational Clinic of our college to provide Legal and Guidance services to General public. Honable H.S. Madaan (District Session Judge) was the chief guest. Sh. A.K. Aggarwal discussed his views on the concept of Legal Aid Clinic.
- On 26th August 2013, Awareness Programme on ‘Legal Aid Clinic’ was organised by the college. The incharge of this programme was Dr. GurjitKaur, the NSS Coordinator. On this day, Mr. A.K. Aggarwal (CJM) sensitized the students and faculty members with the LokAdalats and Free legal services available for the common masses.
- On 11th December 2013, a team of delegates headed by Mr. Bhupender Singh Chudasama, Education Minister of Gujarat visited the college to discuss the possibilities of students and teachers.
- On 20th December 2014, an Awareness Campaign on ‘BetiBachao, BetiPadhao’ was organized by our college. Chief guest of the day was S. VarunNagpal (Member Secretary, District Legal Services Authority, Tarn-Taran). Dr. BaljitKaur, National Trainer Family Health gave the speech on the occasion for sensitizing the students about need of girl’s education.
- On 23rd January 2015, an Investor Awareness programme was organised in our college by 21st century HRD society (regd.). The key speakers of the day was S. Jagtar Singh, AtulPuri, Sri Ashwani Kumar Sharma and they delved in detail on the importance of making investments.
- On 18th April 2015, an Awareness Programme on Refer Coaching and Monitoring Programme was organised by the college under the Aegis of the meditation and conciliation project by Committee, Supreme court of India and Punjab Legal Services Authority. The key speakers were S. Gurbir Singh (District And Session Judge), Mr. GirishBansal (Member Secretary, State Legal Services Authority, Amritsar), Mrs. Neerja Bhatia

(Additional District Session Judge) and Mr. Deepak Dhingra (Advocate) were the resource persons of the day.

- On 17th September 2015, an extension lecture on ‘Legal Issues and Women Empowerment’ was organised by the college. Chief Guests were S. Gurbir Singh Ji, Learned District And Session judge cum Chairman, District Legal Services Authority, Amritsar and Mrs. Girish Bansal, CJN cum secretary, DLSA. They discussed the various Legal Issues related to Women Empowerment.
2. Many of these extension activities are carried out in collaboration with NGO’S and GO’S.
 - a) Volunteers from PushpaGuzral Science City and Punjab State AIDS Control Society, Chandigarh visit our institution from time to time and deliver lectures on HIV/AIDS awareness.
 - b) ‘Red Ribbon Society’ of the college under the guidance of Dr. Bindu Sharma is spreading awareness regarding HIV/AIDS.
 - c) Three of our student participated in Poster Making Competition organized for Consumer Welfare Forum, Amritsar (an NGO) in the year 2010. Sh. Vijay Mehra, General Secretary, Amritsar consumer welfare forum regularly visits our college and creates awareness among students and staff regarding consumer rights.
 - d) To acquaint the students with distorted sex ratio in Punjab, the college organizes seminar on Female Foeticide every year, in which Dr. BaljitKaur, a state trainer, NSV and family planning is invited as resource person.
 - e) Our students participated in National Pulse Polio Campaign under the leadership and supervision of Dr. BaljitKaur, State Trainer for Family Planning.
 3.
 - a) A ten days programme of ‘First Aid and Home Nursing’ was organized by Indian Red Cross society, Amritsar to equip our students with ways and means of handling emergencies of accidents disasters.
 - b) ‘Blood Donation Club’ of the college regularly organizes Blood Donation Camps in collaboration with Khalsa College of Nursing, Amritsar.
 - c) The members of the ‘Eye Donation Club’ of the college motivate public in general and students in particular to pledge their eyes for the cause of humanity.
 4.
 - a) Our institution has close ties with ‘Punjab Human Rights Commission’. Members of this commission are invited every year to sensitize the students especially on Human Rights Day.
 - The Communal Harmony Campaign and Flag Day is observed every year in the college in association with National Foundation for Communal Harmony, New Delhi.

- The NSS units of the college initiated the programme of Swacch India Abhiyan launched by prime minister of India on October 2,2014.
- One of our senior teachers delivered a lecture on ‘Adolescents-Their Needs and Problems’ at special adventure camp, organized by Nehru Yuva Kendra Sangathan, an Autonomous Body under the Ministry of Youth Affairs and Sports, Government of India.

Que 2: How has the institution been benefitted from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

Ans: Networking between the institution and the community has proved to be beneficial for the institutional development.

Extension lectures by The Renowned Personalities

- On 13th October 2011, an extension lecture by Kuldeep Singh Dheer on ‘Role of Stakeholders in Teaching and Learning process’ was delivered to sensitize the students and teachers.
- On 31st March 2012, an extension lecture by the Delegates from North Field Mount Herman, an independent school in Western Massachussets was organized by the college for spreading awareness among the masses about the global issues and the main focus was on different religion and the values enshrined in them.
- On 5th September 2012, an extension lecture by Prof. P.K. Sahoo, Professor and Head Department of Education, University of Allahabad, Allahabad was delivered to sensitize the students for identification of their research area and research problem.
- On 6th September 2012, an extension lecture by Prof. N.K. Das was given on ‘Interactive Pedagogy Reflections on Theory and Design’. He threw light on the meaningful interactions which helps in facilitating learning and also emphasized on adopting various types of techniques that can be used to make teaching learning process more effective.
- On 22nd September 2012, an extension lecture on ‘Avenues in Army’ was delivered by various Army officials. The basic purpose was to motivate the youth to join the Army.
- On 26th November 2012, an extension lecture by Dr. G. Vishvanath, VC, Tamil Nadu Teacher Education University, Chennai was organized in the college for familiarizing the teachers above the importance of ICT in teaching.
- On 4th February 2013, an extension lecture by Prof. P.K Sahoo on ‘How we can re-design teacher education programme’ was delivered in our college. He emphasized on the interdisciplinary approach which should be used in education for bringing qualitative improvement in teacher education.

- On 25th February 2013, an extension lecture by Dr. K.K. Sharma, President of Council for Teacher Education, Haryana on 'Latest Trends in Qualitative and Quantitative Research' was delivered.
- On 18th July 2013, an extension lecture by Dr. Haneet Gandhi, Associate Professor, Department of Education, Delhi University on 'How to select research problem' was delivered. She also discussed about the various steps involved in the research process.
- On 6th July 2013, an extension lecture by Mrs. Gopika Chopra, CKD Institute of Management & Technology on 'Various Aspects of Personality and Behaviour' was delivered. She also threw light upon various techniques use for the development of personality.
- On 9th August 2011, an extension lecture by Dr. Balwinder Singh, Head, Guru Ram Das School of Planning, GNDU on 'My City My Pride My Responsibility' was delivered. He also sensitized the students about the ways to protect and concern our heritage.
- On 26th August 2013, an extension lecture by Mr. A.K. Aggarwal, CJM on 'Free Legal Services Available for Individuals' was delivered. He also sensitized the students and faculty members about LokAdalats.
- On 5th October 2013, an extension lecture by Dr. Raghubir Singh Bains on 'Drug Addiction and other Social Evils'.
- On 9th October 2013, an extension lecture by Dr. Inderjeet Singh, Professor, Department of Religious Studies, KCE on 'Divinity' was delivered.
- On 22nd October 2013, an extension lecture by Officials of AZIM University on 'Role of Youth for a Better India' was delivered. They acquaintice with latest surveys and data on the same.
- On 16th January 2014, an extension lecture by Dr. BaljitKaur, Senior Medical Officer and National Trainer on 'AIDS' was delivered. He also created awareness among the students on AIDS.
- On 18th January 2014, an extension lecture by Dr. Balwinder Singh, Head, Guru Ram Das School of Planning, GNDU on 'Tangible and Intangible Heritage of Sikhs; Need for its documentation and Conservation' was delivered.
- On 11th August 2014, an extension lecture by Dr. SujataBhan, Professor, SNDT Women College of Education, Mumbai on 'Inclusive Education' was delivered. She threw lights on various practices and issues of Inclusive Education.

- On 6th September 2014, an extension lecture by S. Inderjeet Singh, Professor, Department of Religious Studies on ‘Mann Jeetay Jag Jeet’ was delivered. He also threw light upon the dogmas and myths prevailing in our society in the name of religion.
- On 20th December 2014, an extension lecture by Dr. BaljitKaur, National Trainer, Family Health and ShriVarunNagpal, Member Secretary, District Level Service Authority, Tarn-Taran on ‘BetiBachao, BetiPadhao’ was delivered.
- On 23rd January 2013, an extension lecture by S. Jagtar Singh, HRD Society and AtulPuri, ShriAshwani Kumar Sharma on ‘Importance of Making Investments and the various Avenues to do so’ was delivered.
- On 2nd February 2015, an extension lecture by Experts from Cambridge Academy, Amritsar on ‘Communication and Interview Skills’ was delivered.
- On 5th February 2015, an extension lecture by Dr. Gurvinder Singh, Cosmetic Surgeon, Hartej Hospital, Amritsar on ‘Recent Advances in Cosmetic Surgery was delivered. They also acquainted the staff with Face lift, Rhinoplasty, Cryptotia, Rhynophyma, Scarrevision etc.
- On 18th April 2015, an extension lecture by Mrs. NeerjaBatra, Additional District and Sessional Judge on ‘Meditation and Conciliation’ was delivered.
- On 27th April 2015, an extension lecture by Dominick Dendooven, Belgium on ‘Contribution of Sikhs in World War 1st & 2nd’ was delivered. He also showed Historical pictures of Soldiers and Weapons used in different locations in the world through Powerpoint presentation.
- On 27th October 2015, Extension lecture by Dr. Sonia Heldested, Stockholder, Sweden on ‘Personality Development’ was delivered. She sensitized the students with important topic for Personality Development and also talked about Interview Skills.
- Feed back from the heads of the various institutions help us to revise and reconstruct our programmes and policies in the institutions.

Que 3: What are the future plans and major activities the institution would like to take up for providing community orientation to students?

Ans:The college undertakes many activities to provide community orientation to the students like Water Management Problem, Environment Pollution, Health Issues, Agricultural Problems, Food Scarcity, Traffic Problems, Moral Degradation, Skewed Sex Ratio Problem, Cleanliness Issues, Problem of Criminals/Delinquencies tendencies among youth etc. In future, the college intends to undertake extensive programmes of longer duration on these and other problems faced by the community. As students are in the institutions for merely one year the college can not undertake extensive programmes, however the college would like to sensitize the students regarding various

problems and issues of the community and motivate them to take the initiative of their own in future since B.Ed Programme has been extended to two years.

Que 4: Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Ans: Yes, the institution completed projects related to the community development as mentioned below:-

❖ **Heritage Guest House**

A major project of construction of Heritage Guest House was undertaken in the year 2007 and successfully completed in the year 2009 for the preservation of Cultural Heritage of Punjab. It is serving dual purpose of providing glimpses of Punjabi Culture as well as it provides comfortable accommodation at affordable rates to the community at large.

❖ **A Project on Conservation Of Energy**

Keeping in mind the community needs, for energy conservation, another major project of Installing Solar and Wind Hybrid System was undertaken in the year 2009 and is working successfully.

❖ **Replacement of traditional source of electricity**

In order to conserve and save energy, the institution made an effort to replace traditional source of electricity with CFL/LED lights.

❖ **Tree Plantation Drive**

Keeping in mind the deteriorating environmental conditions, the institution always takes an initiative to plant trees and beautify their surroundings. For this purpose, NSS Volunteers from time to time plant trees in the campus as well as nearby areas.

❖ **Swachh Bharat Abhiyan**

The institution launched the Swachh Bharat Abhiyan on 2nd October 2014 in line with National Swachh Bharat Mission. Since then, the volunteers of the college are working tirelessly to spread the message and create awareness among the masses.

❖ **AIDS Awareness Campaign**

Every year on 1st December, the college organizes seminar and campaign on International AIDS Awareness Day to sensitize the would-be teachers and the masses.

❖ **Voter Awareness Day**

Every year on Voters day, the college organizes the Poster Making Competition to create awareness among would-be teachers as well as masses to be a responsible and aware voters.

❖ **Go Green**

To reduce paper clutter in the college and to save environment, the college has opted for E-Governance i.e. minimum use of paper in official work. Moreover, the students are also encouraged to opt for the use of E-Books, E-Magazines and E-Newspapers.

Que 5:How does the institution develop social and citizenship values and skills among its students?

Ans: The College develops social and citizenship values and skills among the students through involvement, exposure and instruction. The following activities are organized..

1. Celebration of National festivals like Independence Day, Republic day, Voter Day, SadbhavnaDiwas, Teacher's Day, Gandhi jyanti, Environmental Day, Earth Day, Human Rights Day, AIDS Awareness Day, etc.
2. Festivals of different communities are celebrated in the college.
3. Extension lectures on moral education are organized. The institute undertakes a number of projects which develop the above stated values in the students.

3.5 Collaborations

Que 1:Name the National Level Organizations, if any, with which the institution has Established linkages in the last five years. Detail the benefits resulted out of such linkages.

Ans: The following are the details of linkages with National and State level organizations:-

Linkage at National Level

✓ **MHRD:**

- The principal of the institution is the co-ordinator and the Principal Investigator of E-Modules for E-Pathshalas under National Mission on Education through ICT initiated by MHRD on various topics across different subjects for Post-Graduate classes. Faculty members have prepared e-modules under this ambitious project of Govt. of India. A list has been appended (vide Appendix – 3B).
- To create awareness among student teachers about cleanliness habits, a NukkarNatak was played by the volunteers of the 'Dastak' under the campaign 'Sawacch India Abhiyan' in the month of February 2015 was sponsored by MHRD.

❖ **NAAC:**The principal of this institution is an active member of NAAC. He is National Assessor of NAAC.

❖ **NCTE:**The principal of this institution is member of committee constituted by NCTE for granting affiliation to colleges of education. He is also the Educational Expert of Northern Region (NCTE).

- ❖ **NUEPA:** Dr. Veera Gupta and Dr. S.P. Malhotra, Professor, Department of Education, NUEPA are the visiting faculty of our institution.
- ❖ **AIAER:** All the faculty members of this institution are life members of All India Association of Educational Research.
- ❖ **IATE:** The principal of the institution is the Regional Secretary of IATE. All the faculty members of this institution are the life members of Indian Association of Teacher Educators. Three days 47th International Conference of IATE on the theme 'Role of Statutory Bodies in Quality Assurance of Teacher Education: A Global Perspective' was organized by the institution from 22-24 November, 2013.
- ❖ **GERA:** The principal of the institution was the coordinator of the Fourth World Conference of GERA-Educon 2015 organized in the institution from 27-28 November, 2015. The theme of the Conference was 'Education: Within and beyond the classroom'.
- ❖ **IGNOU:** This institution also acts as a programme center for M.Ed (DM). The resource persons from IGNOU are invited by the institution to deliver extension lectures, from time to time.
- ❖ **Jamia-Milia-Islamia:** This institution acts as center for B.Ed (DM). The resource person from this University is also invited from time to time to deliver extension lectures.
- ❖ The college acts as Examination Center for UGC (NET), XATE (Xavier Aptitude Test, Jamshedpur), Banking, Railways, BSF, and other institutions.
- ❖ **Ministry of youth Affairs and Sports Govt. of India:** Three of the faculty members attended the training programme of NSS organized by Ministry of youth Affairs and Sports Govt. of India, India.
- ❖ **Council of Teacher Education:** All teachers are member of Council of Teacher Education. Under Teacher Exchange Programme, Dr. K.K. Sharma, President of CTE, Haryana delivered a lecture on 'Latest Trends in Research in Education' on 25 February, 2013.
- ❖ **Colleges of Education:** We have close ties with the renowned colleges of Education of India. From time to time, Principals, Faculty members and students visit our institution. A group of 100 students from RadhaKrishanan College of Education and Mahavir College of Education, Rajasthan visited our college, under the student exchange programme. We organize Inter-College competitions and also participate in competitions organized by other colleges of education.

- ❖ **North East Cultural Zone:** We have cultural contacts with North East Zone cultural centre, Dhimapur and North Zone Cultural Centre Patiala. The artists from those states performed their folk dances in the college.
- ❖ **National Foundation for communal Harmony:** We are directly linked with National Foundation for communal Harmony, New Delhi. We contribute funds and observe Communal Harmony Flag Day on 25th November every year.
- ❖ **Departments of Education:** Eminent educationists from Punjab University, Chandigarh, Punjabi University, Patiala, Kurukshetra University, Kurukshetra, Jammu University, and Lucknow University often visit our college and update our knowledge on various issues and problems of teacher education.

Linkages at State Level

- ❖ Punjab Legal Services Authority, Chandigarh in collaboration with District Legal Service Authority, Amritsar has set up Legal Aid Clinic in the institution since May 10, 2013 with an objective of easy access of justice to all. The Legal Aid Clinic of the institution renders free legal services to weaker sections of the society. District Legal Service Authority Amritsar organized Youth Festival to literate the youth about their legal rights and to create awareness among masses.
- ❖ The institution has strong linkage with Department of Education, GNDU, Amritsar. The faculty frequently attend Ph.D viva-voce conducted by the Department. Faculty members of Deptt. of Education, GNDU, Amritsar are invited for the extension lectures in the College.
- ❖ The institution has linkage with UGC sponsored Human Resource Development Center, GNDU, Amritsar. From time to time the Principal of the institution is invited by the center to organize and co-ordinate various workshops/seminars/short term courses/General Orientation Courses/Refresher Courses etc. related to Teacher Education Programmes. The faculty members of the institution are also invited by HRD Center to act as resource person in General Orientation Courses/ Refresher Courses etc.
- ❖ The institution has close linkage with PCPC for the promotion and exchange of Punjabi culture; troupe from other countries often visit this college and showcase their talents.
- ❖ Our students visited the Punjab Darshan Photo Exhibition organized by Creator Academy (Phonetics) at Art Gallery, Amritsar.
- ❖ Guru Gobind Singh Study Circle, an organization which works for the propagation of Sikh philosophy is associated with our institution. The scholars from this organization are invited to deliver religious discourses and also conduct moral education based

examination to award scholarships to the students. Moreover, Shiromani Gurdwara Prabandak Committee, a mini parliament of Sikh community also conduct exams on moral education and our students enthusiastically appear in the exams conducted by them.

- ❖ The students of our institution are members of Red Ribbon Club of PushpaGujral Science City, District Kapurthala.
- ❖ The college has close linkage with a number of Educational Institutions, NGO'S and clubs and collaborates with more than twelve Higher Secondary schools throughout the year for teaching practice.

All these linkages at the National & State level enrich and update the knowledge of the faculty and students. It also broadens our perspective.

Que 2: Name the International Organizations, with which the institution has established any linkage in the last five years. Detail the benefits results out of such linkages.

Ans: The following are details of International linkages:

International Linkage: Guest lecturers and resource persons from foreign Universities are invited in the last five years. The following resource persons visited our college and interacted with the students.

- 1) Dr. Karen Guldbery, member of NGO, Hope & Compassion, UK.
- 2) Delegates from Northfield Mount Herman, an independent school in Western Massachusetts, US.
- 3) Dr. Sonia who is running an NGO the 'Western and India Cultural Association' in Sweden, visited the institution and organized the Personality Development Workshop for student teachers.
- 4) S. Bhupinder Singh from Holland is a regular visitor of the institution and gave scholarship to the meritorious students every year.
- 5) Dominick Dendooven from Belgium visited our institution and delivered a lecture on 'Contribution of Sikhs in World War 1st & 2nd' through Powerpoint presentation.

Que 3: How did the linkages if any contribute to the following?

Curricular Development, Teaching, Training, Practice Teaching, Research, Consultancy, Extension, Publication, Student Placement.

Ans: Besides broadening the perspective of students and teachers, every aspect of the course is enriched through such linkages. These linkages result in updating of knowledge and understanding of new trends concerning Curricular Development, Teaching, Training, Practice Teaching,

Research and Evaluation. Moreover, such linkages contribute to consultancy extension, Publication and student placement by:-

Curriculum Development:

- Two Teachers of the institution are nominated as members of Faculty of Education, GNDU, Amritsar who regularly attend the meetings for updating the syllabi of B.Ed., M.Ed., and PGDCA (TE).
- Khalsa college of Education in collaboration with Regulatory as well as professional bodies of Teacher Education, viz. NCTE, NAAC, AIAER, IATE, GERA organizes Workshops/ Conferences/Seminars/ Consultative meetings for the construction/revision and up-dation of curriculum of B.Ed., B.P.Ed., M.Ed., and PGDCA (TE), from time to time. For detail refer to Question No.3.4(1).

Teaching:

Such linkages are useful for arranging lectures on diverse topics for the personal and professional development of teacher trainees as well as teachers.

Training:

- The faculty of the institution has benefitted from the special training programmes organized by INTEL to prepare the teachers to adopt Project based approach
- The faculty and the students of the institution were benefitted from the the research orientation programme experts from other universities.
- The students and the faculty of the institution were benefitted from the training programmes on ‘personality development’ organized by Mrs. Bindu Chopra and Miss SharanFernandes.
- The students and the faculty of the institution were benefitted from the three days workshop on ‘Patanjali Yoga Practices’ organized byProfessor Annette Thygesen from Oslo, Norway.
- The students and the faculty of the institution were benefitted from thetraining programmeof “Clay Modelling” by Dr. O.P. Verma, Retired Art Lecturer, Medical College, Amritsar.

Practice Teaching:

The institution has identified reputed schools of the city for internship programme of student teachers. The linkages with these schools are helpful in the following ways:

- ✓ The teacher trainees get familiar with work culture of schools.
- ✓ The teacher trainees also get chance to interact with head of the institution, teachers and students.
- ✓ They get opportunity to practice their teaching skills in the actual class-room situation.
- ✓ They get an opportunity to be identified as the future faculty of the school.

Research:

- The students and the faculty members of the institution are benefitted by the seminars/workshops/conferences organized by various research agencies and associations actively involved in the promotion of research in Teacher Education viz. AIAER, IATE, GERA.
- The institution has strong linkage with Department of Education, GNDU, Amritsar. The faculty frequently attend viva-voice of Ph.D. conducted by the Department of Education, GNDU, Amritsar which is of great benefit to the research scholars and faculty members.

Consultancy:

- The faculty members and students get benefitted from library services, free legal services.
- The faculty members and students get benefitted from the lectures of the experts related to different fields arranged by the institution.

Extension:

- The faculty members and students get benefitted from the seminars/ workshops/conferences/ guest lectures to promote the activities on research, environmental awareness, health and hygiene, yoga training, AIDS Awareness, social and community development programmes.
- The Teachers and the students are motivated to participate in these activities arranged with the help of various NGOs and GOs.

Publications:

The faculty members get benefitted from the publications of the institution, since they get an opportunity to publish their own articles/research papers in these journal, souvenirs, books.

Student Placements

- Since the institution has strong linkages with many reputed schools of the city, the students get an opportunity to have better placements in job market through campus placements.
- The principal of the institution is the active member of national and state bodies, therefore he act as guiding star for the job seekers of the institution.

Que 4: What are the linkages of the institution with the school sector? (Institute-school-community networking)

Ans: The College works in close co-ordination with the schools and community.

- ❖ The principal is member of Board of Director of many reputed Schools of the city.

- ❖ The principal is also Honorary Secretary (Educational Committee), Chief Khalsa Diwan, Amritsar, a renowned organization working for the cause of spread of education throughout the Punjab region.
- ❖ The institution runs two years, B.Ed. (DM) programme for untrained in-service teachers. It also runs two years Post Graduate Degree in Education (M.Ed., DM, and IGNOU) for in-service teachers.
- ❖ The institution has linkage with Govt. aided and Private schools and sends the student teachers for teaching practice cum internship programme to these schools. The college has also adopted these practicing schools and undertakes in these schools the task of beautifying the campus, providing them required teaching aids, organizing seminars, providing financial assistance to the needy etc.
- ❖ The faculty members are the members of the Parent-Teacher Association of various schools of the city.
- ❖ The faculty members also act as resource persons and members of the university committee.
- ❖ The students of B.Ed and M.Ed are sent to different schools for their project work.
- ❖ The institution also invites resource persons from universities, colleges and schools to deliver extension lectures.
- ❖ Most of the schools have Principals/Headmasters and they are alumni of this college, so we maintain cordial and mutually enriching relationship with them –senior teachers and the Principals from these schools are often invited to discuss the current issues and problems and methods of teaching.
- ❖ The principal and senior faculty members are invited by much management of schools and colleges to act as members of selection committee for recruitment of teachers.
- ❖ College lecturers are often invited by school authorities for orientation and conducting workshops on teaching methodologies for their inservice teachers.
- ❖ Our lecturers are appointed as judges for various 'Skill in Teaching Aids Competition' by other Universities.

Que 5: Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Ans: Yes, the faculty is actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The faculty dealing with the subject methodology visits the co-operating schools during the internship program and interact with the concerned subject teachers and discuss various aspects related to student teacher practice.

The student teachers take the portions to be taught in different subjects during teaching practice programme from the school teachers. The faculty takes the feedback from the school teachers and gives necessary suggestions to the student teachers to improve their performance. The heads of the schools evaluate the performance of the students and allot marks for their performance. Apart from this, the head of the institution also evaluates the daily activities carried out by the student teachers and their behaviour and allot marks for the same. The student teachers maintain a Teaching Practice cum Internship Diaries (TPID) which is duly signed by the head of the schools daily.

- Moreover, the faculty always takes suggestions from the schoolteachers for improving the performance of the student teachers. The school teachers are at 5 times appointed as the external examiners to conduct B.Ed. final practical examination.
- The school teachers are at times appointed as the external appointed as the external examiners to conduct B.Ed. final practical examination.
- The faculty gives full freedom to the school teachers to evaluate the performance of the student teachers.
- The heads of the institutes also invited for extension lectures and in the various programs conducted by the institute.
- The faculty helps the co-operating schools in conducting the science fairs and exhibitions.
- The faculty always gives suggestions to the school teachers whenever they are in need.
- Resource persons from the other colleges and universities are invited to deliver extension lectures to the B.Ed. and M.Ed. students.
- The college's faculty attends the workshops and seminars conducted by the other colleges.
- The lecturers also attend the refresher courses and orientation programs conducted by the university from time to time and they also attend to the duties assigned by the university such as conducting the examinations, evaluating the examination papers of the B.Ed. and the M.Ed. students.
- Some of the faculty members have also prepared the material for the courses offered by JamiaMilliaIslamia for B.Ed. (DM), and IGNOU for M.Ed. (DM)
- The faculty members visit various schools and colleges of education to deliver extension lectures on various topics.

3.6 Best Practices

Que 1: How does the major measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities during the last five years?

Ans: The following measures have been adopted by the institution to enhance the quality of Research, Consultancy and Extension activities.

1. An extension lecture by Prof. P.K. Sahoo, Professor and Head Department of Education, University of Allahabad, Allahabad was delivered on 5th September 2012 to sensitize the students for identification of their research area and research problem.
2. An extension lecture by Dr. K.K. Sharma, President of Council for Teacher Education, Haryana on 'Latest Trends in Qualitative and Quantitative Research' on 25th February 2013 was delivered.
3. An extension lecture was delivered by Dr. Haneet Gandhi, Associate Professor, Department of Education, Delhi University on 'How to select research problem' on 18th July 2013 where she discussed about the various steps involved in the research process.
4. The teaching staff members attend various refresher courses, orientation courses, workshops and seminars to update their information and in turn improve the quality of research in the college.
5. Excellent library facilities in the form of E-library resources and offline library are available for the staff and students where the students can freely access E-Journals, E-Books, E-Newspapers, E-Magazines, E-Dictionaries, E-Encyclopaedias anywhere and anytime.
6. There is unlimited access to internet.
7. The college publishes its own Research Journal 'RESEARCHER'S TANDEM' which is available in the printed as well as online form and is cited on Google Scholar and Indian Citation Index.
8. Educational research encourages stimulating research that clarifies the concept of learning to live together and its implication in the field of education.
9. Under extension activities, national programmes are always emphasized viz. Celebration of International Yoga Day, Initiation of Swacchh Bharat Abhiyan.
10. Separate Resource Centre has been set up for easy access to e-resources and reference material.
11. Institution has subscribed 8 online journals (5 International, 3 National).
12. Institution provides services to the teachers and students to freely access infotech online library for the promotion of their research work.

13. Institution acts as a nodal centre for providing consultancy services since it is chosen by NCTE for conducting National and Regional level meetings.
14. Apart from celebrating National and International days, college takes initiative to put to practice new programmes launched by Government of India viz. Celebration of Yoga Day, launch of 'BetiBachaoBetiPadhao', 'Swacch Indian Abhiyan'.

Que 2: What are significant innovations/ good practices in Research, Consultancy and Extension activities of the institution?

Ans: The following are the significant innovations/good practices in Research, Consultancy and Extension activities of the institution:-

Quality of Research

1. The college publishes its own freely accessed referred,nationally peer-reviewed Research Journal 'RESEARCHER'S TANDEM'with ISSN No.2230-8806. The research journal is under the process of getting its Impact Factor. It is cited under Google Scholar and Indian Citation Index.
2. Eminent educationists of the country (Dr. Cynthia Pandian, Dr. Latha Pillai, Prof. Vibha Joshi, Dr. S.P. Malhotra Dr. Debjani Sengupta, Prof. Nandita Singh, Dr. Ramesh Kothari, Dr. U.C. Vashishta and Dr. Mintu Sinha) are the members of advisory board of research journal quarterly published by the College.
3. The teaching staff members attend various orientation courses, refresher courses, workshops, conferences and seminars organized by Universities and UGC to update their information and in turn improve the quality of research in the college.
4. Excellent library facilities in the form of E-library and offline library are available for the researchers and latest research books are purchased and journals are subscribed for the enrichment of library resources.
5. The facility of free and unlimited access to internet is available in the college to help the researchers to download latest information, pertaining to their area of research.
6. The faculty members of the institution are also encouraged to publish their research papers and an article in their own research journal 'Researcher's Tandem' since no fees is charged from them.
7. Organization of workshops on 'Research Methodology', to acquaint the researchers with the latest trends and techniques in research.
8. Organization of international and National Seminars on problems issues/challenges, innovations in the field of teacher education including research.

9. Extension lectures by eminent scholars in the field of research.
10. Publication of research papers/articles in National and International journals.

Promotion of Research

1. The college managing committee has made it mandatory that all teachers who join this institution to get themselves enrolled for the doctorate degree within one year and complete it within three years.
2. Dissertation is compulsory for M.Ed. students.
3. Temporary Library membership is given to outside students, pursuing research.
4. The college provides consultancy services for undertaking research work /projects. The senior members of the faculty guide/supervise research at different levels—M.Ed, M.Phil and Ph.D.
5. Students pursuing M.Ed through DM (IGNOU) are assigned guides from the institute.
6. Institution provides services to the teachers and students to freely access infotech online library for the promotion of their research work.

Extension Services

1. Regular visit to ‘Central Khalsa Orphanage’ near the college and Pingalwarato understand Psychology and problems of orphans and blinds and to render needed services to them.
2. Organization of campaigns to sensitize the masses regarding social/Environmental Issues and problems.
3. Legal Aid Programmeis undertaken by the N.S.S volunteers.
4. Organization of national and international Cultural Events.
5. Inviting experts and students from different Universities of the world, to interact with our students.
6. Inviting Alumni/Heads of the institutions for sharing of their experiences.

Additional information for Reaccreditation/ Reassessment

Que 1:What are the main evaluative observations / suggestions made in the second assessment report with reference to Research,Consultancy and Extension and how they been acted upon?

Ans. The report of the first accreditation did not suggest any improvement in this criterion; however, the college has made conscious improvements in theResearch, Consultancy and Extension.

Que 2:What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Publication of preferred nationally peer-reviewed Research Journal 'RESEARCHER'S TANDEM' with ISSN No.2230-8806. The research journal is under the process of getting its Impact Factor. It is cited under Google Scholar and Indian Citation Index.
2. Organization of workshops, seminars (National and International) for re-designing and re-construction of curriculum in the light of guidelines provided by NCFTE (2014).
3. Establishment of UGC funded Gandhian Research Centre.
4. Continuation of cultural exchange programme with Greece, France, Russia, Bulgaria etc.
5. Renovation and Extension of the college building and labs. (Criteria IV).
6. Under the scheme of Relocation of Physical Education Colleges, the institution has taken initiative for their merger
7. Strengthening of linkage with schools by inviting students, teachers and principal to college functions.
8. Institute adopt the concept of 'GO GREEN' and promote paper less work through e-governance, e-library and accepting the assignments from the students through e-mails.

CRITERIA-IV-INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

Que 1: Does the Institution have the Physical Infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the Master Plan of the building.

Ans: Khalsa College of Education, Amritsar is a premier institution in India providing facilities for, B.Ed (Face to Face and Distance Mode), M.Ed (Face to Face and Distance Mode), Ph.D Education (part time programme), PGDCA (Teacher Education). Being the oldest Teacher Education institution in Punjab (established in July, 1954), it has state of the art infrastructure, physical facilities and material equipment; which is more than the prescribed norms and standards of NCTE. The following table gives an overview of the infrastructure available in the college.

| Sr. No. | NCTE requirement | Facilities available in the college | Dimensions |
|-----------|---|---|---|
| 1 | Area of college | | |
| a) | Land Area (3000 sq. mts.) | 8.75 acres | 35420.01 sq.mts. |
| b) | Build up Area (2000 sq. mts.) | 11737.71 Sq.mts | 11737.71 sq. mts |
| 2 | Classrooms (Two) | 20 | |
| 3 | Multipurpose Hall (200 seating capacity) | a) Kala Bhawan b) Assembly hall along with 1) Reception area 2) Refreshment hall | 4166.632 sq. ft. 381.42 sq.mt. 4725.00sq. ft 439.12 sq.mt. |

| | | | |
|----------|--|-----------------------------------|--|
| | | 3) Cooking area 4) VIP gallery | |
| 4 | Library cum-Reading room | 1+5+8 cabins | 4367.59 sq.ft. 405.90 sq. mts |
| 5 | ICT Resource Centers a) Technology Laboratory b) Computer Laboratory | 1 1 | (a)1296 sq.ft. 120.49 sq.mts (b)1057.18 sq.ft. 98.258 sq.mts. |
| 6 | Psychology Resource Centre | 1 | 624.64 sq.ft. 58.05 sq.mts. |
| 7 | Art and craft Resource Centre | 1 | 1616.54 sq.ft. 150.23 sq.mts. |
| 8 | Health and Physical Education Resource Centre | 1 | 189.05 sq.ft. 17.57 sq.mt. |
| 9 | Science and Mathematics Resource Centers a) Life Science b) Physical Science c) Economics d) Mathematics | 1 1 1 1 | a) 1260.56 sq.ft. 117.15 sq.mts. b) 1566.39 sq.ft. 145.57sq.mts. c) 323.82 sq.ft 30.09 sq.mts. d) 657.56 sq.ft. 61.11 sq.mts. |

| | | | |
|-----------|---|--|--|
| 10 | Principal Office attached with Retiring room a) Principal Office b) Retiring room | 1 1 | 627.80 sq.ft. 58.34 sq.mts a) 313.90 sq.ft. 29.17 sq. mt. b) 313.90 sq.ft. 29.17 sq. mt. |
| 11 | Staff Room | 1 | 617.40 sq.ft. 57.37 sq.mt. |
| 12 | Administrative Office | 1 | 498.92 sq.ft. 46.36 sq.mt. |
| 13 | Visitor Room | 1 | 313.90 sq.ft. 29.17 sq. mt. |
| 14 | Common Room a) Girls b) Boys | 1 1 | a)297.45sq. ft 27.64sq.mt. b)297.45sq. ft 27.64sq.mt |
| 15 | Seminar hall/Conference Hall | 3 (a) Seminar hall I (b) Seminar hall II (Room No-20) (c) Seminar hall III (Gandhian bhawan) along with (i) Open refreshment area (ii) Resource room | (a)539.00Sq.ft 50.09 Sq.mt (b)882.75 sq.ft. 82.03 sq.mt. (c) 10 57.18 sq.ft. 98.25 sq.mt. (i)1134.46 Sq.ft 105.43 Sq.mt |

| | | | |
|-----------|---|--|--|
| 16 | Canteen | 1 | 866.55 sq.ft. 80.53 sq.mt |
| 17 | Separate Toilet Facility for: Boys and Girls | Blocks Girls 1 Boys 1 Staff 1 Class IV 1 | 1565.85 sq.ft. 14.57sq.mt. 336.00sq. ft. 31.29 sq.mt. 156.85 sq. ft. 14.57 sq.mt. 90.00 sq. ft. 8.36 sq.mt. |
| 18 | Parking Space | 1 | 4168.632 sq. ft. 381.42 sq.mt. |
| 19 | Store Rooms(Two) | 5 | 180.38 sq.ft. (each) 16.76 sq.mt. (each) |
| 20 | Multipurpose Playfield | 3 | 24711.75 sq.ft. 2296.63 sq.mt. |
| 21 | Open Space for Additional Accommodation | | a) 254821.54sq.ft. 23682.3sq.mt. b) 24711.75sq.ft. 2296.63 sq.mt. |
| 22 | Playgrounds | For 10 Games | a) 602.4 sq.ft. 55.98sq.mt. b) 254821.54sq.ft. 23682.3sq.mt. |
| 23 | Safe guards against fire Hazard | 10 | |
| 24 | Hostel facilities for Boys and Girls | 72 seats for girls 80 seats for boys | a) Girls- 1680 sq.ft. b) Boys- 9100 sq.ft. |

| | | | |
|-----------|-----------------|--|--|
| | | | |
| 25 | N.S.S Room | 1 | 189.05 sq.ft. 17.57 sq.mt. |
| 26 | Curriculum Lab. | 1 | 155.27sq.ft. 14.43 sq.mt. |
| 27 | Class Rooms | a) Room No.(1,10) b) Room No.(3,4,5,6,8) c) Room No.(2,9) d) PGDCA Class Room e) Room No.(15,16,17) f) Room No. (18,27) g) Room No. (19,26) h) Room No. 20 i) 2 Adjacent Rooms to Bhai Ram Singh Hall | a)557.48 sq.ft 51.81 sq.mt. b)323.82 sq. ft. 30.09 sq.mt. c) 657.56 sq.ft. 61.11 sq.mt. d) 640 sq. ft. 59.47 sq.mt. e) 617.40 sq.ft. 57.37 sq.mt. f) 538.52 sq.ft. 50.05 sq.mt. g) 657.56 sq.ft. 61.11 sq.mt. h) 882.75 Sq.ft 82.03 Sq.mt i) 840.00 Sq.ft 78.06 Sq.mt |

a) Administrative Infrastructure

The following table gives an overview of administrative infrastructure.

| | |
|---|---|
| Principal office | 1 |
| Retiring Room with attached Toilet Bathroom | 1 |
| General office | 1 |

| | |
|--|---|
| Total number of cabins in general office | 6 |
| Superintendent cabin | 1 |
| Clerical cabins | 3 |
| Kitchen cabin | 1 |
| Cabin for reprographic facility | 1 |

b) Infrastructure Facilities for Educational Activities

| | | |
|--|----|------------------------------------|
| Class rooms | 20 | |
| Subject/Method Rooms | 20 | |
| Library | 1 | 4367.59 sq.ft. 405.90 sq. mts |
| Laboratories: | | |
| a) Life Sciences Laboratory | 1 | a)1260.56 sq.ft. 117.15sq.mts. |
| b) Physical Science Laboratory | 1 | b)1566.39 sq.ft. 145.57sq.mts. |
| c) Psychology Laboratory | 1 | c)624.64 sq.ft. 58.05 sq.mts. |
| d) Computer Laboratory | 1 | d)1057.18 sq.ft. 98.258 sq.mts. |
| e) Technology Laboratory | 1 | e)1296 sq.ft. 120.49 sq.mts |
| Language Laboratory | 1 | 323.14sq.ft 30.12 sq. mt. |
| Health and Physical Education Room | 1 | 189.05 Sq.ft 17.57 Sq.mt |
| Assembly Hall(Seating capacity 500)along with (i) Reception area (ii) Refreshment area (iii) Cooking area | 1 | 4725.00sq. ft 439.12 sq.mt. |

| | | |
|-----------------------------------|---|---------------------------------|
| (iv) VIP Gallery | | |
| Art and Craft Room | 1 | 1616.54 sq.ft. 150.23 sq.mts |
| Curriculum Development Laboratory | 1 | 155.27sq.ft. 14.43 sq.mt |

c) Infrastructure Facilities for Co- Curricular Activities

| | | |
|--|--|--|
| Multipurpose Hall | 2 | a)4166.632 sq. ft. 381.42 sq.mt. b)4725.00sq. ft 439.12 sq.mt. |
| Seminar Hall/ Conference Hall | 3 (a) Seminar hall I (b) Seminar hall II (Room No-20) (c) Seminar hall III (Gandhian bhawan) along with (i)Open refreshment area (ii)Resource room | (a)539.00Sq.ft 50.09 Sq.mt (b)882.75 sq.ft. 82.03 sq.mt. (c) 10 57.18 sq.ft. 98.25 sq.mt. (i)1134.46 Sq.ft 105.43 Sq.mt |
| Guest House (for accommodating delegates) | 1 | 43560 sq.ft. |
| Technology Laboratory | 1 | 1296 sq.ft. 120.49 sq.mts |
| Language Laboratory | 1 | 323.14sq.ft |

| | | |
|---------------------|----|----------------------------------|
| | | 30.12 sq. mt. |
| Computer Laboratory | 1 | 1057.18 sq.ft. 98.258 sq.mts. |
| Method Rooms | 20 | |
| Art and Craft Room | 1 | 1616.54 sq.ft. 150.23 sq.mts |
| Assembly Hall | 1 | 4725.00sq. ft 439.12 sq.mt. |
| NSS Room | 1 | 189.05 sq.ft. 17.57 sq.mt. |

d) Infrastructure Facilities Available For Extra-Curricular and Sports

| | | | |
|----------|--|---|---|
| 1 | Auditoriums for Cultural Activities: Maharani Jindan Auditorium Tagore Opens Air Theater Kala Bhawan Assembly Hall | 1000 Seating capacity 500 Seating capacity 400 Seating capacity 500 Seating capacity | – 3920.00 sq.ft. 364.39 sq.mt 4168.632 sq.ft 381.42 sq.mt 4725.00 sq. ft. 439.12 sq.mt. |
| 2 | Music Room | 1 | 617.40 sq.ft. 57.37 sq. mt. |
| 3 | Play grounds for 10 games | | |
| 4 | Sports Room | 1 | 189.05 sq.ft. 17.57 sq.mt. |
| 5 | Multipurpose Hall | 2 | a)4166.632 sq. ft. 381.42 sq.mt. b) 4725.00sq. ft 439.12 sq.mt. |

| | | | |
|-----------|-------------------------------|--------|------------------------------------|
| 6 | Assembly Hall | 1 | 4725.00 sq.ft. 439.12 sq.mt. |
| 7 | Heritage Guest House | 1 | |
| 8 | Hostel a) Girls b) Boys | 1 1 | a) 1680 sq. ft. b) 9100 sq. ft. |
| 9 | Gymnasium | 1 | |
| 10 | Swimming Pool | 1 | |
| 11 | Gurudwara Sahib | 1 | |

e) Other Infrastructure Facilities

| | |
|-----------|---|
| 1 | Separate Hostel facility for Boys and Girls |
| 2 | Common Room for Girls |
| 3 | Common Room for Boys |
| 4 | Staff Room for Teachers |
| 5 | Canteen |
| 6 | Proper Parking Space |
| 7 | Guest House |
| 8 | College Hospital |
| 9 | Separate Toilets for Boys and Girls (teacher trainees) |
| 10 | Toilets for Staff |
| 11 | Well maintained lawns |
| 12 | Administrative office |
| 13 | Curriculum Development Lab |
| 14 | Gandhian Bhavan with Resource room and Refreshment area |
| 15 | Legal Aid Educational clinic |
| 16 | Examination office |

Master plan enclosed vide Appendix 4(A)

Detail of Amount Invested for developing infrastructure given in appendix 4(B) and 4(C)

Que 2: How does the Institution plan to meet the need for Augmenting the Infrastructure to keep pace with the Academic Growth?

Ans: The Institution has been allotted 200 seats for B.Ed, 35 seats for M.Ed and 50 seats for PGDCA(T.E) till the year 2010-2015. For the existing session i.e. 2015-2016 the annual intake for B.Ed. is four units (200) seats and for M.Ed. is one unit (50 seats) and 40 seats for PGDCA(T.E) class. For the proposed two programmes, (A) for 3 year integrated B.Ed-M.Ed. programme, one unit has been allotted which is comprised of 50 seats. (B) for four years integrated B.Sc.- B.Ed/ B.A.-B.Ed. 4 units have been allotted which is comprised of 200 seats. The existing building and infrastructure is adequate enough for providing rich learning experiences to would be teachers. There are sufficient funds invested to meet the expenses and augmenting the infrastructure. Being recognized by UGC under section 2(f) and 12(b), the institution meet the expenses for augmenting the infrastructure from the developmental grants received from UGC and the funds received from the management. Besides this the income generated from Guest House, Hostel, Renting College Building for conducting examinations and working as a study center for Jamia Milia Islamia and IGNOU correspondence courses contribute a lot to meet the expenses of infrastructure. The sources are adequate enough to maintain necessary infrastructure and to keep pace with the academic growth. The above mentioned income is utilized in the following ways.

- ❖ For installation and maintenance of electronic equipments like Solar Water Heater, Solar Wind Hybrid power generating system, LCD Solar Light system for supplying uninterrupted power to the college.
- ❖ For updating existing Library, Laboratories (Life Sciences, Physical Sciences, Psychology, and technology), Classrooms, Method rooms, Language laboratory etc.
- ❖ For purchasing new furniture as well as for the repair and maintenance of the old furniture.
- ❖ For updating Computer Laboratory with latest equipments.
- ❖ For purchasing Sports material and materials for cultural events.
- ❖ For maintenance and beautification of the college campus.
- ❖ For renovating the building.
- ❖ For further extension of building according to the requirement of new courses.

The Enhancement of the Infrastructure Facilities

The college is working for the improvement and enhancement of the infrastructural facilities. Some projects have already been completed: Some are in process and many are in the pipe line. The details are as under:

Projects Completed

- New Physical Sciences Laboratory
- New Life Sciences Laboratory

- Construction of Teacher Cabins
- Extension of Assembly Hall
- Renovation of Methodology Rooms
- Extension of Library

Projects in the Process

Following infrastructure is being created to keep pace with the augmenting needs..

- Creation of resource centre and pantry in library.
- Upgradation of Physical sciences laboratory and life sciences laboratory for integrated programmes.
- Creation of social sciences and mathematical lab.
- Installation of RO systems in the college campus.

Renovation of following infrastructure is being done.

- Methodology Rooms
- Music Room
- NSS Room
- Parking area

Projects in the Pipeline.

- Construction of new teaching block near Bhai Ram Singh Hall
- Creation of central store and workshop area
- Creation of Smart Classrooms
- Construction of Administrative Block
- Construction of more Washrooms in the college campus

Maintenance of infrastructure

There is separate department for creating new infrastructure and maintenance of the campus which looks after the construction work of Khalsa institutes. This department is comprised of following members:

- | | |
|-------------------|--------------------------|
| • Project Officer | Er. N.K. Sharma |
| • S.D.O | S. Darshan Singh |
| • Overseer | Mr. R.Saini |
| • Draftsman | Mr. Shiv Joshi |
| • Store keeper | S. Manjinder Singh Malhi |

Que 3: List the infrastructure facilities available for co-curricular and extracurricular activities including games and sports.

Ans: List of the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports are mentioned as under:

A) Infrastructure for Cultural Activities

1. Tagore Open Air Theater
2. College Assembly Hall
3. Kala Bhawan
4. Maharani Jindan Auditorium
5. **Electric Equipments:** e.g. Multimedia, LCD Projector, Computers, Laptops, Slide Projectors. O.H.Ps, T.V, VCD's, DVD's, Audio CD's, Cassettes, Camera, Internet Facility, Reprographic Facility etc.
6. **Echo System:** Mike, Loud Speakers, Podium and Sound System.
7. **Costumes for Cultural Items:** Gidha, Skits, Fancy Dress, and Dance etc. Dresses can also be made available to the college from sister institutes.
8. **Furniture:** Chairs , Sofas, Tables, Dias, Special Furniture for stage, Almirahs, Display Boards.
9. **Decoration Material:** Idols, Curtains, Table Clothes, Flower Pots, Lamps, Decoration Pieces, Posters, Landscapes, Sceneries, Potted Plants etc.
10. **Store Rooms:** Five store rooms for storing material.
11. **Green Rooms:** One green room attached with Bhai Ram Singh Hall, Two green rooms attached with Maharani Jindan Auditorium and one attached with Tagore open air theater.
12. Display Boards, Soft Boards, Potted Plants, RO system, Store Rooms etc.
13. Cutlery, Crockery and Utensils for refreshment purpose.
14. Generator back-up for power cuts.
15. Musical instruments like Tabla, Harmonium, Sitars, Manjiras, Dholak etc, Tape Recorder, Mike, Audio Cassettes, and D.V.D players' video cassettes etc.

B) Infrastructure for sports activities

The College has playground for 10 games and college has following sports material for different outdoor and indoor games.

Sports Material

| S. No. | Name of the Instruments |
|--------|-------------------------|
|--------|-------------------------|

| | Sports/Games | |
|----------------|---------------|--|
| OUTDOOR | | |
| 1 | Basket Ball | 3 Balls and Baskets |
| 2 | Volley Ball | 6 Balls and 1 Net. |
| 3 | Foot Ball | 2 Foot Balls |
| 4 | Badminton | 24 Badminton Rackets, 2 Nets and 4 Shuttle box |
| 5 | Table Tennis | 4 pair of Rackets and 6 boxes of Balls |
| 6 | Shot-put | 2 Shot put |
| 7 | Discuss Throw | 2 Discuss Throw |
| 8 | Skipping | 7 Skipping Ropes |
| 9 | Cricket | 2 Bats and 2 Balls |
| 10 | Hockey | 12 sticks , 4 balls |
| INDOOR | | |
| 1 | Carom Board | 2 sets |
| 2 | Chess | 2 sets |

C) NSS Room – The institution has NSS room, which is used for keeping records and storing all the equipments and material required for organizing NSS camps.

Que 4: Give Details of the Physical Infrastructure Shared with other programmes of the institution or other institution of Parent Society or University.

Ans: The physical infrastructure which is shared with sister institutions of parent society or university are as under:

- Assembly Hall
- Open Air Theater
- Library
- Play Grounds
- Hostel
- Heritage Guest House
- Hostel Auditorium
- College Gurudawara
- Furniture
- Decoration material

- LCD Projectors
- ICT equipments
- Costumes
- College Hospital
- Transport System
- Gymnasium
- Swimming Pool

Que 5: Give details of the facilities available with the institution to ensure the health and Hygiene of the Staff and Students (Rest Rooms for Women, Wash Room).

Ans: This college building is eco friendly as it is well lighted and well ventilated. This is an institution where cleanliness is a value. The college is away from city humdrums and industrial / commercial area. The college has lush green surroundings with variety of flora and fauna which gives solace to the mind. The college is a plastic free zone Area. Smoking is strictly prohibited in the college campus. The college is free from all type of pollution. The other facilities available with the institution to ensure the health and hygiene of the Staff and Students are as under.

Facilities for Teacher Trainees

Common room for female teacher trainees

1. Wash rooms for female teacher trainees
2. Washrooms for male teacher trainees
3. Facility of 20 bedded hospital in the premises
4. Full time medical staff in the hospital
5. First aid box
6. Insurance schemes for teacher trainees
7. RO systems of drinking water in premises
8. Facility of guest house and hostel
9. Gymnasium
10. Time to time college organizes blood donation and blood testing camps for teacher trainees
11. Hygienic canteen
12. Physiotherapy center
13. Availability of microwave, refrigerator, hot case in the staff room

Facilities for Staff Members

14. Staff room facility
15. Availability of microwave, refrigerator, hot case in the staff room

16. Separate facility of toilets and bathroom for female staff
17. Insurance Scheme for staff members
18. Facility of toilet and bathroom for male staff
19. First aid box (common)
20. Separate rooms for teachers
21. Hygienic canteen
22. Facility of 20 bedded hospital in the premises
23. Availability of physiotherapy centre.
24. Full time medical staff in the hospital
25. RO systems of drinking water in premises
26. Facility of guest house and hostel
27. Gymnasium.
28. Pantry in library

Que 6: Is there any Hostel Facility for Students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including Sports and Games, Health and Hygiene Facilities etc.

Ans: Yes, there are separate hostel facilities for male and female teacher trainees in the campus.

The details of the hostel facility for girls are as under:

A) Girls Hostel

| | | |
|---|------------------------|---|
| 1 | Name of the hostel | Maharani Jindan Girls Hostel |
| 2 | Total Area | 21480.89 sq. ft. |
| 3 | Accommodating Capacity | 72 Inmates |
| 4 | No. of Rooms | 20 |
| 5 | Capacity of each room | <ul style="list-style-type: none"> • 2 seater • 3 seater • Cubical dormitories |
| 6 | Reception Room | 1 |
| 7 | Guest Room | 1 |
| 8 | Auditorium/Stage | 1 |

| | | |
|-----------|--------------------------|----|
| 9 | Dining Room | 1 |
| 10 | Washroom | 12 |
| 11 | Toilets | 7 |
| 12 | Retiring Room | 1 |
| 13 | Quarter for Mess Workers | 1 |
| 14 | Play Ground | 1 |
| 15 | Lawn | 3 |

Recreational Facilities for hostlers
1. T
V is available

for teacher trainees.

2. All the necessary facilities for health and hygiene
3. Magazines and newspapers
4. Gymnasium
5. Swimming pool
6. Provision of some games like badminton, carom board, ludo, chess, cards.
7. Organization of hostel night and celebration of festivals
8. Excursion/ trips

Special Facilities in girl's hostel

1. Solar wind hybrid power generating system
2. One solar water heater
3. Three solar light systems
4. Water cooler
5. Water purifier

B) Boys Hostel

The Details of the Existing Hostel for Boys are as follows:

The details of boys' hostel are as under:

| | | |
|----------|-----------------------|--|
| 1 | Name of the Hostel | Jind Hostel |
| 2 | Seats available | 230 seats |
| 3 | Number of Rooms | 90 |
| 4 | Capacity of each room | <ul style="list-style-type: none"> • 2 seater • 3 seater |

| | | |
|---|------------|---|
| | | <ul style="list-style-type: none"> • Cubical dormitories |
| 5 | Total Area | 9202.22 sq.ft |

Recreational Facilities for hostlers

1. TV is available for teacher trainees.
2. All the necessary facilities for health and hygiene.
3. Magazines and newspapers
4. Gymnasium
5. Swimming pool
6. Provision of some games like badminton, carom board, ludo, chess, cards.
7. Organization of hostel night and celebration of festivals
8. Excursion/ trips
9. Canteen
10. Playground

4.2 Maintenance of Infrastructure

Que 1: What is the Budget allocation and utilization in the last five years for the Maintenance of the following? Give justification for the allocation and unspent balance, if any.

1. Building
2. Laboratories
3. Furniture
4. Equipments
5. Computers
6. Transport/Vehicle

Ans: Details regarding Budget and utilization for the maintenance of infrastructure for the last 5 years (2010-2015).

Budget Allocation=15000000 (1.5 crore)

Total Expenditure=12724276 (Vide Appendix 4 (B) and 4 (C))

Que 2: How does the Institution Plan and ensure that the available Infrastructure is optimally utilized?

Ans: Infrastructure of this institution is very well planned and organized. The available infrastructure is optimally utilized by organizing the following curricular and co-curricular activities.

College Building: The building is adequate enough to satisfy all the essential requirements of an educational institution. This building is optimally used for following curricular and co-curricular activities.

1. For conducting two year regular M.Ed, B.Ed and P.G.D.C.A(T.E) courses.
2. It acts as a study center for M.Ed and B.Ed (D.M) being run by (IGNOU, Jamia Milia Islamia) respectively.
3. As examination center for regular as well as distance mode students.
4. For conducting examination of other Universities/ competitive/ UGC/ ITBP/ ISBT/ Bank Examination.
5. It acts as polling station during elections.
6. Being a historical building, it is also used for shooting of films.
7. For conducting International and National Cultural programmes.
8. For organizing Seminar/Workshops/Cultural programmes and awareness campaigns by Government and Non Government Organisations like Kes Sambhal Organisation, Guru Gobind Singh Study Circle, Guru Arjan Dev Educational Society, Voice of India etc.

Library: Library has rich collection of books covering wide range of areas like Educational, Literature, Art, Social Sciences, Religion, Science, Political, Economics. Beside Books, Educational Journals, Survey Reports, Encyclopedias, Reference Books and Magazines, Year Book, educational abstracts are also available in the library. There is allocation of library period in the time table during which the students undertake supervised study. The library serves the learner in the following manners:

- a) Provision of free and unlimited internet surfing
- b) Separate reading rooms with comfortable furniture for the staff and the students
- c) Availability of photocopying facility for the users
- d) Open book shelf system and display of Encyclopedias, Educational Journals, Reference Books, Ph.D dissertation and M.Ed dissertation
- e) Organization of exhibition of books, teaching aids etc.
- f) Facility of membership to in service teachers doing M.Ed, B.Ed through distance mode from IGNOU and Jamia Milia Islamia (New Delhi)
- g) Provision of membership to outside research scholars

- h) Availability of News Papers/Magazines in English, Hindi and Punjabi
- i) Provision of cabins for teachers
- j) Provision of fully air conditioned resource centre along with pantry
- k) Availability of e resources

Class-Rooms/Method Rooms: There are 20 well equipped, spacious and airy class rooms. Each class room has one overhead projector. These class rooms are used for:

1. Smooth teaching and learning process of compulsory papers.
2. Teaching and learning process in methodologies and conducting programmes of micro and composite teaching.
3. Holding classes for distance learners.
4. Holding counseling sessions, personal contact programmes, workshops, seminars etc. for distance learners.
5. Holding tutorials, house meetings etc.
6. Holding inter college skill-in- teaching competitions.
7. Holding interactive sessions with students and teachers from foreign Universities.
8. Conducting examinations of regular and distant learners.
9. Renting the rooms to other Universities/UGC/Railway/Banks etc. for conducting competitive/Entrance Exams.
10. As rehearsal rooms during youth festival preparation for different items.

Laboratories: This institution has 8 well equipped and well furnished laboratories, which are used for curricular and co-curricular activities. The laboratory wise description is as follows.

Life Science Laboratory: Life Sciences Laboratory equipped with Microscopes, Charts, Models, CD's, Slides, Preserved Specimen, Glass Wares, Detachable Models, Microscope fitted with camera attached with television. This laboratory is used for:

1. Displaying Charts, Models and other improvised apparatus prepared by the students.
2. Conducting practical for 9th and 10th standard students.
3. Issuing Models, charts, and specimens for discussion lessons.
4. Preparation of slides, herbarium files and mounting of insects.
5. Preparing discussion lessons.

Physical Science Laboratory: Physical Science Laboratory is equipped with working models, Charts, Glass Wares, Electricity Equipments and other Apparatus and Chemicals. This laboratory is used for:

1. Displaying Charts, Models and other improvised apparatus prepared by the students.
2. Conducting practical for 9th, 10th grade students.
3. Issuing Models, Charts etc. for discussion lessons.
4. Preparing discussion lesson.

Psychology Laboratory: Psychology laboratory is equipped with psychological tests, inventories, Psychological instruments, questionnaires etc. this laboratory is used for:

1. Conducting Psychological Test like Intelligence Test, Personality Test, etc. by M.Ed and B.Ed students.
2. Holding counseling session
3. Keeping placement records
4. Issuing test for research work
5. Conducting practical

Legal Aid Educational Clinic- College has established Legal aid Educational Clinic in collaboration with Punjab Legal Authority in college with the purpose to provide free legal help to students and other needy and deprived people of society.

Computer Laboratory: Computer laboratory is equipped with 25 computers. The computer laboratory is used for:

1. Holding classes for PGDCA (T.E).
2. Holding classes of computer component for the B.Ed and M.Ed.
3. Preparation of power point presentations.
4. Internet surfing
5. Downloading and storing the information.
6. Preparation of discussion lessons.

Technology Laboratory: Educational Technology Laboratory is equipped with OHP's , LCD projectors, TV, DVD's, Tape Recorders, Sound System, CCTV's and teaching aids prepared by teacher trainees. There is a full time technician for the maintenance of the laboratory. This laboratory is used for:

1. Holding classes of technology component (Add on course).
2. Learning how to handle and use different technological devices like Multimedia, OHP's, Epidiascope, and Slide Projectors etc.
3. Preparation of teaching aids.
4. Preparation of power point presentations.
5. Display of teaching aids/ models.

6. Recording of micro and composite lessons.
7. Preparation of micro and composite lessons.
8. Delivery of micro and composite lessons with multimedia by the teacher trainees.

Language Laboratory: Language Laboratory has separate cabins attached with consoles. There is provision of adequate equipments for the improvement of communication skills of the students.

This laboratory is used for:

1. Giving listening and speaking practice to students for improving their communication skills.
2. Conducting personality grooming classes.

Curriculum Development Laboratory– The College has a curriculum development laboratory, which is used as a resource centre for curriculum construction.

Home Science Laboratory: Home Science Laboratory is used for:

1. Holding cooking (optional) classes.
2. To make the students aware of Nutrition, Health and Hygiene.
3. Giving demonstrations of Tie and Dye, Interior Decoration, Embroidery, Flower Arrangement; Stain Removing, Drafting and Stitching.

Auditoriums: The College has four well maintained auditoriums.

Assembly Hall: Assembly hall has seating capacity for 500 people. This hall is used for. .

1. Organization of orientation programmes and familiarization sessions of regular and distance mode learners.
2. Organization of National and International Seminars/Workshops/Conferences and Extension Lectures.
3. Organization of academic activities like Exhibitions, Declamations, Quiz Contest etc.
4. Conducting morning assembly on every Saturday for the all round development of students.
5. Organizing and conducting cultural programmes.

Examination Office- The College has one examination office which is used to keep records and material for conducting exams.

Art and Craft room:

1. Holding classes of art and craft component.
2. For exhibiting craft items.
3. For creating craft items for art and craft exhibition.

Punjabi Folk Museum:

1. For exhibiting rare Punjabi folk items of Punjab.
2. To preserve Punjabi culture.

Maharani Jindan Auditorium: Maharani Jindan Auditorium has big spacious stage with attached green rooms. This auditorium has seating capacity for more than 1000 people. This auditorium is used for:

1. Organizing National and International Cross Cultural events.
2. Conducting National and International Conferences, Workshops and Seminars and Extension lectures.
3. Organizing Convocation Functions.

Kala Bhawan: Kala Bhawan has seating capacity of 400 people. This is used for:

1. Conducting Fine Arts Exhibitions.
2. Conducting Folklore Exhibitions.
3. Conducting Teaching Aids Exhibition.
4. Conducting Rehearsals.
5. Parking Purposes.
6. Conducting Exams.

Tagore Open Air Theater: Tagore Open Air Theater has the seating capacity of 450 people. It has big stage with attached green rooms. It is used:

1. As venue for Conferences, Workshops and Seminars.
2. For Organizing Cultural Programmes.
3. For organizing Convocation Functions.
4. For Rehearsals Purposes.
5. For Refreshment Purposes

Administration Office

Principal's Room: There is a well furnished principal's office with attached retiring room/ guest room and washroom. This office is used for:

1. Administration purposes.
2. Holding staff meetings.
3. Conducting viva voce of M.Ed., Ph.D. students.
4. Providing consultancy services.
5. Interaction with visitors.

Clerical Office: Clerical office is used for:

1. Keeping and maintaining records.
2. Public dealing.
3. Admission of students.
4. Deposition of fees.
5. Correspondence purposes.

Staff Room: There is a well equipped and well furnished staff room for teachers which is used for:

1. Conducting staff meetings.
2. Storing projects and assignments submitted by students.
3. Preparing and revising notes by teachers.
4. Refreshment purposes.
5. Marking answer sheets.
6. Checking assignment/project work/dissertation works.
7. For interaction and discussion with students.

Common Room: The College has a common room having dimensions of 20' x 16' with comfortable seating arrangements for students. This is used for:

1. Taking lunch during recess period by the teacher trainees.
2. As waiting room for the parents of the students.
3. Holding house meetings.
4. Rehearsals of co-curricular activities.
5. Preparing notes by the teacher trainees in their leisure time.

Music Room: The College has a music room, which is used for:

1. Rehearsals/practice of music items, for competitions and functions.
2. Holding theoretical/practical classes of B.Ed students.
3. Storing music instruments.

Canteen: The canteen has all the necessary services such as water supply, electricity and drainage system. This is used for:

1. Providing refreshment.
2. Making arrangement for parties and other get together.

Vehicle Parking Area: The College has permanent parking area 90'x 60'. This area is well planned and perfectly maintained. It is covered with asbestos sheets supported by a sound steel frame. This parking area is multipurpose. It is used for organizing:

1. Parking of vehicles.
2. Organizing Exhibitions.

3. Organizing Cultural functions.
4. Organizing examinations
5. For Refreshment purposes

National Services Scheme (NSS) Room: The institution has NSS room, which is used for keeping records and storing all the equipments and material required for organizing NSS camps.

Health and Physical Education (Sports) Room: This room is used for:

1. Keeping sports goods.
2. Keeping health and physical education practical files.
3. Issuing sports materials to students.

Seminar Halls: There are three well furnished and well maintained seminar halls with seating capacity of 65,100 and 90 people. These halls are used for:

1. Organizing seminars.
2. Conducting extension lectures.
3. Registration purposes during various National and International seminars/conferences/workshops and competitions etc.
4. Holding interaction sessions.
5. Verification of documents at the time of admission.

Hostel: The College has two hostels (a) Jind Boys hostel and (b) Maharani Jindan Girls hostel. Maharani Jindan Girl's hostel has 20 rooms. For accommodating more than 70 students. These hostels are used for:

1. Boarding and lodging of students.
2. Organizing tea, lunch and dinners parties during various college functions.
3. Accommodating guests/delegates/distant learners (During PCP Programmes).

Heritage Guest House:

The guest house is located in the campus of Khalsa College surrounded by lush green fields and pollution free environment; it is a wonderful sojourn of tradition and modernity showcasing glimpses of rich Punjabi culture. It has 14 tastefully decorated rooms with attached bathrooms. It is equipped with other facilities like solar water heater, hot line power supply, indoor/outdoor games, spots for nature watch, laundry, taxi service, Travel and Tourist Assistance, spacious parking etc. This Heritage Guest House is used for:

1. Supplementing college income.

2. Comfortable stay of Guests, Delegates, Examiners, Experts etc.
3. Organizing Parties, Lunch, Dinner and other get together.

Playgrounds: There are sufficient numbers of playgrounds which are used for:

1. Organizing sports functions.
2. Organizing outdoor games for the college students.
3. Organizing N.S.S camps.
4. Holding Physical education, community component activities for the B.Ed students.

Que 3: How does the Institution consider the environmental issues associated with the Infrastructure?

Ans: This institution is eco-friendly where cleanliness is a value. Many of the environmental issues associated with infrastructure are addressed as follows:

1. Under the save energy mission the college has installed dusk to dawn power saving LCD solar lightning system.
2. The institution has installed solar units like solar heater and solar wind hybrid system to save electricity consumption.
3. The college is away from city humdrums and industrials/ commercial areas.
4. The college building is ecofriendly as it is well lighted and well ventilated which minimizes the electricity consumption.
5. The college provides number of spots for nature watch.
6. The college has lush green surroundings with variety of flora and fauna which give solace of the mind.
7. The college has a number of lush-green well maintained lawns.
8. The college is a plastic free zone area.
9. Regular efforts are made for Pest control.
10. The college has variety of indoor/outdoor plants.
11. Smoking is strictly prohibited in the college campus.
12. To make the college noise free, parking place is located at the backside of the college.
13. Tree Plantation drive is organized every year in the institution.
14. The college is free from all types of pollution.
15. The college use to conduct morning assemblies on crucial environmental issues like Pollution, Population, and Cleanliness etc. for creating awareness among students.
16. From time to time campus cleanliness drives are also organized by the college.

4.3 Library As A Learning Resource

Que 1: Does the Institution have a qualified Librarian and sufficient Technical Staff to support the Library (materials collection and media/computer services)?

Ans: Yes, the institution has a qualified **Librarian** Rajbir Kaur (M.A, M.Lib), one **Library Assistant** Jaspreet Kaur (B.Sc Economics,B.Lib,pursuing M.Lib) and one **Female Attendant/peon** Surinder Kaur to help them. A library committee has also been constituted to support the librarian which comprised of following members:-

| | |
|------------------|---|
| Principal | Dr. Jaswinder Singh Dhillon |
| Librarian | Mrs. Rajbir Kaur |
| Teachers | Dr. (Mrs.) Nirmaljit Kaur Sandhu Dr.(Ms.) Bindu Sharma Prof.Maninder Kaur Dr.(Ms.)Suman Saggu |
| Clerk | S. Harjinder Singh |
| Teacher Trainees | Ms.Sarbarinder Kaur (M.Ed.) Ms.Avneet Kaur (M.Ed.) Ms.Navneet Kaur (B.Ed.) Ms.Harpreet Kaur (PGDCA (T.E.)) |

Que 2: What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audiovisual teaching-learning resources, software, internet access, etc.)

Ans: The Library is spacious and comfortable for readers. The library resources include the following reading materials.

| S. no. | Library resources | Total number |
|-------------|------------------------------|--------------|
| (1A) | Total no. of Books | 24849 |
| (a) | Reference Books. | 1013 |
| (b) | Text Books. | 18300 |
| (c) | General Books. | 450 |
| (d) | Titles in Library Collection | 8244 |
| (1B) | e-Books | |
| (a) | e- Books NCERT | 15 |
| (b) | Educational e-books | 17 |

| | | |
|-------------|--|--------------------------------------|
| (c) | e- reference books | 07 |
| (2A) | Encyclopedias | 55 |
| (a) | Britannica | 20 volumes |
| (2B) | e-Encyclopedia | 04 |
| 3(a) | Reports of Commissions and Committees. | 14 |
| (b) | Surveys on Education | 06 |
| 4 | Total no. of Dissertations. | 629 |
| (a) | PhD in Education. | 15 |
| (b) | M.Phil in Education | 40 |
| (c) | M.Ed | 574 |
| 5 | Total No. of Educational Journals. | 36 |
| (a) | National | 34 |
| (b) | International | 02 |
| (c) | e-journal/online | 08 |
| | (i)International | 05 |
| | (ii)National | 03 |
| 6 | Total no. of Magazines | 10 |
| (a) | Hindi | 01 |
| (b) | Punjabi | 01 |
| (c) | English | 08 |
| 7A | Total no. of Newspapers | 06 |
| (a) | Hindi | 01- Danik Bhasker |
| (b) | Punjabi | 03-Ajit, Jagbani, Rojana Spokesman |
| (c) | English | 02-Hindustan Times & The Tribune |
| 7B | e-Newspaper | 09 |
| 8 | Computer System Available | 05 Computers ,Software-orbit E2-Lib. |
| 9 | Internet Facility | Yes |
| 10 | Delnet/Inflienet Facility | Delnet membership-applied |
| 11 | Reprographic Facility | |
| (a) | Xerox Machine | Yes,01 |

| | | |
|-----|----------------------------------|--------------|
| (b) | Printers | Yes,01 |
| 12 | Daily Visitors | 100(approx.) |
| (a) | Teachers | 20-25 |
| (b) | Students | 70-80 |
| (c) | Researchers | 05-08 |
| (d) | Outsiders | 05 |
| 13 | Total Seating Capacity | 125(approx.) |
| (a) | Staff | 50 |
| (b) | Students | 75 |
| 14 | Backsets of journals. | 4092 |
| 15 | Average no. of Books issued /Day | 35 |
| 16 | No. of Books in Book Bank | 200 |
| 17 | CD/DVD | 53 |
| | CD-ROMS | 45 |
| | DVD | 08 |
| 18 | Audio Cassettes | 10 |
| 19 | Facilities for Special Students | Yes |
| 20 | Dictionaries | 85 |
| | e-Dictionaries | 05 |

Que 3: Does the Institution have in place, a mechanism to systematically review the various Library resources for adequate, access, relevance, and to make acquisition decisions. If yes, give details including the composition and functioning of library Committees.

Ans: Yes, the institution has in place a mechanism to systematically review the various Library resources. There is library committee which comprises of Principal, librarian, 4 teachers, 1 clerk, and 4 teacher trainees. The list of the members of the library committee is as under:

| | |
|-----------|---|
| Principal | Dr. Jaswinder Singh Dhillon |
| Librarian | Mrs. Rajbir Kaur |
| Teachers | Dr. (Mrs.) Nirmaljit Kaur Sandhu Dr.(Ms.) Bindu Sharma Prof.Maninder Kaur |

| | |
|------------------|---|
| | Dr.(Ms.)Suman Saggu |
| Clerk | S. Harjinder Singh |
| Teacher Trainees | Ms.Sarbarinder Kaur (M.Ed.) Ms.Avneet Kaur (M.Ed.) Ms.Navneet Kaur (B.Ed.) Ms.Harpreet Kaur (PGDCA (T.E.)) |

Meetings of library committee are held regularly to review the various library resources for adequate access, relevance and to make appropriate acquisition decisions. The information regarding new arrivals is collected from internet. Catalogues are also invited from various Book publishers. Book exhibitions are also held. All the staff members and teacher trainees are also asked to give the name of books which they want for a particular subject. After receiving the lists of books from different resources final list is prepared. While preparing the final list, it is ensured that there should not be any kind of duplicacy. After that, requirements are listed and budget is assessed. Then the orders are placed by the library committee keeping in mind curricular requirements as well as budgetary provisions. The members of library committee also visit book fairs, book exhibition being held at different places.

The Functions of the Library Committee are as follows:

1. To short list and select titles of books to be purchased.
2. To arrange activities helpful for promoting reading interest among students.
3. To find out sources of latest editions/books.
4. To give suggestions to the librarian for the smooth functioning of the library.
5. To act as liaison between students and librarians to facilitate library usage.

Que 4: Is your Library Computerized? If yes, give details.

Ans: Yes, the Library of the institution is computerized. We have 590 ULDSL Broadband unlimited Internet connections in the Library for users.

Que 5: Does the Institution Library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Ans: Yes, the Institution Library has Computer, Internet and Reprographic facilities. The details are given as under.

Computers: The Library has five computers.

Internet: The Library has an Internet connection of 590UL DSL Broad Band with free and Access supply for teachers, teachers-trainees and researchers.

Reprographic Facility

Photocopier: The library has its own Xerox Machine. The library provides the photocopying service to the staff members as well as to the teacher trainees.

Printer: The library has one printer.

Que 6: Does the Institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

Ans: The institution has applied for the Delnet facility (vide letter no. 88 dated 8/3/10).

Que 7: Give details of working days of the library (days the library is open in an academic year, hours the library remain open per day etc.)

Ans: The details of the working hours of the library are given below:-

1. The Library is open from 9 am – 4 pm on all working days including Sundays.
2. Library remains open for 363 days in an academic year, except on 26th January and 15th August.
3. Working hours of the library during week days are 7:00 hrs.
4. Library timings can be extended as and when required.

Que 8: How do the staff and students come to know of the new arrivals?

Ans: In the library the titles of the new arrivals are displayed on the display board. A notice regarding the new arrivals is also circulated among the staff members, so as to give them information regarding the latest study material available in the library. Moreover, information is also shared by the librarian with students and the staff regarding the new arrivals.

Que 9: Does the Institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Ans: Yes, the institution has a book bank facility. The teachers contribute to the book bank by donating their specimen copies .Old students also contribute by donating their books to the book bank. At the time of the orientation session, students are made aware of this facility, which is availed by the needy students. Books are issued for the whole session.

Que 10: What are the special facilities offered by the library to the visually and physically challenged persons?

Ans: The Library is on the ground floor; therefore the challenged teacher trainees don't find any difficulty in making use of the library. For Visually Impaired students, we have provision for Braille and Audio CD's and Cassettes. For Orthopedically challenged students; we have provision

of a ramp so that they don't find any kind of difficulty while going to the library. We have special seating arrangement for such students. In addition to this, library provides the facilities like Referral Service, Translation Services, Inter-Institutional Borrowing Facility, User Information etc.

Que 11: Other information services provided by the library to its users.

Ans: The library is used to give information regarding latest researches in education, latest books and journals and different projects in education. In addition to this, the following information is also provided to the users.

1. Information regarding different book fairs, book exhibitions being held at different places-city /state/other states.
2. Information regarding procedure for getting library membership of other institution/Universities.
3. Research scholars can also use library for their research work.
4. Book exhibitions are organized in this library.
5. Students use library for the preparation of competitive exams as well as for various quiz competitions.
6. As the internet facility is available for 24 hours, so this library is used for internet surfing as well as for the preparation of power point presentations.
7. In addition to educational books library has rich collection of books covering wide areas like religion, politics, economics and sciences. Besides these books, magazines, newspapers and books for competitive exams are also available in the library which helps the users for enhancing and updating their knowledge.
8. Photocopier facility is also available in library which can be used by the users.

4.4 ICT as Learning Resource

Que 1: Give details of ICT facilities available in the institution (computer laboratory, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

Ans: The College has adequate ICT facilities for quality enhancement. The students and the staff have access to it. The following is the list of instructional materials available in the ICT lab:

| S. no. | Instructional materials | Number of instructional materials |
|---------------|--------------------------------|--|
| 1 | Computers | 35 |
| 2 | Internet | 3.01 Portable (Tata Photon) |

| | | |
|------------|---------------------------|------------|
| 3 | T.V | 7 |
| 4 | L.C.D Projector | 04 |
| 5 | Fax Machine | 01 |
| 6 | Scanner | 06 |
| 7 | Printers | 09 |
| 8 | Xerox Machine | 3 |
| 9 | Camera | 05 |
| (a) | Video camera | 2 |
| (b) | Still camera | 3 |
| 10 | O.H.P | 10 |
| 11 | Epidiascope | 2 |
| 12 | Tape Recorder/C.D Players | 3 |
| 13 | DVD | 3 |
| 14 | Deck | 2 |
| 15 | VCR | 1 |
| 16 | Camera Stand | 2 |
| 17 | Slide Projectors | 2 |
| 18 | Dish Antennas | 5 |
| 19 | CCTV's | 12 |
| 20 | Trolley | 3 |
| 21 | UPS | 34 |
| 22 | Radio with FM | 1 |
| 23 | Cordless P.A System | 1 |
| 24 | Cassettes | 112 |
| (a) | Video | 102 |
| (b) | Audio | 10 |
| 25 | Charts, Maps and Drawing | Appox.1500 |
| 26 | Models | Appox.500 |
| 27 | CD's of Programmes | 17 |
| 28 | Blank CD's | Appox.10 |
| 29 | Tracing Table | 1 |
| 30 | Transparencies | Appox.100 |

| | | |
|-----------|----------------------------------|------------|
| 31 | Amplifiers, Speakers, Microphone | 3,2 |
| 32 | Educational Slides | Approx.400 |
| 33 | Language Laboratory- Console | 24 systems |
| 34 | Podium | 03 |

During regular teaching, the teachers use O.H.P for teaching different subjects/topics to make the teaching process effective.

1. In the organization of the co-curricular activities video camera /multimedia is used for recording and presentations.
2. Educational CD's and films are used to facilitate learning of the teacher trainees.
3. Internet services are used for preparation of presentations, obtaining/ updating/ enriching information about different topics.
4. Charts, Maps and, models are used by the students in discussion lessons.

Que 2: Is there a provision in the curriculum for Imparting Computer skills to all students? If yes give details on the major skills included.

Ans: The College has a well equipped Computer Laboratory with 20 computers. The M.Ed/ B.Ed/ PGDCA (T.E) students are provided with compulsory basic computer education. Computer component is an integral part of B.Ed curriculum. This component has been given due weightage in the time table. Besides this, it is mandatory for every student to prepare and deliver at least 5 lessons by using computer. Teaching of computer is also offered as one of the optional teaching subject. Students practically learn the procedures for using the Microsoft word, Microsoft excel, Microsoft power point and their application in teaching learning process. They are also trained for the practical use of internet, E-mailing, uploading and downloading, storing and scanning of data.

Que 3: How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Ans: The institution incorporates and makes use of the new Technologies/ICT in curriculum transactional processes for:

1. Communication skill learning.
2. Demonstration of lessons-micro and composite.
3. Practicing lessons- both Micro and composite.
4. School teaching practice.

5. Preparing students for competitions.
6. Extension lectures/seminars.
7. Morning assemblies.
8. Orientations/familiarization.
9. Inservice teacher training.
10. Linkages with national bodies/UGC/NCTE/NCERT and international bodies.

So ICT is used intensively and extensively in both curricular and co-curricular transactional process by both faculty members and the student-trainees.

Que 4: What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson Plans classroom transactions, evaluations, preparation of teaching aids.)

Ans: Students teacher are encouraged to prefer use of technology in preparation of lesson plans, class room transaction, evaluation and preparation of teaching aids by using different equipment like OHP, transparencies , computers, L.C.D etc. over traditional method like making chalk stick drawings, pictures on the chalk board etc. The teacher trainees are also encouraged to search and download appropriate information and pictures from internet and with the help these instructional materials the teacher trainees can make the teaching learning process effective and creative.

4.5 Other Facilities

Que 1: How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as Information Technology resource in education to the institution (beyond the programmes), to other institution and to the community?

Ans: The Infrastructure is optimally used. The faculty members and the teachers trainees of the institution make maximum use of the institutional infrastructure for curricular, co-curricular and extra curricular activities within and outside the institution. The infrastructure is also used to practice teaching skills and conducting University annual examinations. The infrastructure is also utilized by the sister institutes for organizing functions, seminars workshops and other co-curricular activities. The instructional infrastructure (classes/ labs) is optimally used for the following purposes:

Class-Rooms/Method Rooms: There are 20 well equipped, spacious and airy class rooms. Each class room has one overhead projector. These class rooms are used for:

1. Smooth teaching and learning process of compulsory papers.
2. Teaching and learning process in Methodologies and conducting programmes of micro and composite teaching.

3. Holding classes for distance learners.
4. Holding counseling sessions, personal contact programmes, workshops, seminars etc. for distance learners.
5. Holding tutorials, House meetings etc.
6. Holding inter college skill-in- teaching competitions.
7. Holding interactive sessions with students and teachers from foreign Universities.
8. Conducting examinations of regular and distant learners.
9. Renting the rooms to other Universities/U.G.C/Railway/Banks etc. for conducting competitive/Entrance Exams.
10. As rehearsal rooms during youth festival preparation for different items.

Laboratories: This institution has 7 well equipped and well furnished laboratories, which are used for curricular and co-curricular activities. The laboratory wise description is as follows.

Life Science Laboratory: Life Sciences Laboratory equipped with Microscopes, Charts, Models, CD's, Slides, Preserved Specimen, Glass Wares, Detachable Models, Microscope fitted with camera attached with television. This laboratory is used for:

1. Displaying Charts, Models and other improvised apparatus prepared by the students.
2. Conducting practical for 9th and 10th standard students.
3. Issuing Models, Charts, and Specimens for discussion lessons.
4. Preparation of Slides, Herbarium Files and Mounting of insects.
5. Preparing discussion lessons.

Physical Science Laboratory: Physical Science Laboratory is equipped with working models, Charts, Glass Wares, Electricity Equipments and other Apparatus and Chemicals. This laboratory is used for:

1. Displaying Charts, Models and other improvised apparatus prepared by the students.
2. Conducting practical for 9th, 10th grade students.
3. Issuing Models, Charts etc. for discussion lessons.
4. Preparing discussion lesson.

Psychology Laboratory: Psychology laboratory is equipped with psychological tests, inventories, Psychological instruments, questionnaires etc. this laboratory is used for:

1. Conducting Psychological Test like Intelligence Test, Personality Test, etc. by M.Ed and B.Ed students.
2. Holding counseling session.
3. Keeping placement records.

4. Issuing test for research work.
5. Conducting practical.

Computer Laboratory: Computer laboratory is equipped with more than 35 computers. The computer laboratory is used for:

1. Holding classes for PGDCA (T.E)
2. Holding classes of computer component for the B.Ed and M.Ed.
3. Preparation of power point presentation.
4. Internet surfing.
5. Downloading and storing the information.
6. Preparation of discussion lessons.

Technology Laboratory: Educational Technology Laboratory is equipped with OHP's , LCD's, TV, DVD's, Tape Recorders, Sound System, CCTV's and teaching aids prepared by teacher trainees. There is a full time technician for the maintenance of the laboratory. This laboratory is used for:

1. Holding classes of Technology Component (Add on course).
2. Learning how to handle and use different technological devices like Multimedia, OHP's, Epidiascope, and Slide Projectors etc.
3. Preparation of Teaching Aids.
4. Preparation of Slide Shows.
5. Display of Teaching Aids/ Models.
6. Recording of Micro and Composite Lessons.
7. Preparation of Micro and Composite Lessons.
8. Delivery of Micro and Composite Lessons with Multimedia by the teacher trainees.

Language Laboratory: Language Laboratory has separate cabins attached with consoles. There is provision of adequate equipments for the improvement of communication skills of the students. This laboratory is used for:

1. Giving listening and speaking practice to students for improving their communication skills.
2. Conducting personality grooming classes.

Curriculum Development laboratory: The College has a curriculum Development laboratory, which is used as a resource centre for curriculum construction.

Some of the important events that have been organized by other institutions /organizations using are infrastructure and facilities are.

- Agriculture, Nursing, Pharmacy, Law etc. departments regularly use our assembly hall for organizing workshops, seminars and conferences every year.
- Different government and non government organizations hire our assembly hall for conducting seminars and conferences and awareness campaigns.
- Punjab legal aid service authority also use our seminar hall and assembly hall for conducting seminars regarding legal issues and organizing youth festivals sponsored by Punjab legal aid service authority.
- Assembly hall of the college is used by the state and centre government agencies during elections as polling and counting center.
- Assembly and Seminar halls of the college are also for organizing Seminar/Workshops/Cultural programmes and awareness campaigns by Government and Non Government Organisations like Kes Sambhal Organisation, Guru Gobind Singh Study Circle, Guru Arjan Dev Educational Society, Voice of India etc.

Que 2: What are the various Audio-Visual facilities/materials (CD's, audio and video cassettes and other material) related to programmes available with the institution? How are the student teachers encouraged to optimally use these for learning including practice teaching?

Ans: Our institution possesses the following audio-visual facilities.

| S. no | Instructional materials | Number of instructional materials |
|-------|-------------------------|-----------------------------------|
| 1 | Computers | 35 |
| 2 | Internet | 3.01 Portable(Tata Photon) |
| 3 | T.V | 07 |
| 4 | L.C.D Projector | 04 |
| 5 | Fax Machine | 03 |
| 6 | Scanner | 06 |
| 7 | Printers | 09 |
| 8 | Xerox Machine | 3 |
| 9 | Camera | 05 |
| (a) | Video Camera | 2 |
| (b) | Still Camera | 3 |
| 10 | O.H.P | 10 |
| 11 | Epidiastope | 2 |

| | | |
|------------|----------------------------------|--------------------------------|
| 12 | Tape Recorder/C.D players | 3 |
| 13 | (i)DVD (ii)CD-ROMS | 08 60 |
| 14 | Deck | 2 |
| 15 | VCR | 1 |
| 16 | Camera Stand | 2 |
| 17 | Slide Projectors | 2 |
| 18 | Dish Antennas | 5 |
| 19 | CCTV's | 12 |
| 20 | Trolley | 3 |
| 21 | UPS | 35 |
| 22 | Radio with FM | 1 |
| 23 | Cordless P.A System | 1 |
| 24 | Cassettes | 112 |
| (a) | Video | 102 |
| (b) | Audio | 10 (Vide List appendix 4(D)) |
| 25 | Charts, Maps and Drawing | Appox.1500 |
| 26 | Models | Appox.500 |
| 27 | CD's of Programmes | 17 (Vide List appendix 4 (E)) |
| 28 | Blank CD's | Appox.10 |
| 29 | Transparency Table | 1 |
| 30 | Transparencies | Appox.100 |
| 31 | Amplifiers, Speakers ,Microphone | 2 |
| 32 | Educational Slides | Appox.400 |
| 33 | Language Laboratory- Console | 1-24 systems |
| 34 | Podium | 03 |

The Teacher Trainees are encouraged to make use of above stated audio visual facilities/ materials in practice teaching by all the faculty members and the principal of the institution. Necessary guidance and instructions are given to the teacher trainees for the best use of instructional aids in their teaching practice. The faculty members also demonstrate how to use different instructional material in the classroom so that the teacher trainees can understand different functions of the instructional aids. There is a Technology Component in curriculum, which is compulsory for all the

students. The purpose of this component is to train students regarding handling of these projective and non-projective aids, so as to make the teaching learning process effective and interesting.

Que 3: What are the various general and method Laboratories available with institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

Ans: There are sufficient numbers of rooms for teaching, general laboratories and methods laboratories in the institution so as to enhance the effectiveness of teaching learning process. The Institution has life Science Laboratory, Physical Science Laboratory, Psychology Laboratory, Computer Laboratory, Language Laboratory and Technology Laboratory. These laboratories are used for providing the practical knowledge regarding the concerned subjects.

The details of classrooms, general and method laboratories are as follows..

1. Methods Rooms are equipped with support materials like models, charts, maps, lesson note books, reference book etc. related to the methodologies of teaching. The teacher trainees of different methodologies assemble in their respective method-rooms for undertaking activities related to teaching learning.
2. Psychology Laboratory has necessary psychological tests, scales, inventories, instruments, questionnaires etc.
3. Life Science Laboratories is equipped with charts, models, CD's; slides, preserved specimen, glass wares, detachable models, monitor micro camera fitted with television.
4. Physical Science Laboratory is equipped with working models, charts, electricity apparatus, and chemicals.
5. Educational Technology Laboratory is equipped with O.H.P, L.C.D, T.V, DVD. Tape recorder, sound system, recorder CCTV's, and teaching aids made by teacher trainees. There is full time technician for the maintenance of the Laboratory Equipments.
6. Computer Laboratory is equipped with 20 computers along with comfortable seating arrangements for students.
7. Language Laboratory is equipped with master console, 12 CCTV cameras.

For ensuring the maintenance of the equipment and other facilities, every year stock register is maintained which is duly checked every year. The worn and torn material is replaced by new material. There is a maintenance committee comprising of students, which also looks after the maintenance of laboratories. For ensuring maintenance of the equipments and other electronic gadgets college has two full time lab technicians, S. Sardool Singh and S. Manpreet Singh

Hundal. The year wise expenditure incurred during the last five years on maintenance of laboratories is given in the question no. 1 of criteria 4.2.

Que 4: Give details on the facilities like Multipurpose Hall, Work Shop, Music and Sports, Transport etc. available with the institution.

Ans: The College has a multipurpose hall equipped with sound system and a stage which is used for organizing general lectures, curricular, co-curricular and cultural activities. This hall has the seating capacity of 500 persons. In addition to this, there is a seminar hall having seating capacity of 65 which is used for organizing workshops and seminars. There is an open air theater with seating capacity of 400 persons is used for organizing different co-curricular and activities. Maharani Jindan Auditorium in the girls hostel has seating capacity of more than 1000 people where different, national and international cultural programmes are organized. There is Kala Bhawan with the seating capacity of 400 people. There is also a badminton court for the students. The college has 6 well maintained lawns. There is a separate music room equipped with essential music instruments (Harmonium, Sitar, Tabla, Dholak etc.). We also have sports rooms having indoor and outdoor sports equipments. College has its own van and jeep for transportation purposes.

Que 5: Are the classrooms equipped for the use of latest Technologies for teaching? If yes, give details, if no, indicate the institution future plans to modernize the classroom.

Ans: Yes, the classrooms are well equipped for the use of latest technologies for teaching. One O.H.P is available in every class room. Four portable L.C.D projectors along with screens are available in the technology Laboratory, which can be provided to the class rooms as per the requirements of the teachers. Moreover, the teacher trainees can use O.H.P, L.C.D projectors, working models, static models and other teaching aids during demonstration lessons. The College has planned to establish two Smart classrooms and this project is in pipeline.

4.6 Best Practices in Infrastructure and Learning Resources

Que 1: How does the faculty seek to model and reflect on the Best Practices in the diversity of instruction, including the use of technology?

Ans: The faculty members of the institution make use of the ICT in instructional transactions so that the teacher-trainees feel motivated to adopt the same practices. Teacher trainees are encouraged to make multimedia presentations for effective learning of students. There is a computerized library with facility of unlimited and free usage of internet services for the teacher trainees.

Que 2: List Innovative Practices related to the use of ICT, which contributed to quality enhancement.

Ans: As Technology is becoming essential component for effective teaching learning process, many innovative practices are being adopted related to ICT in this institution which are as follows:

1. Computer Component is compulsory for all the students and has been given due weightage in curriculum and provision in time table has also been made.
2. Technology component is also a compulsory add on course for acquisition of knowledge and skills related to ICT. It is mandatory for every student to deliver 5 micro lessons by using different teaching aids in this component.
3. All the teachers of the institution prepare instructional materials for the presentation of the subject matter in their respective classrooms.
4. The faculty members of the institution encourage and guide the teacher trainees to use ICT during teaching practice in schools.
5. There are latest computer with Dual core and i3 processors, OHP, LCD projectors, CD's, scanners, printers which are used by teachers and teacher-trainees for effective teaching.
6. Workshops are organized to teach the effective use of computers to trainees and faculty.

Que 3: What Innovations/Best practices in 'Infrastructure and Learning resources' are in vogue or adopted/adapted by the institution.

Ans: The best practices in infrastructure and learning resources in vogue are :

1. a) Our institution has well maintained computer lab.
 - b) The number of computers is increased as per requirements.
 - a) Latest windows are installed from time to time.
2. Our institution have well equipped library
 - a) Library is equipped with computer facilities along with unlimited use of internet.
 - b) New CD's and DVD's related to different subject are purchased every year.
 - c) Library remains open for 363 days even to distance mode learners, researcher and scholars.
 - d) Required numbers of reference books are purchased every year.
 - e) Availability of reprographic facilities in library.
3. Necessary instructional aids are developed and added in the technology laboratory.
4. The college publishes its own quarterly journal 'Researcher's Tandem'.
5. The College has a language Laboratory for enhancing communication skills of teacher-trainees.
6. Infrastructural facilities are available for organizing Educational and cultural exchange programmes of national and international level.

7. In the college a Legal Aid Educational Clinic has been established with a purpose to provide free legal help to students and other needy people.
8. The college has a curriculum development laboratory which is used as a resource centre for curriculum construction.
9. The college has two full time technicians for the maintenance of electronic gadgets.

Additional information for Reaccreditation/ Reassessment

Que 1: What were the evaluative observations made under Infrastructure and learning resources in the previous assessment report and how they have been acted upon?

Ans. The report of the first accreditation did not suggest any improvement in this criterion; however, the college has made conscious improvements in the infrastructure and learning resources.

Que 2: What are the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regards to infrastructure and learning resources?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

1. Establishment of UGC funded Gandhian Research Centre.
2. Establishment of hybrid solar wind energy power system.
3. Organization of workshops, seminars (State and National) for re-designing and re-construction of curriculum in the light of guidelines provided by NCFTE (2009).
4. Renovation and Extension of the college building. (Criteria IV).
5. Updation of the college labs.
6. Addition of the latest books, journals and encyclopedia's and other digital learning resources in the college library.

CRITERIA-V-STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

Que 1: How does the institution assess the students' preparedness for the B.Ed and M.Ed courses and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme?

Ans: A systematic mechanism has been devised to assess the students' preparedness for the B.Ed and M.Ed courses:

1. Admission of the students to B.Ed course is based upon the merit list prepared by the university and admission of students to M.Ed course is based on the entrance test in which the students' knowledge and aptitude is assessed.
2. The academic session commences with an orientation cum induction program which orientates the students regarding:-
 - Different foundation and optional subjects.
 - Teaching practice programme (Micro teaching, block teaching practice and long term teaching practice)
 - Projects to be undertaken by them.
 - Eminent personalities from the field of education are invited to address and guide the students.
3. The principal and the teachers orient the students about the salient features of the course, merits of the course and achievements of the pass outs.
4. Top Rankers of the previous years are invited to interact with the students.
5. Initial three working days of the session are devoted to the tutorial meetings, in which each section is under the charge of three tutors. Various activities which are undertaken during tutorial periods are:-
 - Talent Identification in various fields like literary, music, fine arts, dance, and theatre.
 - Cultural Programmes like youth festival, folklore festivals under cultural exchange programmes.
 - Weekly theme based morning assemblies.

6. Extension lectures by renowned educationists, psychologists, human right activists and doctors etc. are organized by the institution.

7. Lecturers act as mentors to the students. Individual attention is paid to the students.

They are guided by the mentors in course content & projects. Teachers also provide guidance to students in selection of the pedagogical subjects and optional papers. Students are guided by the mentors in every aspect of teacher education. Guidance for stress management, leadership development is also given to the students. College atmosphere is warm and sensitive to the diverse needs of the students and special attention is paid to physically challenged students.

Que 2: How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

Ans: A healthy campus environment is created for motivation of the students:

- Democratic & Congenial environment prevails in the college.
- Complaint box is provided in the college through which student's complaints and suggestions are received.
- Grievance redressal cell is actively working.
- Guidance & counseling cell facility is also provided.
- Healthy and hygienic canteen facility is also provided to the students
- N.S.S camps are organized which help to inculcate in the students moral, social and economic values.
- To inculcate the values among the pupil teachers, value education is provided to the pupils.
- Faculty is friendly, co-operative and easily approachable as their contact numbers are given in the college handbook of information as well as on college website.
- The institution organizes periodic seminars, debates, declamation contests and workshops to instil confidence in the students.
- The cultural programmes are also organized by the institution to hunt the talent among the students for the all round development of the would-be teacher.
- Representatives of each house are selected by the students and given certain responsibilities during college functions to develop the leadership qualities among them.
- Photographs of the college students of different sessions are displayed on the college walls.
- The name of the top achievers are displayed on 'Roll of Honour' board.

- The college has adequate ICT facilities for quality enhancement. The students are given the facility of computers, laptops, scanners, inkjet printers, dot-matrix printers , OHP's , LCD projectors, digital camera , handcam, slide projector, VCDs, DVDs , Audio CDs and cassettes, LAN connection with free broadband internet surfing. These facilities are optimally used by the students to prepare computer aided teaching – learning material.
- Free hostel facility is given to the needy students during the session especially in examination days.
- Library hours are extended during examination days and as per the requirement of M.Ed students for their research work.
- Book bank facility is available in the library to help the poor students.
- Scholarship and fee concession is also given to the needy students and merit holders by the institution. Full fee is reimbursed to those students who stand first in B.Ed & M.Ed university exams, 75% fee concession is given to those who stand second in university exams and 50% to those who stand third in university.
- Monetary benefits and certificates of appreciation are given by the institution to the outstanding students.
- No subscription fee is charged from M.Ed students for publishing their research papers in college journal.
- Facility of group insurance policy for students and teachers.

Our institute honored UGC cleared students in convocations. It is because of the motivating, satisfying and stimulating environment of the college that for the last so many years we have created history by bagging all the top positions in the university annual examination of B.Ed & M.Ed. We are also champions in zonal youth festival.

RESULT OF THE SESSION 2010-2011

| S.No. | Class | Total No. of Students Appeared | Result | Pass% age | Univ. Positions |
|-------|-----------|--------------------------------------|--------|-----------|--------------------|
| 1 | M.Ed | 35 | 35 | 100% | ---- |
| 2 | B.Ed | 200 | 200 | 100% | 15 Merit Positions |
| 3 | PGDCA(TE) | 15 | 15 | 100% | 03 Merit Positions |

RESULT OF THE SESSION 2011-2012

| S.No. | Class | Total No. of Students Appeared | Result | Pass% age | Univ. Positions |
|-------|-----------|--------------------------------|--------|-----------|--------------------|
| 1 | M.Ed | 35 | 35 | 100% | First 03 Positions |
| 2 | B.Ed | 195 | 195 | 100% | 23 Merit Positions |
| 3 | PGDCA(TE) | 07 | 07 | 100% | ---- |

RESULT OF THE SESSION 2012-2013

| S.No. | Class | Total No. of Students Appeared | Result | Pass% age | Univ. Positions |
|-------|-----------|--------------------------------|--------|-----------|--------------------|
| 1 | M.Ed | 35 | 35 | 100% | First 03 Positions |
| 2 | B.Ed | 198 | 198 | 100% | 07 Merit Positions |
| 3 | PGDCA(TE) | 26 | 26 | 100% | ---- |

RESULT OF THE SESSION 2013-2014

| S.No. | Class | Total No. of Students Appeared | Result | Pass% age | Univ. Positions |
|-------|-----------|--------------------------------|--------|-----------|--------------------|
| 1 | M.Ed | 34 | 34 | 100% | 08 Merit Positions |
| 2 | B.Ed | 200 | 200 | 100% | 10 Merit Positions |
| 3 | PGDCA(TE) | 29 | 29 | 100% | ---- |

RESULT OF THE SESSION 2014-2015

| S.No. | Class | Total No. of Students Appeared | Result | Pass% age | Univ. Positions |
|-------|-----------|--------------------------------|--------|-----------|--------------------|
| 1 | M.Ed | 35 | 35 | 100% | First 03 Positions |
| 2 | B.Ed | 199 | 199 | 100% | 06 Merit Positions |
| 3 | PGDCA(TE) | 25 | 25 | 100% | ---- |

Que 3: Give the gender wise drop out rate after admission in the last five years & list the possible reasons for the drop-out. Describe the mechanism adopted by the institution for controlling the drop out.

Ans. The drop-out rate is very negligible. The college has been counseling the students to complete the course successfully. Table I, II and III showing dropout rate after admissions in the last 5 years.

TABLE I

| Year | 2010-2011 | | | 2011-2012 | | |
|--------------|-----------------------|-----------------|----------------------|-----------------------|-----------------|----------------------|
| Class | Admit/appeared | Drop Out | %age appeared | Admit/appeared | Drop Out | %age appeared |
| B.Ed | 200 | -- | 100% | 200 | 05 | 97.5% |
| M.Ed | 35 | -- | 100% | 35 | - | 100% |
| PGDCA | 15 | -- | 100% | 10 | 03 | 70% |

TABLE II

| Year | 2012-2013 | | | 2013-2014 | | |
|--------------|-----------------------|-----------------|-------------|-----------------------|-----------------|----------------------|
| Class | Admit/appeared | Drop out | %age | Admit/appeared | Drop Out | %age appeared |
| B.Ed | 200 | 02 | 99% | 200 | -- | 100% |
| M.Ed | 35 | -- | 100% | 35 | 01 | 97% |
| PGDCA | 30 | 04 | 87% | 35 | 06 | 83% |

TABLE III

| Year | 2014-2015 | | | | | |
|--------------|-----------------------|-----------------|-------------|--|--|--|
| Class | Admit/appeared | Drop out | %age | | | |
| B.Ed | 200 | 01 | 99.5% | | | |
| M.Ed | 35 | -- | 100% | | | |
| PGDCA | 25 | -- | 100% | | | |

REASONS FOR NEGLIGIBLE DROPPING-OUT

- Students got job during the course.
- Some students got married.
- Few students immigrated to foreign countries.
- Familial or personal problems.

MECHANISMS USED FOR DECREASING DROP-OUT RATE

The drop-out rate is very negligible, but still the institution is making efforts to decrease the existing drop- out percentage, like :

1. The problems of the students are attended to by the tutor in the tutorial group meetings and if the problem still persists it is brought to the notice of the principal where they are counseled and helped to sort out their problems.
2. The family members are advised to extend their cooperation to enable their wards to complete the course.
3. Regular medical checkups are held in the college and proper medical services are provided to those who are in need.
4. The counselors provide help to the students who are prone to dropout because of excessive pressure from any side.
5. The services of guidance and counseling cell, legal aid clinic are also sought.
6. There is a provision of remedial instructions and flexible schedule of re-examination for those who are in need of such facility.
7. Individuals are inducted in the series of activities which are diverse in nature and are designed to suit the requirement of student teachers and the tendency to drop- out is rooted out.
8. Financial assistance is provided in case of financial constraints of the students.

Que 4: What additional services provided to the students for enabling them to compete for the jobs and progress to higher education ?How many students appeared /qualified in SLET,NET,UGC and other competitive examination in last five years?

Ans: The campus environment is inspiring and conducive for education. Students are motivated by the ambience of the class rooms and college campus. The services provided by the institution are:

- a) Students are encouraged to study in the library during their free time. Many newspapers, magazines, and journals are available in the library for the reference of the students.

- b) Free and unlimited access of computers & internet facilities are provided to enable them to prepare for competitive examinations.
- c) Students are given training in writing their resume for applying to jobs in different schools/colleges/other institutes.
- d) The teachers teach the B.Ed and M.Ed students (teacher-educators) by keeping in mind the syllabus of JRF/NET/UGC/PSTET/CTET competitive examinations. Coaching is given to the students for UGC examinations at the college level by the experts from college and other institutes.
- e) 75% of students of this institution qualify U.G.C. (NET) in their maiden attempt every year.
- f) Psychology lab runs placement cell which establishes linkage with reputed institutions (Schools and Colleges) to enable the students to get appointment during & after the session.
- g) The college has richest library that also includes e-journals and infolibnet service for students.
- h) New books are added in the library for preparation of competitive exams like SLET/UGC/CTET/PSTET etc.

Table 4

List of students of M.Ed who have cleared UGC (NET) in Education during the session:-

| 2010-2011 | | 2011-2012 | |
|------------------|-------------------|------------------|------------------|
| 1 | Harleen Kaur | 1 | Manisha Sharma |
| 2 | Harjit Kaur | 2 | Navjot Kaur |
| 3 | Rajwinder Kaur | 3 | Kulwinder Kaur |
| 4 | Sumit Kumar | 4 | Khushpinder Kaur |
| 5 | Jaspinder Kaur | 5 | Harpreet Kaur |
| 6 | Pardeep Pal Singh | 6 | Parminder Kaur |
| 7 | Shubhneet Sidhu | 7 | Samita |
| 8 | Ritu | 8 | Gagandeep kaur |
| 9 | Ritika | 9 | Gurpreet kaur |
| 10 | Harleen kaur | 10 | |
| 11 | Smit Kumar | 11 | |
| 12 | Harneet Kaur | 12 | |
| 2012-2013 | | 2013-2014 | |

| | | | |
|------------------|----------------|---|-----------------|
| 1 | Ramandeep Kaur | 1 | Najish Randhawa |
| 2 | Gagandeep Kaur | 2 | Ravneet Kaur |
| 3 | Rajni Gupta | 3 | Parul Aggarwal |
| 4 | Guriqbal Kaur | 4 | Kawaljeet Kaur |
| 5 | Shefali Arora | 5 | Kawal |
| 6 | Rajbir Kaur | 6 | Romika |
| 7 | Rimal | 7 | Navneet kaur |
| 2014-2015 | | | |
| 1 | Manpreet Kaur | | |
| 2 | Pawanjit Kaur | | |
| 3 | Paramjit Singh | | |
| 4 | Raminder Kaur | | |
| 5 | Jyotsna | | |
| 6 | Gurpreet Kaur | | |

Approximate percentage of students who qualified in PSTET & CTET every year is 13%.

Que 5: What percentage of students on an average go for further studies/choose teaching as a career?

Ans: The institute provides educational and career guidance to the students to pursue higher education like Masters in Education, Masters in Science and Masters in Arts. The institute orients the students about other opportunities also. The students who have already completed their post graduation degree, 40% of them prefer to continue in the same college by taking admission in M.Ed course. Adequate guidance & support is also provided for employment. Approximately 75% of the students choose teaching as a career.

Que 6: Does the institution provide training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution?

Ans: Yes, the institution provides training and access to library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution. (Records are available in the library)

Que 7: Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited?

Ans Yes, the institute has well established placement cell. B.Ed & M.Ed courses are professional courses. The success of these courses depends upon the %age of students adopting teaching as their career by getting jobs in different institutions. No. of personnels of schools affiliated to ICSE, CBSE & PSEB come to recruit our student teachers for the high reputation of the institute. Placement cell in our institution provides all possible assistance to students to find suitable employment.

The institution organizes extension lectures by renowned personalities from field of education from time to time. It helps the students to get knowledge of latest trends and requirements of the particular field. Curriculum Vitae of the students are collected at the end of the session. The institution has placed maximum students in the reputed schools of the city. The institutions where maximum no. of students are placed:

- Spring Dale Sen. Sec. School
- Delhi Public School
- Alpine Public School
- D.A.V Public School, Lawrence Road, Amritsar.
- Khalsa Sen Sec. School (Boys) Amritsar.
- Khalsa Public School, G.T. Road, Amritsar.
- Sri Guru Harkrishan chain of Schools.
- Miri Piri Academy.
- G.D.Goenka school.
- Ryan International School.
- The institution has arrangements with practice teaching schools for placement of students. Some of the students have been offered jobs by the schools during their practice teaching on the basis of their performance.
- Placement opportunities are provided to the students during skill in teaching examination. For this purpose, we invite principals of some schools who themselves observe the lessons delivered by the students and select them for their schools according to their requirement.
- Help of Alumni members too is sought regarding information about vacant posts.

There are hundred percent placements for M.Ed students of our college in different colleges of education of the region like

- Department of Education, GNDU, Amritsar
- Khalsa College of Education, Ranjit Avenue, Amritsar
- D.A.V College of Education, Beri Gate, Amritsar
- M.L.M Institute of Education, Mudhal, Amritsar
- Anand College of Education, Jethuwal, Amritsar
- Sidana Institute of Education, Amritsar
- S.G.T.B College of Education, Khankot, Amritsar

Que 8: What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

Ans: The institution has well established placement cell attached with psychological lab. The teacher incharge of placement cell is Dr. Deepika Kohli. Quality is the hall mark of our institute so our college does not face any difficulty in the placement of students in various schools/colleges/other institutes.

Que 9: Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Ans: Yes, the placement cell has developed a strong network with the teaching practice schools and other reputed schools of the region. The network is also established with the alumni of our institution to provide information about the vacancies in the schools where they are working. The placement incharge Dr Deepika Kohli invites the management and heads of the institutes to conduct campus interviews for the out going batch of students. Principals of various schools also approach the College Principal in case of vacancies in their institutes. The college authorities pass this information to the students. The institutions where maximum students are placed are:

- Jagat Jyoti Public School
- Khalsa Sen Sec. School (Boys) Amritsar.
- Khalsa Public School, G.T. Road, Amritsar.
- Sri Guru Harkrishan Chain of Schools.

- Govt. senior Secondary School, Mall Road
- Govt. Senior Secondary School, Chehartta
- Sant Singh Sukha Singh Modern School
- CLH Public School
- Govt. senior Secondary School, Town Hall
- Shaheed Udham Singh Orphanage School
- Rashriya Bal Siksha Kendra
- Shaheed Baba Deep Singh Sen. Sec. school
- Govt Sen. Sec. School, Goal Bagh
- BK Sen Sec School, Ghee Mandi

Que 10: What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Ans: The institution provides every essential help in the working of placement cell. All facilities of the college in the form of man power, technology and funds are available as per the requirement for organising timely activities of the placement cell. Placement services to the students are possible because of the resources provided by the institution in the form of:

1. Assignment of one faculty member as incharge.
2. The management of the institution provides all hospitality services to the panel members of interview board.
3. The classes are re-scheduled and classrooms facilities are provided to enable the students to deliver the lessons before the panel of selection committee.
4. Additional trainings in computer application, communication skills and personality development are given.
5. Teaching competence is strongly built by systematically providing all inputs and sufficient practice sessions under the guidance of expert teachers and teacher educators.

Liasion is maintained with the schools throughout the session. They are invited to all the academic and cultural functions of the college.

5.2 Student Support

Que1: How are the curricular (teaching-learning processes), co-curricular and extra Curricular programmes planned,(developing academic calendar, communication across the institution, feedback)evaluated and revised to achieve the objectives and effective Implementation of the curriculum?

Ans: Being the pioneer Teacher Education Institution of Northern India, it has earned an excellent reputation in the field of higher education. Its reputation for innovations and excellence in teaching and research has put it on the top among the colleges of education in India. Workshops on curriculum framework are held in the institution to revise the curriculum. Even Guru Nanak Dev University also adopts the various suggestions given by our institution regarding the framework of the curriculum for B.Ed. & M.Ed. The curricular, co-curricular and extra-curricular programmes are planned in the staff meetings under the supervision of the Principal of the institution. Different committees are formulated by the Principal. These committees further enlist their activities and in the light of that academic calendar are prepared. Through notice board, website, handbook of information and e-governance this academic calendar including the list of various curricular, co-curricular and extra-curricular activities to be organized in the institution are communicated across the institution. The feedback regarding various curricular and co-curricular activities is taken from the students and teachers. In light of their suggestions the curricular and co-curricular programmes are also sometimes revised.

Que 2: How is the curricular planning done differently for physically challenged students?

Ans: Flexibility of the course curriculum in terms of choice of the subject, programmes, electives etc. allows mainstreaming the physically challenged students. For the convenience of physically challenged students their classes are held on the ground floor. A special facility to record lectures delivered by the teachers in classrooms is provided to the blind students. The college atmosphere is very warm and sensitive to the diverse needs of the students. Individual attention is paid to the students with special needs. Teachers show proper caring and affectionate attitude to all the students of the college. No discrimination is done in the college to any student on the basis of any criteria.

Que 3: Does the institution have mentoring arrangements? If yes, how is it organized?

Ans: Yes, the institution has mentoring arrangement. The students are divided into different tutorial groups headed by different teachers. Each tutorial group has three teacher mentors who help and guide the students in various activities. Institution also adopts the students mentoring system in

which advanced learners act as student mentors, who provide help to the weak students in improving their performance.

Que 4: What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Ans: Provisions for enhancing the effectiveness of the faculty in teaching:

1. Well enriched library of the institution helps the teacher to update their knowledge.
2. E-books, E-journals, unlimited Wi-Fi connection and AC library reading hall provide congenial atmosphere to the teachers for enhancing their effectiveness.
3. College organizes various Seminars, Workshops, Conferences for their professional growth. College also encourages the faculty to participate in Workshops, Seminars and other Refresher courses organized by other institutions.
4. Well equipped technology lab of the college and a skilled expert in the field of technology trains the faculty regarding the use of various teaching learning aids and multimedia.

Provisions for enhancing the effectiveness of the faculty in mentoring:

1. The college staff is available from 9 to 4 in the college campus.
2. All the faculty members are trained to serve as surrogate parents, give timely counseling and guidance to the students to overcome their personal problems and difficulties.
3. Teachers' personal cabins and rooms provide easy accessibility to students to approach their tutors.
4. Legal cell is operating in the institution for providing legal aid to the students.
5. Teachers' personal contact numbers are given in the handbook of information as well as on college website.

Que 5: Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Ans. The College has a website www.kceasr.org, which provides all possible information about the college to all stake holders. Website contains the information about course profiles, admission process, infrastructural facilities like computer centre, different labs like psychology lab, life sciences and physical sciences lab, technology lab, language lab, the library, placement services and recreational activities. Besides this faculty member with their qualifications, areas of specialization

are listed and rules and regulations of the institution are clearly stated. Website is updated time to time.

Que 6: Does the institution have a remedial programme for academically low achievers? If yes, give details.

Ans: Yes, the institution has a remedial programme for academically low achievers. Following are some of the measures undertaken for these students:

- a) Books of different difficulty level are available in the college library.
- b) Extra help is given to slow learners.
- c) Tutorial classes are arranged
- d) Projective and non-projective aids are used for making the subject matter interesting and easy.
- e) Well equipped technology and psychology laboratories are available.
- f) Bilingual method of teaching is used by teachers.
- g) Course books are available in English, Hindi and Punjabi in the library.
- h) Freedom to write assignments, exams in language of their choice B.Ed & M.Ed.
- i) Teachers are available in the college campus from 9 a.m. to 4 p.m. so that students can easily approach the teachers.
- j) Teachers' contact numbers are given in handbook of information and also uploaded on website so that students can contact as per their need.
- k) Teachers upload their lectures on e-governance so that the students can take the help of these lectures to remove their problems.
- l) Remedial Teaching is provided to the students after identifying their problems.
- m) Extra class tests are conducted by the teachers.

Que 7: What specific teaching strategies are adopted for teaching (a) advanced learners and (b) slow learners?

Ans: Slow and advanced learners are identified on the basis of weekly class tests and special attention is provided to the students as per their need. For meeting diverse needs of different students following strategies are undertaken:

| | |
|------------------------------------|---|
| ➤ Strategies for advanced learners | <ul style="list-style-type: none"> a) Well equipped laboratories and rooms are available in the college. b) Sufficient numbers of books in different subjects are available in the library. c) Books of different difficulty level are available in the college library. d) Extra assignments are given to advanced learners. e) Internet facility is available for advanced learning. f) Tutorial classes are arranged. g) Student mentoring system is there so that the advanced learners can use their potentialities in a positive way. |
| ➤ Strategies for slow learners | <ul style="list-style-type: none"> h) Well equipped laboratories and rooms are available in the college. i) Sufficient number of books in different subjects is available in the library. j) Books of different difficulty level are available in the college library. k) Revision exercises are given to slow learners. l) Tutorial classes are arranged. m) Student mentoring system is there so that the slow learners can take the help of others in removing their learning problems. n) Books in regional languages are available in the library. o) Bilingual method of teaching is used by teachers. p) Individual attention is paid by the teachers. q) Both B.Ed & M.Ed students are given freedom to prepare their assignments and write their annual exams in language of their choice. r) Projective and non-projective aids are used for making the subject matter interesting and easy. |

Que 8: What are the various guidance and counseling services available to the students? Give details.

Ans: Proper guidance and counseling services are provided to the students by conducting counseling sessions. For this purpose, college has set up a Guidance and Counseling cell, Sexual Harassment Cell, Educational Clinic, and Legal Aid Cell with trained personnels which are boon to student teachers to get personal, academic and psychological counseling. These cells are attached with the psychology lab and Dr. Harpreet Kaur is the incharge of Guidance and Counselling cell, Dr. Bindu Sharma is the incharge of Sexual Harassment Cell and Dr. Deepika Kohli is the incharge of Educational Clinic and Legal Aid Cell. All the faculty members are trained enough to serve as

surrogate parents giving timely counseling and guidance to students to overcome their personal problems.

Guidance

- Academic and professional guidance is provided to the students in developing competencies in teaching.
- Guidance is provided to enable them to face the interviews.
- Occupational guidance regarding job opportunities is provided.
- Legal Aid Cell guides the students regarding legal issues.

Counselling- Counselling is provided

- To cope with the course.
- To overcome personal and academic problems.
- To overcome fear, anxiety, inferiority complex and stress.
- To boost their self esteem and confidence.
- Parent Teacher Association serves as an important source for counseling family related problems.

Que 9: What are grievances redressal mechanisms adopted by the institution for students?

What are the major grievances redressed in last two years?

Ans: Yes, the college has Grievance Redressal Cell for its employees and students. Prof. Harpreet Kaur is the incharge of this cell.

The following grievance redressal mechanisms are adopted by the institution.

- Student council addresses their grievance to the tutor and if needed informs the principal.
- Student grievance box is kept so that they can express their grievance in writing.
- The grievance committee meets as and when the problem arises and solve the problem through interaction and discussion.

The major grievances redressed in the last two years are

- Change of the college timings.
- Requirement of Wi-Fi facility in the college library.
- Change in the timings of lunch break .
- Adoption of bilingual method of teaching.
- Improvement in hygienic conditions of the canteen.
- Scheduling of examination.

- Cleanliness of washrooms.
- Facility of drinking water.
- Addition of more books in regional languages in the college library.

Que 10: How is the progress of the candidates at different stages of programs monitored and advised?

Ans: The progress of the candidates at different stages of programmes monitored through the use of unit tests, house tests, assignments and projects. There is an Examination Committee in the college that conducts all the house tests, keep all the records in the form of register. Weaknesses of the students are identified and they are advised according to their needs.

Que 11: How does the institution ensures the students' competency to begin practice teaching (pre-practice preparation detail) and what is the follow up support in the field (practice teaching) provided to the students during practice teaching in schools?

Ans: To ensure the competency of the students and to develop teaching skills, students are acquainted with different methods of teaching, teaching aids, maxims of teaching, Micro-teaching skills and lesson planning. Micro-teaching skills and composite lessons are first demonstrated by the method masters and old students and then these are practiced by the students. Students are supposed to present minimum five micro lessons through simulation in the college.

The institution follows a systematic approach for Teaching-Practice Programme, which is as follows:-

1. Identification of the practising schools keeping in mind their:
 - Location(Easily Accessibility)
 - Type of school (Government, aided, private, public).
 - Availability of basic infrastructural facilities.
 - School calendar.
 - Generally student teachers are accommodated in 14 to 15 schools.
2. Allotment of schools for Teaching Practice.

The students are allotted schools keeping in mind the following considerations:

- Medium of instructions of student teachers
- Subject combination.
- Academic background of student teacher.
- Accommodating capacity and subject wise requirement of the schools.

- Supervisor, pupil teacher ratio is 1:7.
3. Sending list of student teachers to the practising schools.
 4. Instructions to the student teachers regarding Teaching Practice.
Before the commencement of the teaching practice, detailed instructions are given to student teacher regarding
 - Duration of Teaching Practice
 - Objectives of Teaching Practice
 - Number of lessons to be delivered
 - Daily stay in the schools
 - Type of duties to be performed
 - Collection of time table and syllabus from the concerned teachers in advance
 - Type of behaviour to be exhibited by them (dress code, professional ethics)
 5. Arranging the meeting with the head of the Institution and the subject teacher to acclimatize students with the school ethos and for seeking guidance to teach their respective subjects in long term teaching practice.

FOLLOW- UP SUPPORT

- Two teacher educators as supervisors are assigned per school so as to supervise the performance of the students in practise teaching schools.
- Concerned subject teacher of the school also observe the performance of the student teachers and give feedback accordingly.
- It is mandatory to observe minimum 20 lessons delivered by their peers and give feedback in the form of suggestions.
- Feedback regarding the performance of the student teachers is also sought from the Heads/Principals of the various schools and in the light of their suggestions teaching practice programme is revised.
- Students also share their experiences regarding the teaching practice with their supervisors.

5.3 Student Activities

Que 1: Does the institution have an alumni association? If yes, (i) List the current office bearers (ii) give the year of the last election(c)List Alumni Association activities of last two years(d)Give details of the top ten alumni occupying prominent position(e)Give details on the contribution of alumni to the growth and development of the institution.

Ans: Alumni are always strong motivators for the students of the current session. Our college also has strong Alumni Association. The office bearers of the association were unanimously elected.

List of the Office Bearers of the Alumni Association

| Designation | Name of members |
|--------------------|---|
| Chairperson | Dr. J.S. Dhillon, Principal |
| Vice-Chairperson | Dr. Harpreet Kaur |
| Member | Principal G.B Singh |
| Member | Principal Jagdish Singh |
| Member | Principal J.S Bawa, PES (Retd.) |
| Member Secretary | Dr.Nirmaljit Kaur |
| | Nominated Members |
| Member | Dr. K.S Kahlon (Professor) |
| Member | Dr.H.S Soch, Former Vice Chancellor, G.N.D.U |
| | Co-opted Member |
| Co-opted | Dr. Gurjit Kaur |

Year of last election is March 2015

Activities of Alumni Association in the college

1. The institution invites its alumni on various functions held at college to share their experiences regarding profession.
2. An extension lecture by S. Jagdish Singh, Director of SSSS institutes was delivered on the topic 'Teachers Day.'
3. A Guest lecture by Dr. Jeewan Jyoti Sidana, Director of Sidana Institutes was delivered on the topic 'Importance of Micro Teaching.'
4. An extension lecture by S. Bhupinder Singh from Holland was delivered on the theme 'History of Sikhs'.
5. An extension lecture by Dr. Balwinder Singh was delivered on the topic 'Sikh Heritage.'
6. Alumni members also help in conducting and preparing for competitions like literary, theatre, fine arts, music and giddha for youth festivals and international folk festivals.
7. Alumni members are also invited in the beginning of the session so as to interact and motivate the students for the course.

8. Orientation about school experience programme.
9. Every year a series of demonstration lessons is given by the Alumni members.

LIST OF PROMINENT MEMBERS OF THE ALUMNI

| S. NO. | NAME | DESIGNATION/AWARD WON |
|--------|------------------------------|---|
| 1 | Dr. Surjit Kaur Bhinder | National Awardee, Rtd. Distt. Edu. Officer |
| 2 | Mr. Harpal Singh | State and National Awardee, Rtd. Distt. Edu. Officer |
| 3 | S. Lakhbir Singh Randhawa | Ex Education Minister, Pb. Govt. |
| 4 | Dr. H.S. Soch | Rtd. Principal, Khalsa College of Education, & Former V. C, GNDU, Amritsar. |
| 5 | Dr. Pritam Singh | Rtd. Principal, Khalsa College of Education, Amritsar |
| 6 | Dr. K. K. Gupta | Rtd. Principal, DAV College of Education, Amritsar. |
| 7 | S. Jagdish Singh | Director, SSSS Institutions, The Mall, Amritsar |
| 8 | Mrs. Davinder Kaur Brar | Vice Principal, Khalsa College for Women ,Amritsar |
| 9 | Mrs. Gursharan Kaur Kohli | W/o Dr. Manmohan Singh, Prime Minister of India |
| 10 | S. Gurmukh Singh | Rtd. DEO, Jalandhar |
| 11 | Mrs. Raminder Kaur | W/o Ujjal Dosanjh, Premier British Columbia |
| 12 | Dr. J.S. Dhillon | Working Principal, Khalsa College of Education, Amritsar |
| 13 | Dr. Gurdial Singh Phul | Dramatist |
| 14 | Dr. Nanak Singh | Principal, GTB College for Women, Amritsar |

Contribution of Alumni in the growth and development of the institution:

1. Financial aid is given by alumni members to the needy students.
2. Donate books for the book bank of the library.
3. Alumni members motivate the students in their current course.
4. Helps in the placement of the students by informing about the vacancies.
5. Contribute in improving the functioning of the institution by giving feedback.

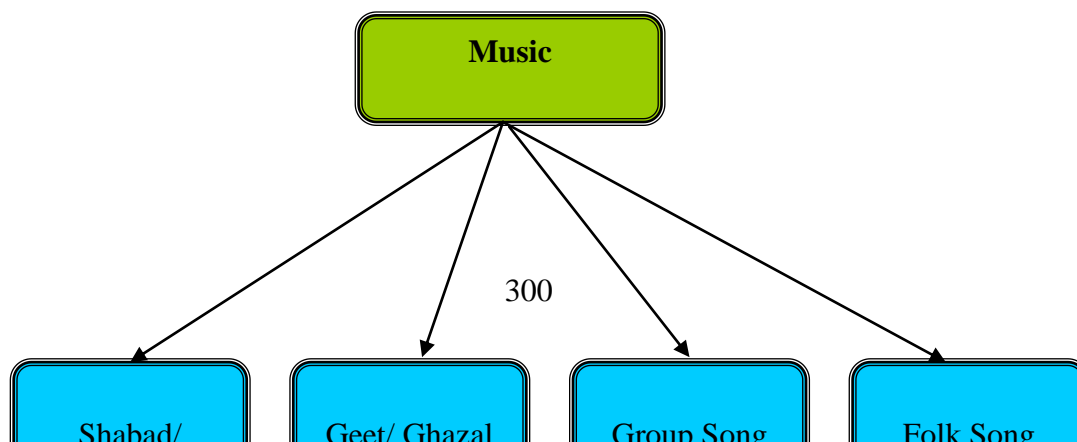
Que 2:How does the institution encourage students to participate in extra-curricular activities including sports and games?Give details on the achievements of students during the last two years.

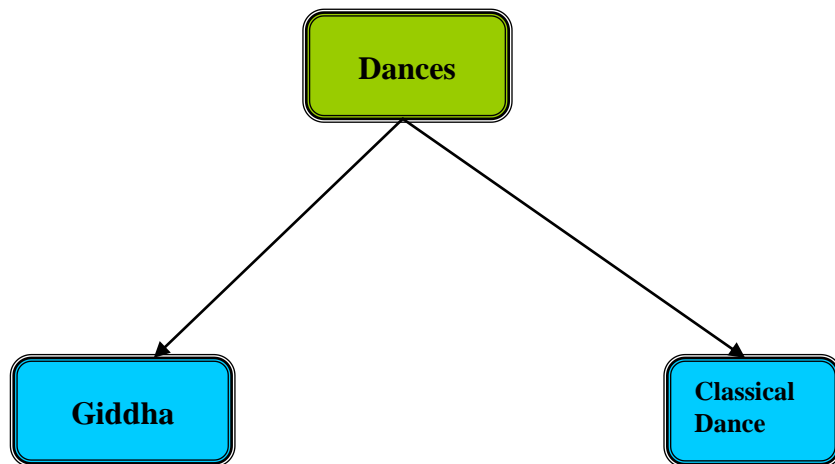
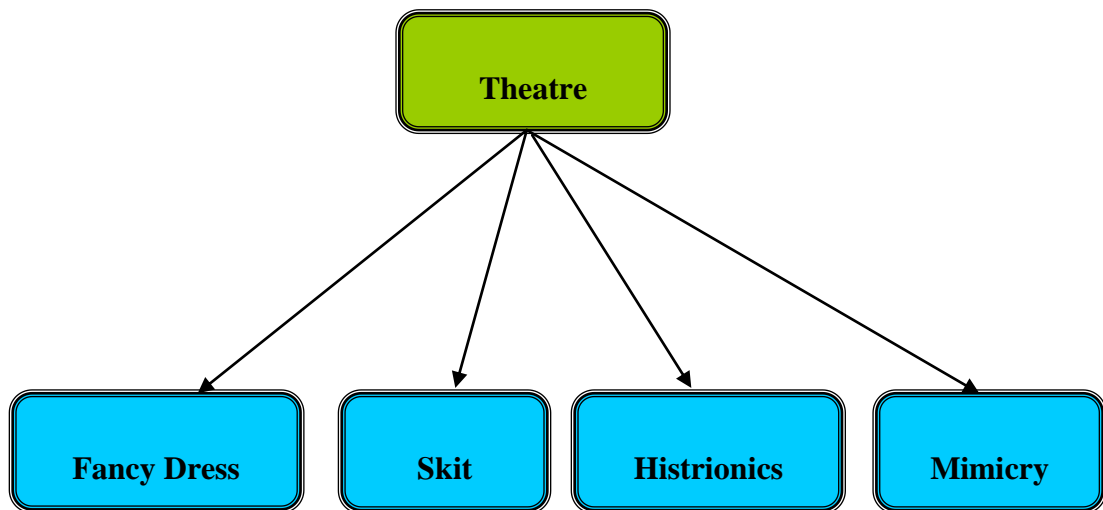
Ans: The institution gives topmost priority to develop the all round personality of the students by providing them opportunities to participate in various extra- curricular activities. The main aim of B.Ed & M.Ed programme is to develop personality of the students and to provide them exposure for different kinds of experiences. So the institution plans all these activities before the commencement of the session. All the activities are mentioned in academic calendar of the college given in Hand-book of Information and website of the college. In orientation session also information regarding all these activities is provided to the students so as to prepare them mentally to participate in all these activities. The institution itself organizes various activities throughout the academic year. We also have a sports club in our college, which organizes a number of indoor & outdoor games. Students participate in all the sports activities with full enthusiasm.

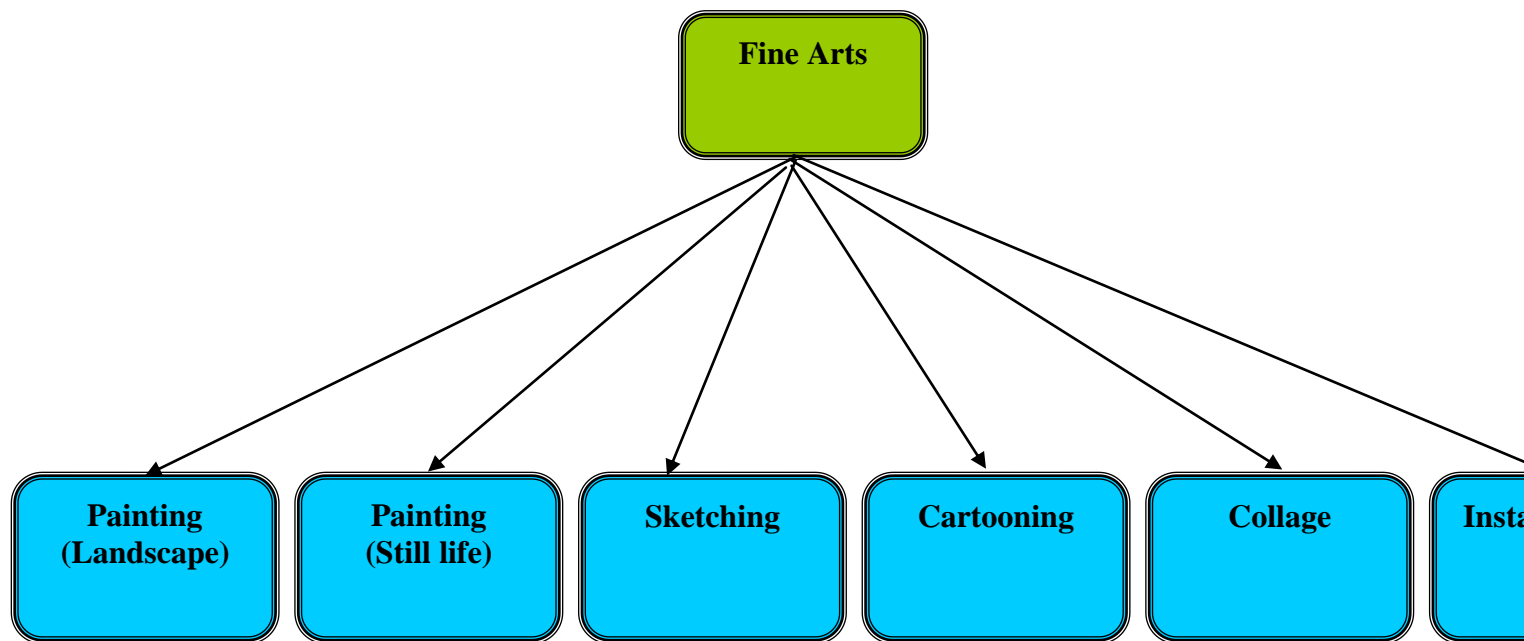
Ways of motivating the students to participate in extra curricular activities:

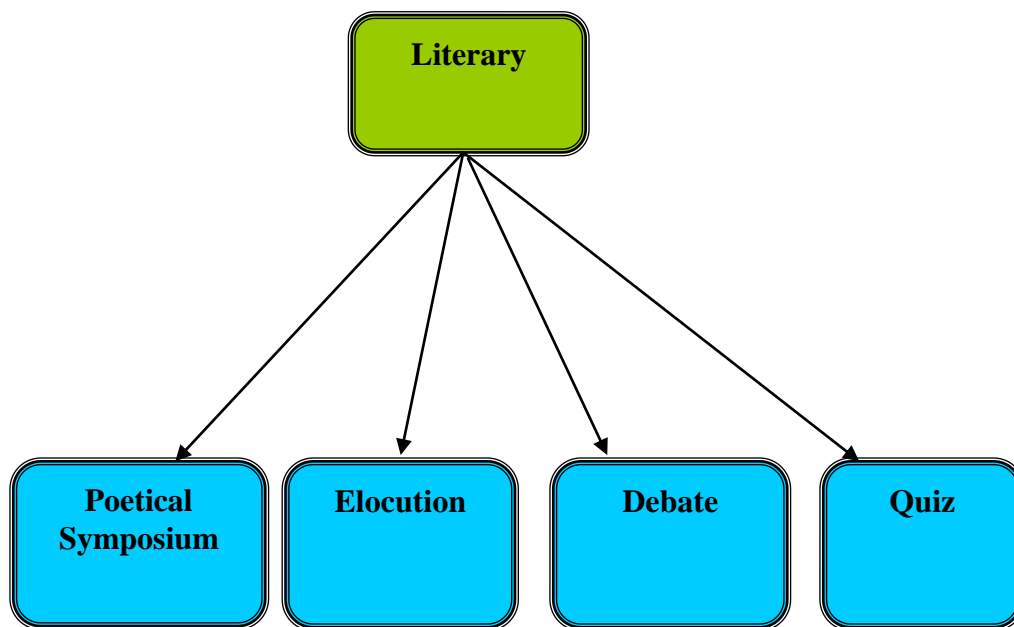
- Monetary benefits and appreciation certificates are given by the institution to the students during various cultural programmes.
- Refreshment is given by the institution during the preparatory days of the youth festivals.
- Free hostel facility is given by the college during International Conferences, Seminars and Cultural Programmes.
- Students are given a platform to exhibit their talent during college functions:
 - Swagat
 - Independence day
 - Gandhi Jayanti
 - Teacher's Day
 - Lohri Celebration
 - National and International Cultural Exchange Programmes
 - Morning Assemblies
 - Youth Festivals

The various items in which students participate in youth festival are:









Achievements of college in youth festivals for the last 5 years (2010-2015)

| 2010-2011 Winners of Championship Trophy | | |
|---|--|-----------------|
| S.No. | Item | Position |
| 1. | Classical Instrumental (Percussion) | 2 nd |
| 2. | Classical Instrumental (Non-Percussion) | 3 rd |
| 3. | Classical Vocal Solo (Indian) | 2 nd |
| 4. | Light Vocal (Indian) Shabad/Bhajan | 3 rd |
| 5. | Light Vocal (Indian) Geet Gazal | 2 nd |
| 6 | Light Vocal (Indian) Folk Song | 3 rd |
| 7 | Vaar Singing | 2 nd |
| 8 | Folk Orchestra | 2 nd |
| 9 | Group Song | 2 nd |
| 10 | Group Shabad/Bhajan | 1 st |
| 11 | Elocution | 1 st |
| 12 | Debate | 1 st |
| 13 | Mimicry | 2 nd |
| 14 | Skit | 1 st |
| 15 | Mime | 2 nd |
| 16 | Gidha | 2 nd |

| | | |
|----|-------------------------|-----------------|
| 17 | Classical Dance | 2 nd |
| 18 | Painting(land scape) | 2 nd |
| 19 | Sketching | 1 st |
| 20 | Clay Modeling | 1 st |
| 21 | Rangoli | 3 rd |
| 22 | Flower Arrangement(dry) | 3 rd |
| 23 | Photography | 1 st |

| 2011-2012 | | |
|--------------------------------|-----------------------|-----------------|
| WINNERS OF CHAMPIONSHIP TROPHY | | |
| S.No. | Item | Position |
| 1 | Geet/Gazal | 1 st |
| 2 | Folk Song | 3 rd |
| 3 | Group Song | 1 st |
| 4 | Group Shabad | 1 st |
| 5 | Fancy Dress | 1 st |
| 6 | Skit | 2 nd |
| 7 | Gidha | 2 nd |
| 8 | Elocution | 2 nd |
| 9 | Mime | 1 st |
| 10 | Quiz | 2 nd |
| 11 | Painting (Land Scape) | 3 rd |
| 12 | Painting (Still Life) | 3 rd |
| 13 | Collage | 3 rd |
| 14 | Poster Making | 3 rd |
| 15 | Clay Modeling | 1 st |
| 16 | Phulkari | 1 st |

| 2012-2013 |
|--------------------------------|
| WINNERS OF CHAMPIONSHIP TROPHY |

| S.No. | Item | Position |
|--------------|-----------------------|-----------------|
| 1 | Geet/Gazal | 3 rd |
| 2 | Group Song | 1 st |
| 3 | Group Shabad | 2 nd |
| 4 | Mimicry | 3 rd |
| 5 | Rangoli | 2 nd |
| 6 | Gidha | 1 st |
| 7 | Debate | 3 rd |
| 8 | Quiz | 2 nd |
| 9 | Cartooning | 1 st |
| 10 | Painting(on the spot) | 1 st |
| 11 | Collage | 1 st |
| 12 | Poster Making | 2 nd |
| 13 | Phulkari | 3 rd |

| 2013-2014 | | |
|------------------------------------|----------------------|-----------------|
| WINNER OF RUNNERS UP TROPHY | | |
| S. No. | Item | Position |
| 1 | Geet/Gazal | 1 st |
| 2 | Group Song | 1 st |
| 3 | Fancy Dress | 3 rd |
| 4 | Mimicry | 3 rd |
| 5 | Gidha | 1 st |
| 6 | Painting(Landscape) | 3 rd |
| 7 | Painting(Still life) | 3 rd |
| 8 | Sketching | 1 st |
| 9 | Cartooning | 3 rd |
| 10 | Clay Modeling | 2 nd |
| 11 | Rangoli | 2 nd |
| 12 | Phulkari | 2 nd |
| 13 | Poetical Symposium | 2 nd |

| | | |
|----|-----------|-----------------|
| 14 | Elocution | 1 st |
| 15 | Debate | 1 st |

| 2014-2015 | | |
|------------------------------------|----------------------|-----------------|
| WINNER OF RUNNERS UP TROPHY | | |
| S. No. | Item | Position |
| 1 | Geet/Gazal | 1 st |
| 2 | Group Song | 1 st |
| 3 | Group Shabad | 1 st |
| 4 | Fancy Dress | 3 rd |
| 5 | Mimicry | 3 rd |
| 6 | Gidha | 1 st |
| 7 | Painting(Landscape) | 2 nd |
| 8 | Painting(Still life) | 3 rd |
| 9 | Sketching | 1 st |
| 10 | Cartooning | 3 rd |
| 11 | Clay Modeling | 2 nd |
| 12 | Rangoli | 2 nd |
| 13 | Phulkari | 2 nd |
| 14 | Poetical Symposium | 2 nd |
| 15 | Elocution | 1 st |
| 16 | Debate | 1 st |

The various activities organized by the institution are:

- Talent search competition.
- Annual sports meeting.
- Celebration of New Year Day, Lohri, National days and Festivals.
- Teaching aids competition-cum-exhibition.
- Inter school declamation contest.
- Subject- wise quiz competitions.

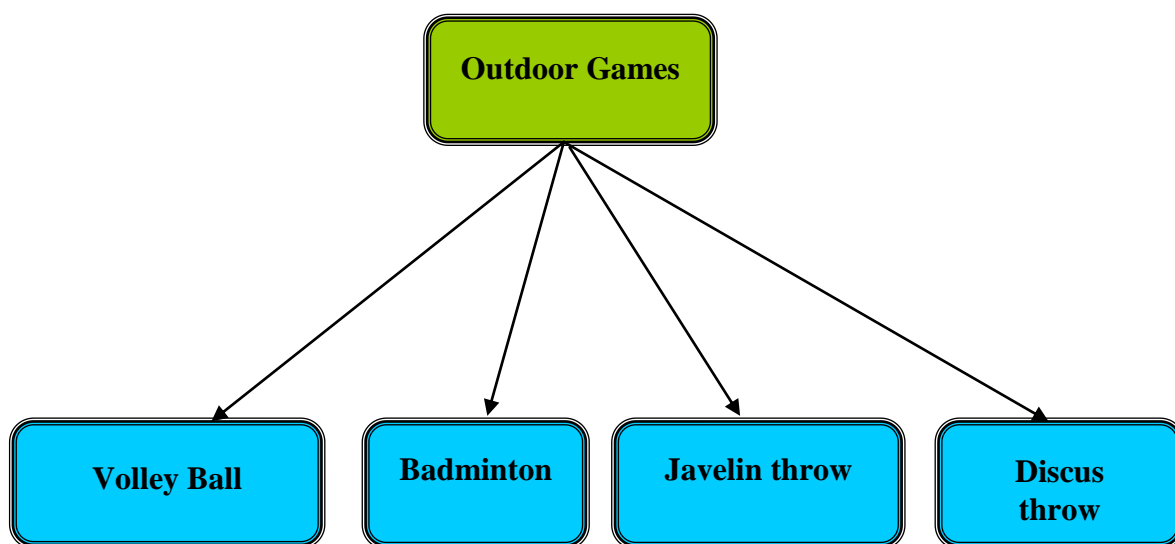
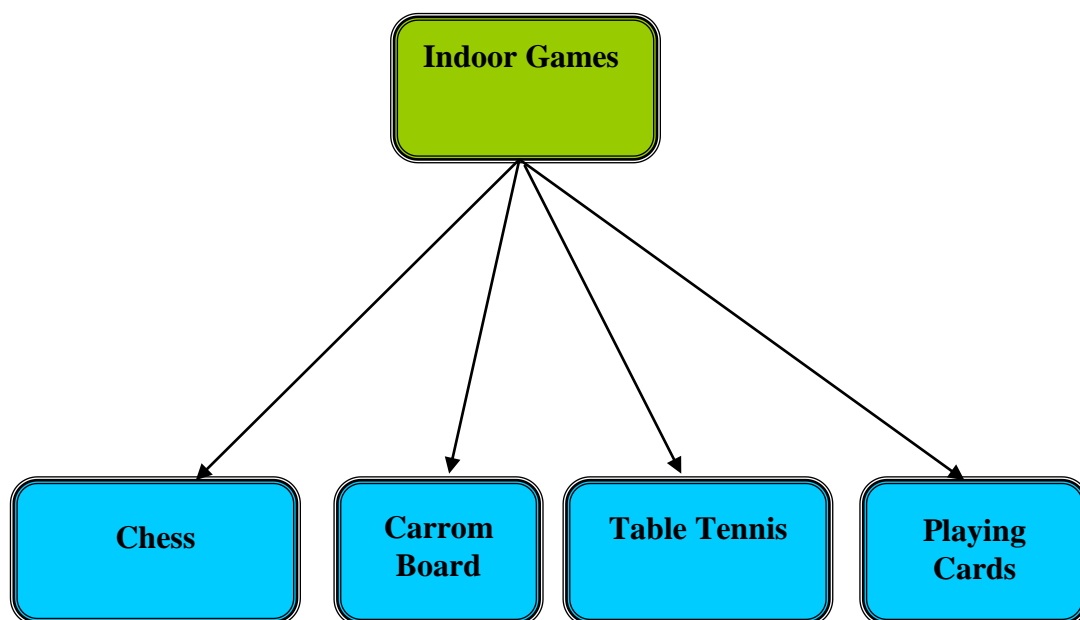
- Theme based Morning Assemblies.
- Inter college competitions.
- National and International folk festivals.
- Organizing NSS Activities like:
 - Adult education programme.
 - Cleanliness drive.
 - Health and immunization awareness.
 - Social Service at various places like orphanage, blind institutes etc.
 - Blood donation camp.
 - Voter's awareness campaign.
 - Swachh Bharat abhiyaan.
 - Yoga camp.
 - Awareness about drug addiction.
 - Awareness about traffic rules.
 - Campaign against Female Foeticide.
 - Aids awareness campaign.
 - Legal literacy campaign.
 - Celebration of National and international days.
 - Extension lectures on social issues like female foeticide, drug addiction, domestic violence, child abuse, child labour etc.

Sessions are held for personality building and enhancement of self esteem.

The following activities and leisure time facilities are available to the students in the college.

- Indoor games
- Outdoor games
- Nature club
- Student magazines
- Cultural activities
- Audio visual facilities
- Literary activities
- Extension activities under N.S.S programme

Indoor and Outdoor games are available in the college. For outdoor games the grounds of sister institutions are used on sharing basis.



Annual Sports Day

Annual sports day is a regular feature of our college. Most of the students participate in annual sports day. The following events are organized:-

| | |
|-----------|--|
| 1 | 100m.Race (Boys) |
| 2 | 100 m.Race (Girls) |
| 3 | 200 m. Race (Boys) |
| 4 | 3 Leg Race (Boys) |
| 5 | 3 Leg Race (Girls) |
| 6 | Obstacle Race (Girls) |
| 7 | Obstacle Race (Boys) |
| 8 | Chatti Race (Girls) |
| 9 | Sack Race (Boys and Girls) |
| 10 | Long Jump (Boys) |
| 11 | Shot Put (Girls) |
| 12 | Shot Put (Boys) |
| 13 | Discus Throw (Boys) |
| 14 | Discus Throw (Girls) |
| 15 | Tug of war (Teaching vs. Non-teaching staff) |
| 16 | Tug of war(Inter-House) |
| 17 | 100 m.Race of IV class employee |

To provide opportunities to the students to get an exposure and exhibit their talent, they are encouraged to participate in various competitions held at District and State levels. Our students demonstrated their rare abilities and their performance acted as milestones for others. During these sessions, our students participated in various Inter College competitions and bagged prizes and trophies, like:

- 1 Inter College Micro Teaching competition.
- 2 Inter College Fine Arts competition.
- 3 Inter College Skill in Teaching competition.

- 4 Inter College Essay and Declamation competition.
- 5 Poster making and exhibition competition.
- 6 Biz Hunt Quiz Poster Making competition.
- 7 Inter College Teaching Aids Preparation competition.
- 8 Inter College Power point Presentation competition.

List of the activities which were organized in the college during last two years:-

- Two days orientation programme for B.Ed and M.Ed students was organized on 16th & 17th July, 2013.
- Extension Lecture by Dr. Haneet Gandhi was delivered on “How to select Research Problems” dated 18th July, 2013.
- Four days Talent Search programme was organized on 24th-27th July, 2013.
- Extension Lecture on “Personality Development” was given by Mrs. Gopika Chopra dated 6th August, 2013.
- Ardas Diwas was celebrated on 8th August, 2013.
- Extension Lecture on “Heritage- Amritsar” by Dr. Balwinder Singh was delivered on 9th August, 2013.
- An Exhibition of Rajasthani artifacts, jewellery was organized by Sam Bajwa on 9th August, 2013.
- Quiz competition for all students was organized on 9th August, 2013.
- Swagat (Jashan) was celebrated on 15th August, 2013.
- An awareness programme on “Legal Aid Clinic” was organized dated 26th August, 2013.
- Visit of filmstars for the promotion of movie “Ashiqui not Allowed” on 17th Sep., 2013.
- Extension Lecture by Dr. Raghubir Singh Bains on “Drug Addiction & other Social Evils” was organized on 5th October, 2013.
- Lecture on “Divinity” by Dr. Inderjit Singh was organized dated 9th Oct. 2013.
- A talk on “Role of Youth for a better India” by Giridhar Ji was organized on 22nd Oct., 2013.
- Two days seminar by Indian society of Agriculture on “Water & Food Security” was organized on 8th-9th Nov., 2013.
- Guru Nanak Dev Ji’s Birthday was celebrated on 16th Nov., 2013.

- 47th International Conference on “Role of Statutory bodies in Quality Assurance of Teacher Education: A Global Perspective” was organized on 22nd-23rd Nov., 2013.
- One day picnic was organized on 11th Dec., 2013 at Suncity Amusement Park.
- A visit by Ministers of Gujarat on 11th Dec., 2013 to discuss the possibilities of student and teacher exchange programmes.
- Extension Lecture by Prof. P.K. Sahoo was organized on “Issues in Research in Teacher Education ” dated 17th Dec., 2013.
- AIDS Awareness Programme was organized on 16th Jan., 2015 by Dr. Baljit Kaur.
- An Extension Lecture by Dr. Balwinder Singh regarding Sikh Heritage was delivered on 18th Jan. 2014.
- 58th Convocation on 25th Jan., 2014 was organized.
- Three days workshop on “Yoga Practices” was organized on 30th Jan-1st Feb., 2014.
- International Mother’s Language day was celebrated on 21st Feb., 2014.
- Annual Sports day was celebrated on 22nd Feb., 2014.
- Induction Programme for B.Ed & M.Ed was organized on 28th & 29th July, 2014.
- Extension Lecture on “Inclusive Education” by Dr. Sujata Bhan was delivered on 11th-13th Aug. 2014.
- An Extension Lecture on “Divinity” was delivered by S. Inderjit Singh Ji on 6th Sep., 2014.
- An Awareness programme on “The power of subconscious mind and its applications in teaching profession” was conducted by Mr. Binduu Chopra and Mr. Sheron Fernades dated 12th-14th Sep., 2014.
- Guru Nanak Dev Ji’s Birthday was celebrated on 5th Nov., 2014.
- Independence Eve was celebrated on 14th August, 2014.
- Ardas Diwas was organized on 15th August, 2014.
- Hind-Pak Dosti Theatre yatra was organized by National Theatre Arts Society in collaboration with North Zone Cultural centre on 22nd August, 2014.
- Teacher’s day and Swagat function was organized on 5th Sep., 2014.
- An extension lecture by S Jagdish Singh was delivered on Teacher’s Day on 5th Sept., 2014.
- An extension lecture was given by college alumni member S. Bhupinder Singh Holland on “History of Sikh’s” on 7th Nov., 2014.
- Divinity Exam by Shri Guru Gobind Singh Study Circle was conducted on 7th Nov., 2014.
- 4th KCE International Folk Festival was organized on 12th Nov., 2014.

- Workshop on “Personality Development” was conducted in collaboration with KGN Welfare, Art & Cultural Society and Cambridge International Academy on 25th Nov., 2014.
- An Awareness Campaign was organized regarding the Traffic Rules by ADC Amritsar on 5th Dec., 2014.
- Human Rights Day was celebrated on 10th Dec., 2014.
- Two days camp for preparation of driving licence was organized by S. Surinder Singh, Traffic Marshall, Amritsar.
- “Beti Bachao –Beti Padhao” awareness campaign was organized on 20th Dec., 2014
- Investor’s Awareness Programme for faculty and students was organized on 23rd Jan., 2015 by 21st Century Human Resource Development Society.
- Extension lecture on ‘Communication and Interview Skills’ was organized by Cambridge academy on 2nd Feb., 2015.
- Extension Lecture on “Recent Advancement in Cosmetic Surgery” was delivered by Dr. Gurinder Singh on 5th Feb., 2015.
- A street play “Dastak” under Swachh Bharat Campaign was organized on 14th Feb., 2015.
- One day workshop on “Vidya Mandir” was organized by S. Ajaydeep from Assam on 16th Feb., 2015.
- Campus Placement Interview was held by Nanak Institute of Maths & Science on 7th March, 2015.
- National Workshop and Panel Discussion on “NCTE Regulations 2014: Implementation of Teacher Education Curriculum” was organized on 5th April, 2015.
- An Awareness “Referral Coaching and Mentoring Programme” was organized by Punjab Legal Services Authority on 18th April, 2015.
- Dominiek Dendooven from Belgium delivered a lecture on the theme “Sikh’s in World War I & II” on 27th April, 2015.
- One day workshop by Bharti Foundations was conducted on the theme of “Changes at Organisational Level” on 28th April, 2015.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines and other material. List the major materials brought about by the students during previous academic session.

Ans. To involve and encourage the students for publishing material, Inter-house Wall Magazine competitions on various topics are organized. The students of the college publish articles in college

journal, seminar souvenir. The students are encouraged to bring material for college display boards like articles, poems, posters etc. related to the various themes like:

- Women's Day
- Republic Day
- Mother's Day
- Aids Day
- Consumer Day
- Human Rights Day
- Voter's Day
- International Peace Day
- Environment Day

4. Does the institution have a student council or any similar body? Give details on constitution, major activities and funding.

Ans. To ensure the democratic functioning of the college and developing leadership qualities, student council is formed in the beginning of the session. The student council is formed through election/ selection by the student body. In the beginning of the session, class representatives are elected by students of all sections. So every year ten students from B.Ed, two from M.Ed and two from PGDCA are selected as class representatives. These class representatives then become the members of the student council. They act as a liaison among students, teachers and head of the institution. The constitution of student council is then formulated. The names of the council members are given below:

Students Council

President - Jyotsna

Vice-President- Gurpreet Kaur

Secretary - Pawandeep Kaur

Joint Secretary- Satvir Kaur

Active Members - Khushpreet kaur, Paramjit Singh, Raminder Kaur, Shiva Sharma, Gurpreet kaur, Deepinder Kaur, Harman Kaur, Charu, Darshan Singh, Pawandeep Kaur.

Following are the main activities carried out by the Student Council:

- To act as the liaison among students, teachers & head of the institution.

- To suggest improvements in the college.
- Provide assistance in the organization of various functions & competitions.
- Celebration of National Days.
- Celebration of festivals – Diwali, Holi etc.
- To convey the feelings and suggestions of the students to the authorities.
- Management provides funds for carrying out above activities.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Ans. The college administration is purely democratic in nature. Emphasis is laid upon student-centered approach. Opinions of students are always sought while planning all the activities of the college. The following academic and administrative bodies are formed in the college.

Cultural Committee

Cultural committee consists of two staff in-charges, Dr Bindu Sharma & Dr Arvinder kaur and three elected/selected members and students. The activities carried out by cultural committee are:

- (a) Organizing cultural programmes for various functions of the institution.
- (b) Celebrating Teacher's day, New Year, Deepawali and National days like Republic Day and Independence Day.
- (c) Organizing competitions like Singing, dancing, fancy dress, etc.
- (d) Preparing and participating in inter-college cultural competitions.
- (e) Preparing of items for the youth festival.

Literary Committee

Literary Committee consists of three staff in-charges, Dr. Harpreet kaur, Dr. Nirmaljit Kaur, Dr. Gurjit Kaur and three elected/selected members. The activities carried out by literary committee are:

- (a) Organizing various competitions like Essay writing, Debate, Extempore speech etc.
- (b) Encouraging the students for writing and editing of articles for the college journal and bulletin board.
- (c) Publishing college journal.
- (d) Helping in preparing for anchoring and report writing for different programmes.

Sports Committee

Sports committee consists of one staff in-charge, Mrs. Sandeep Kaur and three elected/ selected members. The activities carried out by sports committee are:

- (a) Organizing and participating in Annual Sports Meet.
- (b) Encouraging students to participate in sports activities.

ICT Club

ICT club consists of staff in-charges Mrs. Manpreet Kaur Cheema, Ms. Harpreet Kaur and three elected/ selected members. The activities carried out by ICT club are:

- (a) Helping in providing basic computer literacy for the students and teachers.
- (b) Preparing Power Point Presentations.
- (c) Organizing competitions related to ICT skills.
- (d) Managing multimedia during various college functions.

NSS Committee

NSS committee consists of staff in-charges Dr. Harpreet Kaur, Dr. Gurjit Kaur, Dr. Nirmaljit Kaur, Dr. Bindu Sharma, Dr. Maninder Kaur and three elected/ selected members. The activities carried out by NSS are:

- (a) Helping in providing awareness about various social problems.
- (b) Organizing different camps.
- (c) Organizing awareness programme on social, educational and health issues for the students.
- (d) Organizing various National and International days.

Campus Beautification and Cleanliness Committee

Campus beautification and cleanliness committee consists of two staff in-charges Dr. Gurjit Kaur & Dr. Indu Sudhir and three elected/ selected members. The activities carried out by the committee are:

- (a) Maintenance of the college bulletin boards by exhibiting the art and other literary work of the students.
- (b) Display of day to day news clippings.
- (c) Prepares backdrops and board work for various functions.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Ans. The institution has developed questionnaires to collect feedback from the students at the end of academic year about the activities and the total academic programme. Heads/Principals of the teaching practices schools also give feedback about the performance of the student teachers and the timely requirement of the schools regarding different skills of the teachers. Institution makes improvement in the light of their feedback and requirements.

The management provides timely feedback for the growth and development of the institution during the meetings, formal and informal interaction with the Principal and faculty members on different occasions.

5.4 Best Practices

Que 1: Give details of Institutional best practices in student support & progressions.

Ans: Following are the best practices in Student Support and Progression:

1. The institution has necessary infrastructural facilities for the curriculum transaction which helps in support of the students and their progression.
2. The student's emotional needs are taken care of by their tutors. Guidance and Counseling sessions are arranged for those in need .
3. Students are given opportunities to air grievances.
4. To cater to their physical and health needs, sports and games are organized.
5. Medical checkup is conducted and problem cases are referred to specialists.
6. Recreational activities are organized and students are encouraged to participate in cultural programmes and celebration of national days.
7. The institution has formed Student Council as well as various committees and clubs. This facilitates in developing leadership qualities among the students.
8. The institution has maintained the cordial relationship with the practising schools which is mutually beneficial.
9. Students are given opportunities for attending cultural activities, seminars, workshops & various programs.
10. Sexual Harassment cell sensitized the students regarding various gender related issues.
11. For medical help our college have first aid facility and common hospital for emergency.
12. Highly secure campus as CCTV's are installed, separate security guards for college campus and hostel are there. Special security system is there at the main entrances of the college.

Additional Information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the second assessment report with reference to student support and progression and how they been acted upon?

Ans. The report of the second accreditation did not suggest any improvement in this criterion; however, the college has made conscious improvements so as to enhance its functioning, like:

- Hostel upgradation.
- Establishment of Resource Centre.
- Construction of rooms for four year integrated courses.
- Construction of washrooms.
- Construction of Teachers Cabins.
- Availability of Wi-Fi facility.
- Construction of AC Reading Hall.
- Subscribing Online Journals.

Que 2: What are the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, the following steps have been undertaken during the last five years for the quality enhancement in the institution:

- Uploading of E-lectures.
- Subscription of Online journals.
- Inflibnet service.
- Preparation of E-Modules under the project of E-Pathshala.
- Enrichment in library resources.
- Installation of CCTV cameras.
- Round the clock appointment of security staff.
- E-governance management and administration.

CRITERIA-VI GOVERNANCE AND **LEADERSHIP**

6.1 Institutional Vision and Leadership

Que.1. What are the institutions stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Ans. The institution's vision, mission and objectives are as follows:-

Vision Statement of the Institution

To develop a globally compatible, socially responsive, secular, innovative, comprehensive institute of excellence in the field of teacher education, research and extension with a focus on the holistic development of individual and society by intertwining regional, national and international linkages.

Mission of the institution

1. To prepare passionate, innovative secular teachers with commitment to excellence and professional outlook.
2. To prepare teachers for 21st century with a focus to develop their competencies and chisel their skills required to compete in the world job market.
3. To enlarge intellectual horizon and develop social intelligence, emotional and aesthetic sensibility of future teachers who can form a humane world.

4. To offer high quality and need based programmes in Teacher Education at affordable cost.
5. To promote, co-ordinate and regulate research in Teacher Education.
6. To develop professionalism in the would be teachers with special emphasis on professional ethics and professional outlook
7. To honour cultural and spiritual diversity and to offer a fertile ground for its preservation and promotion.
8. To establish linkages with state, national and international bodies working in the field of education in general and teacher education in particular.
9. To prepare teachers who are well-versed with the problems and issues of society and are able to give visionary leadership to it.
10. To develop an ambience of work culture, mutual respect, co-operation, peaceful co-existence and team work.
11. To provide a stimulating environment for inclusive education and mainstreaming of marginalized.
12. To create a socially responsible skill oriented community through empowered education.
13. To prepare teachers with an innovative mindset, laced with the technological advancements.

Objectives of the institution

1. To stimulate academic environment for enhancement of quality of teaching-learning process by encouraging innovative practices.
2. To re-invigorate research in teacher education by promoting interdisciplinary approach, essential for innovations in the field of Teacher-Education.
3. To inculcate teaching and communication skills among would be teachers through the application of educational technology.
4. To help the teacher trainees to become a part of 'knowledge generating society' through organization of seminars, workshops, conferences and other techniques of higher learning.
5. To give exposure to teacher trainees to diverse cultures by bringing the internationalism to the campus through student/faculty exchange programmes.
6. To develop leadership qualities among the teacher trainees to give new directions to the society in different spheres by organizing different types of activities like campaigns, rallies, surveys etc.
7. To give training to teacher trainees in 'Learning to Live Together' for peaceful co-existence by organizing group activities- participating in community programmes, organization of themes based morning assemblies, excursion,

8. To prepare teacher trainees for diverse roles like that of a tutor, facilitator, manager, counselor etc. through rigorous programmes including tutorial groups and properly supervised internship programmes.
9. To produce ICT savvy teachers by introducing ICT skills among students at B.Ed and M.Ed level.
10. To inculcate ethical, social, aesthetic values among teacher trainees through value- oriented education and community service programmes.
11. To stimulate environment for the development of socially responsible teachers capable of practicing inclusion.

Values

- Academic Excellence
- Adjustability
- Aesthetic sensibility
- Co-existence
- Commitment and Dedication
- Self-reliance and Self-regulation
- Humane Sensibility

The staff members and the stakeholders are duly informed about the purpose, vision, mission and values. All the staff members remain present and participate in all the programs organized in the institution. The goals and objectives of the institution are made known to its various stakeholders through various forums like meetings of Academic Council, Executive Council, and Board of Studies, IQAC, meetings with principals of the school etc. and through activities such as curriculum construction, cultural and sports functions, academic talks and discussions, media presentations, publication of journal, souvenirs, books, updation of websites, emails and degree and award functions etc.

Que 2: Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Ans: The mission statement of the institution defines the Institution's distinctive characteristics in terms of addressing the needs of society, of the students it seeks to serve, and in keeping with the institution's traditions and value orientations, and vision for the future. The mission of the institute includes goals that focus on preparation of passionate, innovative secular teachers with

commitment to excellence and professional outlook for 21st century with a focus to develop their competencies and chisel their skills required to compete in the world job market. Mission includes institutions goal to offer high quality and need based programmes in Teacher Education at affordable cost. Mission focuses on institution's traditions and value orientation by honouring cultural and spiritual diversity and to offer a fertile ground for its preservation and promotion.

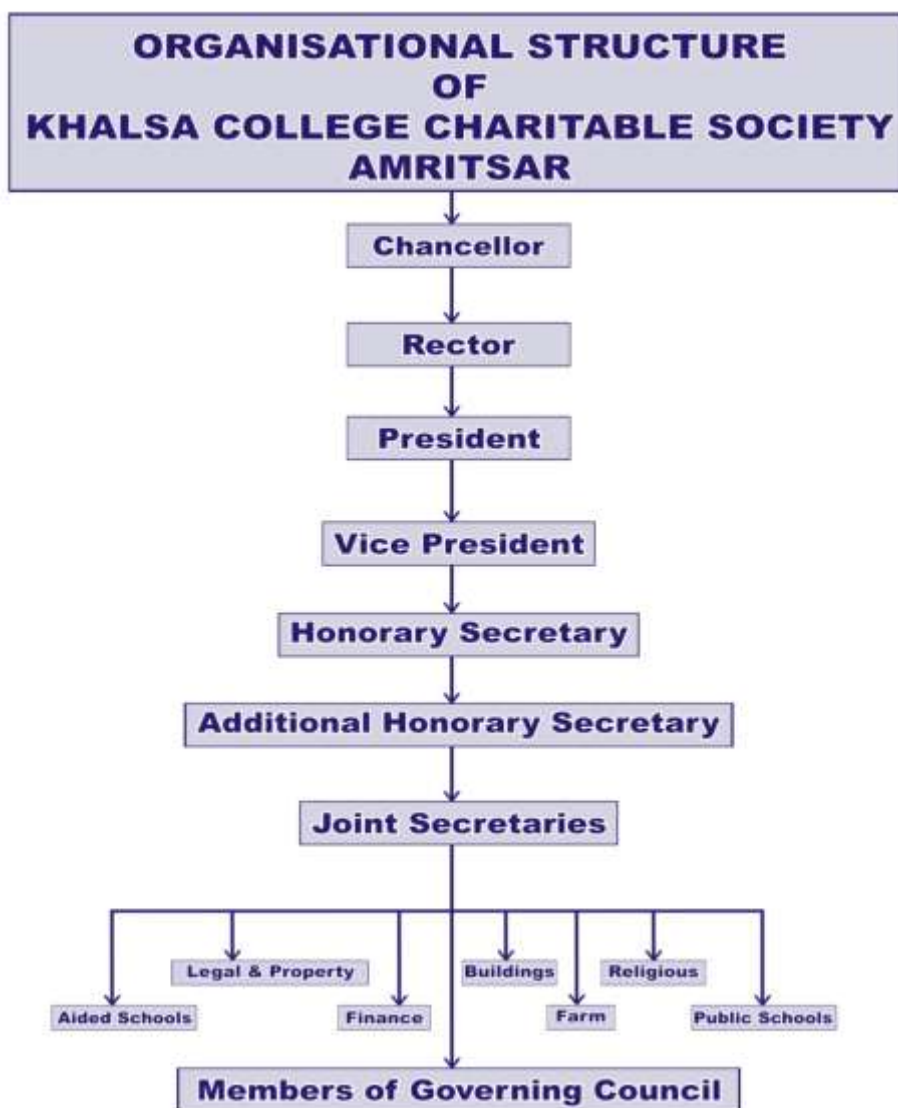
Que 3: Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes [functioning and composition of various committees and boards of management, BOG, etc]

Ans: The Khalsa College Charitable Society ensures effective and efficient transaction of teaching and learning process. E governance technique ensures management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes. Management of Khalsa institute uses this application of ICT for delivering services, exchange of information communication transactions, integration of various stand alone systems, to improve the efficiency of current system(paper based system).Through e governance, (Government) services are made available to all in a convenient, efficient accountable and transparent manner. The management administers the total working of the system through e-governance. Correspondence is done through circulars which are sent to the inbox like SMS. The key areas covered under e-governance are:

- Stock Entry
- Pay roll
- Staff leave record
- Service book
- Fee details of students
- Student's enrollment, admission, attendance
- Exams, e-lectures, time-table
- Building, transport
- Alumni, parents meet

Biometric attendance system: - To track employee's attendance with accuracy and authenticity. This system is made mandatory by college governing council. It keeps record of employee's that when did they log in and log out. This system on one side reduces employee labor_theft on other side it avoids buddy punching. In Biometric time and attendance system attendance of each employ is printed on attendance report along with snapshot, which can easily be exported to facilitate for pay roll purposes. Employees working hours, overtime etc is correctly calculated.

Khalsa College Charitable Society consists of members representing different walks of life. The Society is the executive and advisory body, which coordinates and confirms decisions and ensures that university and government norms are maintained. Organizational structure of Khalsa College Charitable Society Asr is as follows:-



Khalsa College Charitable Society, Amritsar

The succession lists of Chancellors, Rectors, Presidents and Honorary Secretaries of Khalsa College Charitable Society, Amritsar are as follows:

Succession List of Chancellors

| S. No. | Name of the Chancellors | Duration |
|---------------|--------------------------------|--------------------------|
| 1. | General His Highness Maharaja | 22.05.1927 to 15.10.1933 |

| | | |
|-----|--|--------------------------|
| | Sir Bhupindra Singh, Mahendar Bahadur of Patiala | |
| 2. | His Highness Maharaja Kumar Yadvinder Singh, Yuvraj Bahadur of Patiala | 15.10.1933 to 20.12.1942 |
| 3. | His Highness Raja Sir Harinder Singh Barar-Bans Bahadur of Faridkot | 20.12.1942 to 01.05.1948 |
| 4. | His Highness Maharaja Sir Yadvinder Singh Mahendra Bahadur of Patiala | 02.05.1948 to 30.08.1953 |
| 5. | S.B. Teja singh, Chief Justice Punjab | 30.08.1953 to 21.12.1958 |
| 6. | His Highness The Maharaja Dhiraj Mahendra Bahadur Yadavendra Singh Sahib, Patiala | 21.12.1958 to 29.12.1963 |
| 7. | His Highness Maharaja Harinder Singh, S.B. Faridkot | 29.12.1963 to 08.03.1969 |
| 8. | His Highness Maharaja (Major) Sukhjot Singh of Kapurthala | 08.03.1969 to 04.11.1972 |
| 9. | Yuvraj Amarinder Singh Ji of Patiala | 04.11.1972 to 14.05.1978 |
| 10. | S. Surjit Singh Ji Majithia Ex.Dy. Defence Minister of India | 14.05.1978 to 12.05.1983 |
| 11. | S. Surjit Singh Ji Majithia Ex. Dy. Defence Minister of India | 13.05.1983 to 23.12.1984 |
| 12. | S. Parkash Singh Ji Majithia, Ex. M.L.A. | 24.12.1984 to 21.06.1990 |
| 13. | S. Surjit Singh Ji Majithia Ex. Dy. Defence Minister of India | 22.06.1990 to 27.09.1995 |
| 14. | S. Parkash Singh Ji Badal | 30.03.1996 to 29.09.2001 |
| 15. | S. Satyajit Singh Ji Majithia | 29.09.2001 to 29.05.2004 |
| 16. | S. Rajmohinder Singh Ji Majithia | 29.05.2004 to Till date |

Succession List of Rectors:

| S.No. | Name of the Rector | Period |
|--------------|---------------------------------------|--------------------------|
| 1. | S. Shivdev Singh Oberoi | 22.05.1927 to 14.10.1933 |
| 2. | S. Sewaram Singh Session Judge Multan | 15.10.1933 to 13.07.1936 |
| 3. | S. B. Sir Teja Singh Malik | 14.07.1936 to 05.06.1939 |

| | | |
|-----|--|--------------------------|
| 4. | Lt. S. Buta Singh | 06.06.1939 to 19.12.1942 |
| 5. | S. B.S. Raja Singh, Chief Justice, Patiala | 20.12.1942 to 14.01.1950 |
| 6. | Col. Sir Buta Singh | 15.01.1950 to 11.02.1956 |
| 7. | R.B.S. Basakha Singh | 12.02.1956 to 17.10.1959 |
| 8. | S.B. Sunder Singh | 18.10.1959 to 29.12.1963 |
| 9. | Raja Mahesh Inder Singh Ji Patiala | 29.12.1963 to 28.04.1965 |
| 10. | S.B. Justice Teja Singh | 28.04.1965 to 26.12.1965 |
| 11. | S.B. Major Harinder Singh | 27.12.1965 to 22.08.1970 |
| 12. | Lt. Col. S. Amar Singh | 23.08.1970 to 27.03.1976 |
| 13. | S. Inderjit Singh, Chairman, PSB | 28.03.1976 to 13.07.1979 |
| 14. | S. Bishan Singh Samundri | 14.07.1979 to 23.12.1984 |
| 15. | S. Gurdarshan Singh | 24.12.1984 to 06.12.1988 |
| 16. | S. Kirpal Singh, Ex. M.P. | 07.12.1988 to 29.09.2001 |
| 17. | S. (Dr.) Dharambir Singh Jolly | 29.09.2001 to 06.04.2013 |
| 18. | S.Lakhbir Singh Lodhinangal | 08-08-2013 to Till date |

Succession List of Presidents:

| S.No. | Name of the Presidents | Period |
|--------------|----------------------------------|--------------------------|
| 1. | Colonel W.R.M. Holroyd | 23.02.1890 to 5.11.1891 |
| 2. | Dr. W.H. Rattigan | 16.11.1891 to 1.03.1900 |
| 3. | Mr. H.A. B. Rattigan | 02.03.1900 to 10.05.1908 |
| 4. | The Commissioner Lahore Division | 11.05.1908 to 4.12.1920 |
| 5. | Sardar Sir Sunder Singh Majithia | 05.12.1920 to 1.04.1941 |
| 6. | S. Kirpal Singh Majithia | 02.04.1941 to 25.02.1944 |
| 7. | S. Dalip Singh Majithia | 25.02.1944 to 2.07.1944 |
| 8. | S. Surjit Singh Majithia | 02.07.1944 to 28.04.1965 |
| 9. | S. Ujjal Singh | 29.04.1965 to 28.08.1970 |
| 10. | S. Surjit Singh Majithia | 29.08.1970 to 14.05.1978 |
| 11. | S. Gurmukh Singh Chawla | 15.05.1978 to 27.03.1982 |

| | | |
|-----|------------------------------|--------------------------|
| 12. | S. Parkash Singh Majitha | 27.03.1982 to 24.12.1984 |
| 13. | S. Surjit Singh Majithia | 24.12.1984 to 29.06.1990 |
| 14. | S. Parkash Singh Majitha | 29.06.1990 to 19.01.2001 |
| 15. | S. Rajmohinder Singh Majitha | 19.01.2001 to 29.05.2004 |
| 16. | S. Satyajit Singh Majithia | 29.05.2004 to Till Date |

Succession List of Honorary Secretaries:

| S.No. | Name of the Honorary Secretary | Period |
|--------------|---------------------------------------|--------------------------|
| 1. | Mr. Wim Bell | 03.04.1892 to 18.12.1892 |
| 2. | Bhai Jawahar Singh | 18.12.1892 to 31.03.1902 |
| 3. | Sardar Sunder Singh Majithia | 31.03.1902 to 21.11.1912 |
| 4. | Bhai Gurbakhsh Singh Gyani | 21.11.1912 to 10.04.1921 |
| 5. | Sardar Harbans Singh | 10.04.1921 to 20.05.1929 |
| 6. | S. B. Dr. Sohan Singh | 20.05.1929 to 20.10.1947 |
| 7. | Dr. Harbhajan Singh | 20.10.1947 to 28.11.1950 |
| 8. | S. Sant Singh | 28.11.1950 to 29.03.1953 |
| 9. | Dr. Mohan Singh | 29.03.1953 to 19.01.1959 |
| 10. | S. Sant Singh | 19.01.1959 to 20.10.1959 |
| 11. | S.B. Major Harinder Singh | 20.10.1959 to 29.12.1963 |
| 12. | S. Natha Singh | 29.12.1963 to 28.04.1965 |
| 13. | S. Gurmukh Singh Chawla | 28.04.1965 to 23.08.1970 |
| 14. | S. Binode Singh | 23.08.1970 to 10.12.1975 |
| 15. | S. Dilbir Singh | 10.12.1975 to 14.07.1979 |
| 16. | S. Sant Singh | 14.07.1979 to 24.12.1984 |
| 17. | S. Dilbir Singh | 24.12.1984 to 20.05.1987 |
| 18. | S. Lall Singh Aujla | 20.05.1987 to 29.06.1990 |
| 19. | S. Dilbir Singh | 29.06.1990 to 15.06.1993 |
| 20. | S. Bhag Singh Ankhi | 15.06.1993 to 29.03.1996 |
| 21. | S. Rajinder Mohan Singh Chhina | 30.03.1996 to 07.11.1996 |
| 22. | S. Charanjit Singh Chadha | 08.11.1996 to 29.09.2001 |
| 23. | S. Bhag Singh Ankhi | 29.09.2001 to 12.05.2003 |
| 24. | S. Gunbir Singh (Officiating) | 13.05.2003 to 23.05.2003 |

| | | |
|-----|--------------------------------|--------------------------|
| 25. | S. Charanjit Singh Chadha | 24.05.2003 to 29.05.2004 |
| 26. | S. Rajinder Mohan Singh Chhina | 29.05.2004 to Till date |

Our college has a Higher Education Institute Society (regd.), registered under Society's registration Act XXI of 1860 No. ASR/306 of 2006-07(dated August 01, 2006). The primary objective of this is to establish, manage, operate, maintain and to control the imparting of teacher education in ICT and its related knowledge areas in the college with an aim to develop technical workforce in those areas. In the staff meeting dated June 10, 2006 the office bearers of the society were unanimously elected.

List of the Office Bearers of Higher Education Institute Society

| Designation | Name of members |
|--------------------|--|
| Chairperson | Dr. J.S Dhillon, Principal |
| Vice-Chairperson | Dr. Harpreet Kaur |
| Member | Principal G.B Singh |
| Member | Principal Jagdish Singh |
| Member | Principal J.S Bawa, PES (Retd.) |
| Member Secretary | Prof.Nirmaljit Kaur, Lecturer |
| | Nominated Members |
| Member | Dr. K.S Khalon (Professor) |
| Member | Dr.H.S Soch, Former Vice Chancellor, G.N.D.U |
| | Co-Opted Member |
| Co-opted | Mrs. Gurjit Kaur |

To maintain high academic standards, the college holds regular meeting of IQAC. In the light of revised for the creation of Internal Quality Assurance cell (IQAC) the composition of revised guide lines IQAC is as under.

| | |
|-------------------------|---|
| Chairperson | Dr. J.S Dhillon, Principal, Khalsa College of Education. |
| Sen. Admn. Officers | Dr. H.S Soch, Former V.C, G.N.D.U, Amritsar |
| | S. Sarabjit Singh (IAS), Retd. D.C, Amritsar |
| | S. Mohan Singh Cheema, D.E.O (Secondary). |
| Teacher members(3 to 8) | Dr. (Mrs). Harpreet Kaur |
| | Prof. Nirmaljit Kaur (Co-ordinator) |
| | Prof.Gurjit Kaur. |
| Members of M.C | S. Rajinder Mohan Singh Chhina, Hony. Secy. Khalsa College Govn. Council. |

| | |
|--------------------------|--|
| | Principal Jagdish Singh |
| | Er. J.S Brar |
| Local societies nominees | Principal J.S Bawa (National awardee teacher) |
| | Sh. K.K. Sehdev (National awardee teacher) |
| | Prof. Maninder Singh, Dept. of English, Khalsa College. |
| | Prof. Mohan Singh (Retd.) |
| | Dr. A.S Mahal, State Convenor Indo-Pak Friendship Society |
| Student members | M.Ed |
| | <ol style="list-style-type: none"> 1. Ms. Pooja Puri 2. Ms. Rohini |
| | B.Ed |
| | <ol style="list-style-type: none"> 1. Ms. Harmeen Kaur 2. Ms. Gurpreet Kaur 3. Ms. Kirandeep Kaur 4. Ms. Anjali 5. Ms. Randeep Kaur 6. Ms. Shalini |
| Co-Ordinator(IQAC) | Dr. Harpreet Kaur |

Que 4: How does the Management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Ans: The responsibilities of the staff are defined and communicated to them through the following ways:

1. Giving appointment letter in which nature of job and types of duties are mentioned.
2. Periodical meetings of the staff members are arranged with the management regarding fulfilling the needs of the institution. Two faculty members are teacher representatives in managing committee.
3. Responsibilities and various committees are assigned and intimated to all the staff members in the beginning of the year.
4. All the duties are mentioned in the handbook of information and also available on the Website of the college (www.kceasr.org).
5. Other duties are delegated by circulating notices mentioned in notice book to all the teaching and the non-teaching staff.

6. All the staff members have to maintain daily diary which states all the tasks/duties undertaken/performed by them.
7. Proper monitoring through virtual (CCTV), Biometric attendance and actual supervision.
8. All the staff members are updated about their responsibilities through e governance

Que 5: How does the Management /head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Ans:: 1.Members of the management take active part in almost every function like seminar, conference, workshop, deliberations, conferences etc. It organizes inter college youth festivals and other functions and competitions. In order to ensure the quality of teaching and learning process, management undertakes surprise visits, can have access to CCTV footage and can ask for any record and report. Moreover, PhD is compulsory for teaching staff. It is mentioned in the form that teachers who get regular are supposed to get enrolled within a year and should complete their PhD within five years .

2.Our college principal holds regular meetings with the staff and non-teaching staff to review the activities of the institution. All activities of the college are carried out as per the academic calendar. During meetings, principal obtains feedback regarding the execution of academic calendar.The teaching diary maintained by the staff provides first hand information to the head of the institution.

Valid information is available for the management through the following:

1. Through e-governance.
2. Through submission of reports- Annual report,Academic and Cultural Activities Progress Report.
3. Through students feedback Performa's and Analysis.
4. Through teachers self appraisal report.
5. Suggestion/Complaint box.
6. Through CR's meetings/staff meetings.
7. Parent Teacher association.
8. Old student association.
9. Feed back from the staff.
10. Through informal meetings with the students.
11. Through email and other written forms.
12. Through teacher's daily diary.
13. Student assessment of faculty performance.

14. Through Management Meetings.

15. Through constitution of different committee's(Refer 6.2(1))

Que 6: How does the institution identify and address the barriers (if any) in achieving the mission/vision and goals?

Ans: The barriers are identified through the following process.

1. Through class tests (both written and oral).
2. Through tutorial meetings.
3. Through assessment tests.
4. Through written assignments.
5. Through CR's meetings.
6. Through staff meetings.
7. Through informal interactions with students.
8. Through assessment of the performance of the students in various academic and non-academic competencies.
9. Through feed back from the heads of the practicing schools.
10. Through interaction with guest speakers.
11. Through interaction with the members of the Alumni association.
12. Through IQAC meetings.

The difficulties so identified are addressed to by adopting following measures:

1. Enrichment programmes like workshops, conferences, seminars are organized.
2. Spoken English classes are arranged for those with language difficulties.
3. Through remedial classes.
4. By organizing curricular activities like introducing the computer and technology as a compulsory component for B.Ed and M.Ed students, student exchange programmes etc. and co-curricular activities like Debates, Quiz Competitions, Workshop on Teaching Aids, Celebration of important days, use of ICT i.e. OHP, CD's, LCD'S etc.
5. Arranging job placements for the students.
6. Legal aid is provided to the students.
7. Special attention to advance learners and slow learners.

Que 7: How does the Management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process?

Ans: The management always encourages and supports the staff members of the college. Scholarships, incentives and other financial aids are provided by the management. Scholarships to

the university merit holder students and incentives to those teachers who have completed their Ph.D are also provided. Incentives are provided to those teachers whose students result is hundred percent. Loan, insurance, medical and other such facilities are provided by management to students, teachers and other non teaching staff.

The staff members are also encouraged in the following manner:

1. By encouraging staff to improve their academic and professional qualifications.
2. By involving staff in decision making.
3. By encouraging to do research work publish article in general and news paper.
4. By allowing staff to attend refresher courses/seminars/workshops organized at various universities/colleges in India.
5. By organizing workshops for improving teaching learning and related activities.
6. By providing IT infrastructure for use in teaching –learning process.
7. By encouraging and appreciating staff members.
8. By encouraging senior staff members to act as mentors for the junior staff.
9. By granting additional increments if the staff members enhance their qualification or for any other noteworthy achievement.
10. By making it mandatory to get enrolled for Ph.D within one year of joining the service.
11. By granting leave to attend course work for Ph.D.

Que 8: Describe the leadership role of the head of the institution in governance and management of curriculum, administration, allocation and utilization of resources for preparation of student.

Ans: Right from the start of the admission process, preparation of time table and development of college calendar and the activities both curricular and co- curricular mentioned herein are organized and conducted under the guidance, supervision and administrative control of the head of the institution.

1. The college has an excellent IQAC whose members are actively involved in academic programmes.
2. Faculty members are relieved for refresher and orientation courses under career advancement scheme of UGC.
3. Faculty members are involved in curriculum revision.
4. The college strictly adheres to UGC and Govt. norms for financial administration.
5. Regular meetings are conducted and funds are allocated and used.
6. The details are submitted annually or biannually to the governing body.

7. Infrastructure is properly maintained.
8. Seeking consultation of different committees for the proper utilization of resources like use of library, Computer Lab., Science lab. , Technology lab. , Psychology lab. Language lab. etc.
9. Free and unlimited access to internet facility to students.

Role of Principal in the Governance and management of the curriculum

- To ensure that the year plan given by university is adhered to.
- Assigning syllabus to different lecturers to teach B.Ed and M.Ed students, ensuring that it is completed on time.
- Ensuring the usage of latest teaching strategies, A-V Aids, Multimedia.
- To ensure smooth conduct of project work.
- To arrange practical classes for the students, teaching practice program, special classes, organization of co-curricular activities etc.

Role of Principal in Administration

- Maintaining discipline among the teaching and non-teaching staff and the students.
- Assuring punctuality and regularity among the teaching and non-teaching staff.
- Assuring punctuality and regularity of students.
- Taking care of financial matters.
- Preparing annual plan, annual report, and performance appraisal report to be submitted to NCTE etc.
- Preparing necessary documents for inspections.
- Supervising cleanliness of the physical facilities of the college.
- Purchasing and maintaining equipment for the college.
- Ensuring the smooth functioning of laboratories and library.
- Collecting feedback from students regarding curriculum, about the courses and the teaching staff.
- Supervising the functioning of the placement cell, Legal aid, Educational clinic, Alumni association.
- Organizing Governing Council meetings and supervising conduct of meetings of other committees.

Role of Principal in allocation and utilization of resources for the preparation of students.

- Identifying appropriate schools for teaching practice.
- Listing down institutions for project work.
- Coordinating with the Education Department of the Government for taking permission for teaching practice, final lesson (practical exam), activities and projects in the schools.
- Coordinating with U.G.C. for the allotment of Projects, e-Pathshala.
- Coordinating with village/slum area heads for community studies project for students.
- Interaction with University authorities for educational activities.
- Inviting community resource persons for extension lectures.

6.2 Organizational Arrangements

Que1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Ans: College has Various Committees/Cells for different activities

| Institutional activity | Name of the committee/cell | Meetings held | Decisions taken in the last years |
|--------------------------------|----------------------------|---------------|---|
| Academic | IQAC cell | Twice a year | a) Revised entire syllabus according to new 2 year B.Ed and M.Ed courses. b) Organized 47th international conference on role of statutory bodies in quality assurance of teacher education. c) Establishment of helpdesk in college for students and parents. |
| Academic administrative | Governing body or council | Every month | a) Reviews and formulation of reviews. b) Launched e-governance in order to bring transparency in system and to have effective administration. |
| | Placement Cell | Once a year | a) Suggests suitable opportunities to the students in various schools and colleges |

| | | | |
|--|---|--------------------|---|
| | | | during the session. b) Conduct campus placement services. |
| | Library Committee | Regular ly | a) Selection and purchase of books, reference materials, e-journal, e-books etc. b) Maintaining question bank, prospectus and other policy documents in the library. |
| | Finance Committee | Twice a year | Allocation of the grants according to the requirements. |
| | Editorial Board | Four times a year | Selection and editing of articles for the college Journal. |
| | Infrastructure Committee | As per requirement | Computers for lab., canteen up gradation, Heritage Guest House, construction of new classrooms, washrooms etc. |
| | Staff Committee | Frequently | Scheduling programmes for various curricular and co-curricular activities. |
| | Time table Committee | Regularly | a) Allotment of work load. b) Adjustments for various purposes. |
| | Disciple and anti-ragging Committee | Regularly | Maintaining discipline in the campus. |
| | Campus beautification and cleanliness Committee | Regularly | Maintenance and beautification of the campus. |
| | Purchase committee | Monthly | Purchase of Honoring material, refreshment material, crockery, curtains, furniture, decorative items and other accessories required in college functions. |
| | Grievance redressal Cell | Monthly | a) Redressing the complains of the students and considering the suggestions given. b) open discussion with students to resolve the grievances |

| | | | |
|-----------------|----------------------------|-------------------|---|
| | College canteen Committee | Once a week | Change in the infrastructure of the canteen and maintenance of hygiene in the canteen. |
| | Hardship Cell | Whenever required | Fee reduction for poor and needy students. |
| | Legal aid clinic committee | Quarterly | <ul style="list-style-type: none"> a) Organization of Awareness campaign for national voter day. b) Organastion of extension lecture on functioning of legal aid cell and women empowerment. c) Organsation of seminar onroleof youth in protection of right of women children and senior citizens. d) College traning of paralegalvolunteers district court at district court premises. e) Extension lecture to advocates on the topic juvenile jurisprudence, child psychology and human behavior. |
| Linkages | Cultural Committee | Frequently | <ul style="list-style-type: none"> a) Organization of section wise theme based assemblies, celebration of various days like Teachers Day, Independence Day, Human rights Day, National integration Day, World peace Day etc. b) Organization of 'Boli pa Mitra' contest by spark Punjabi channel. c) Participation in zonal youth festival. d) Participation in legal literacy youth festival. e) Participated in inter university gidha competition at Bathinda. f) Organisation of state Folk Dances and International Folk festival. g) Organization of one day picnic for B.Ed |

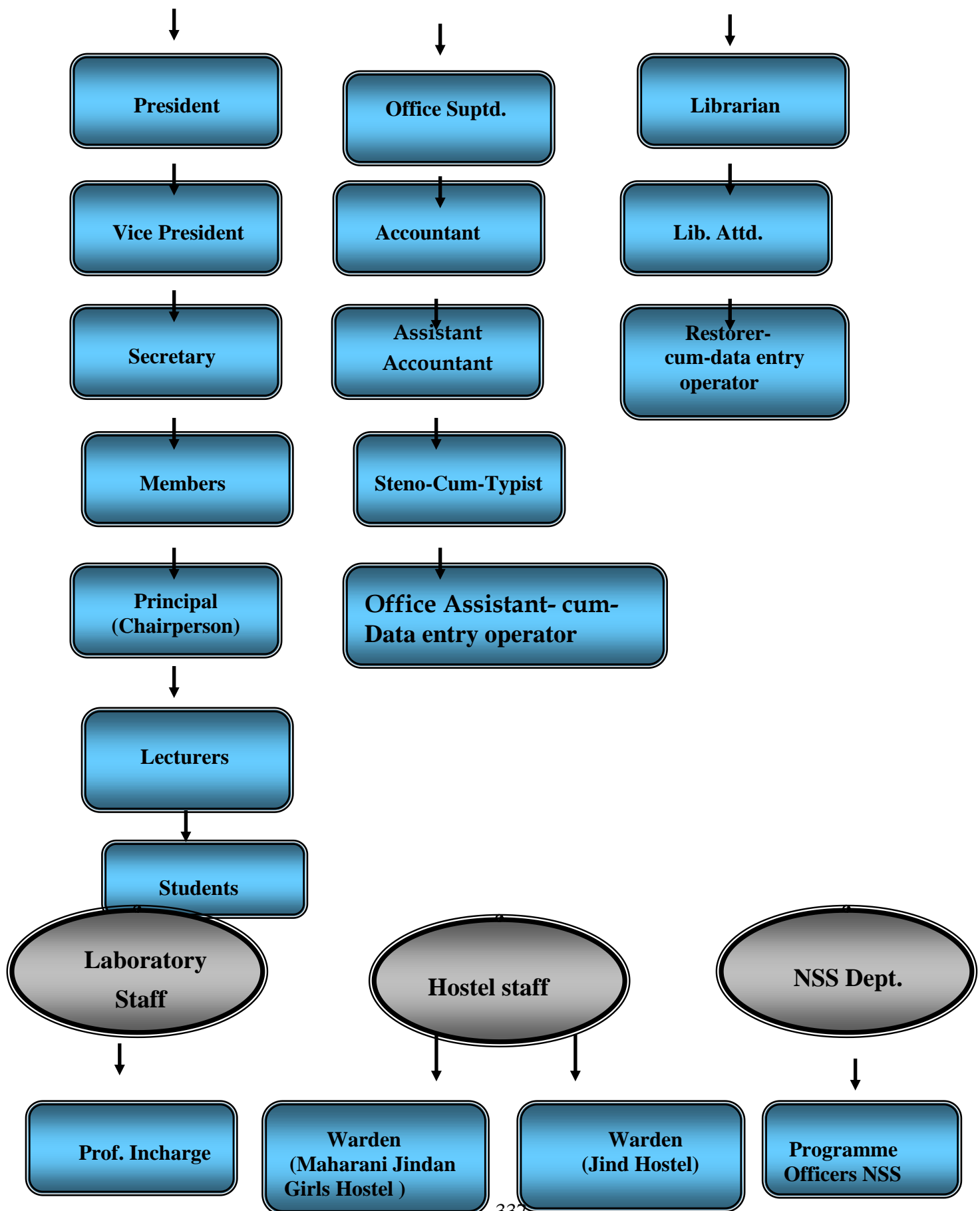
| | | | |
|---|--------------------|-------------------|--|
| | | | and M.Ed students at suncity amusement park or other such places every year. |
| Performance evaluation of teaching and non-teaching. | | Regularly | College has feedback performa, to be filled by the students, teacher Self appraisal Performas, daily diaries of teaching and non-teaching staff |
| Research and extension activities | Research Committee | Whenever required | <p>a) Submission of Minor projects with U.G.C,organization of seminar on ‘RTE: Road Map Ahead’, ‘Mahatma Gandhi :Apostle of peace and harmony’, ‘Role of statutory bodies in quality assurance of teacher education: A Global perspective’</p> <p>b) Organization of national workshop and panel discussion on NCTE regulations 2014: implementation of teacher education curriculum.</p> <p>c) Organisation of extension lecture on ‘identification of Research area and Research problem’, ‘Inclusive Education’, ‘Personality Development’, ‘Interactive pedagogy’, ‘Communication and Interview skills’, ‘Avenues in army’, ‘Heritage amritsar’, ‘Traffic Rules’, ‘Recent advances in Cosmetic surgery’, ‘Aids awareness’ and other such important issues.</p> |

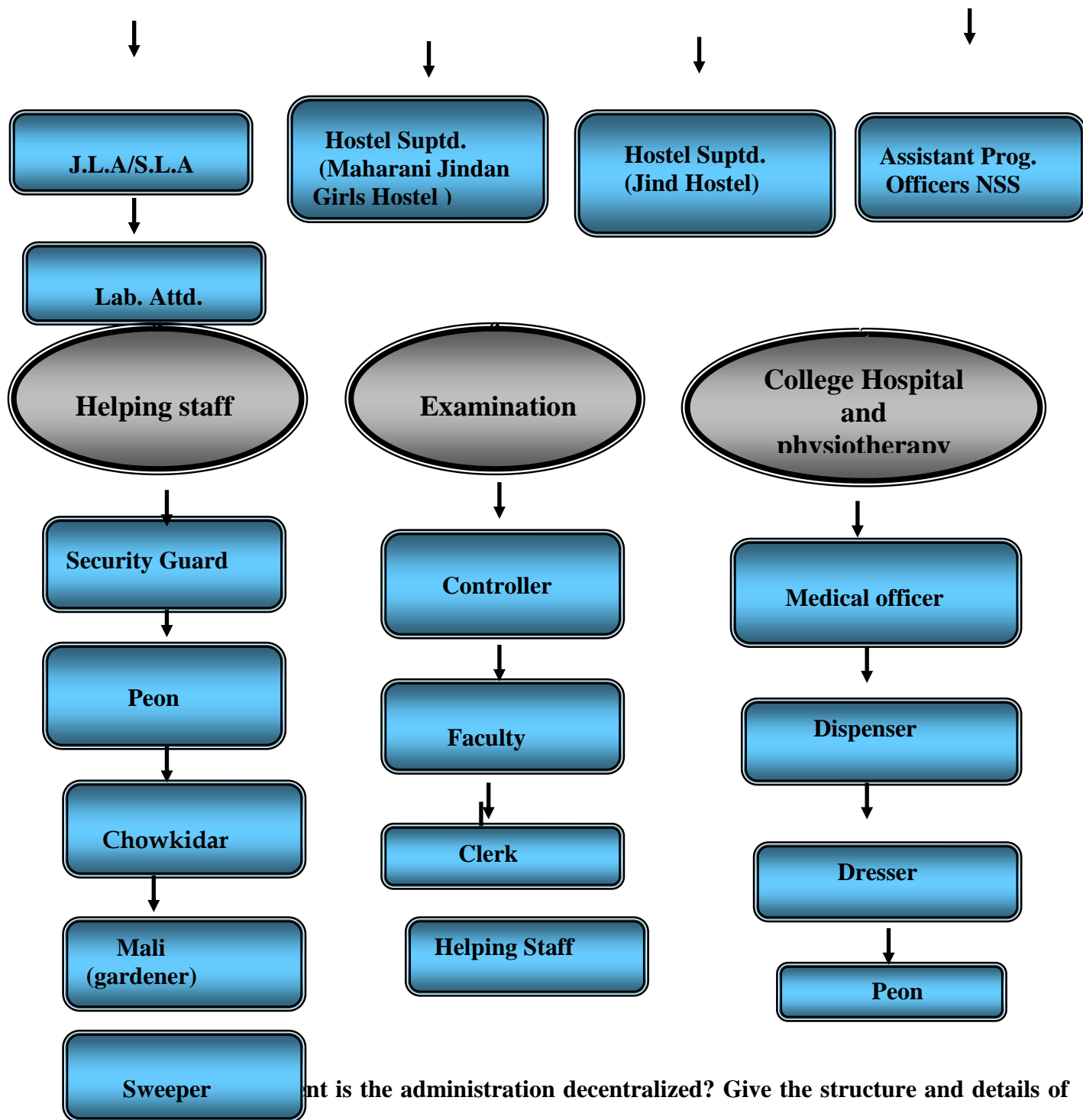
| | | | |
|--|---|-------------|--|
| Visual arts activities | Fine arts committee | Once a week | a) Organized and Participated in intercollege poster making, slogan writing and collage making and other art competition. b) Exhibition in art gallery. c) Participation in programmes at virsa vihar. d) Organization of one day workshop on Fancy arts. |
| Skill in teaching and teaching aids competition (Model, Micro, Composition lessons, School Teaching Practice and Final Exams) | Skill in teaching and teaching aids competition Committee | Twice year | a) Organization of inter college skill in teaching, fine arts, declamation and other competitions. b) Participation in inter college skill in teaching, teaching aids, power point presentation and quiz competition |

Que2: Give the Organizational structure and the details of academic and administrative bodies of the institutions.

Ans: Organizational structure of the institution is as under:





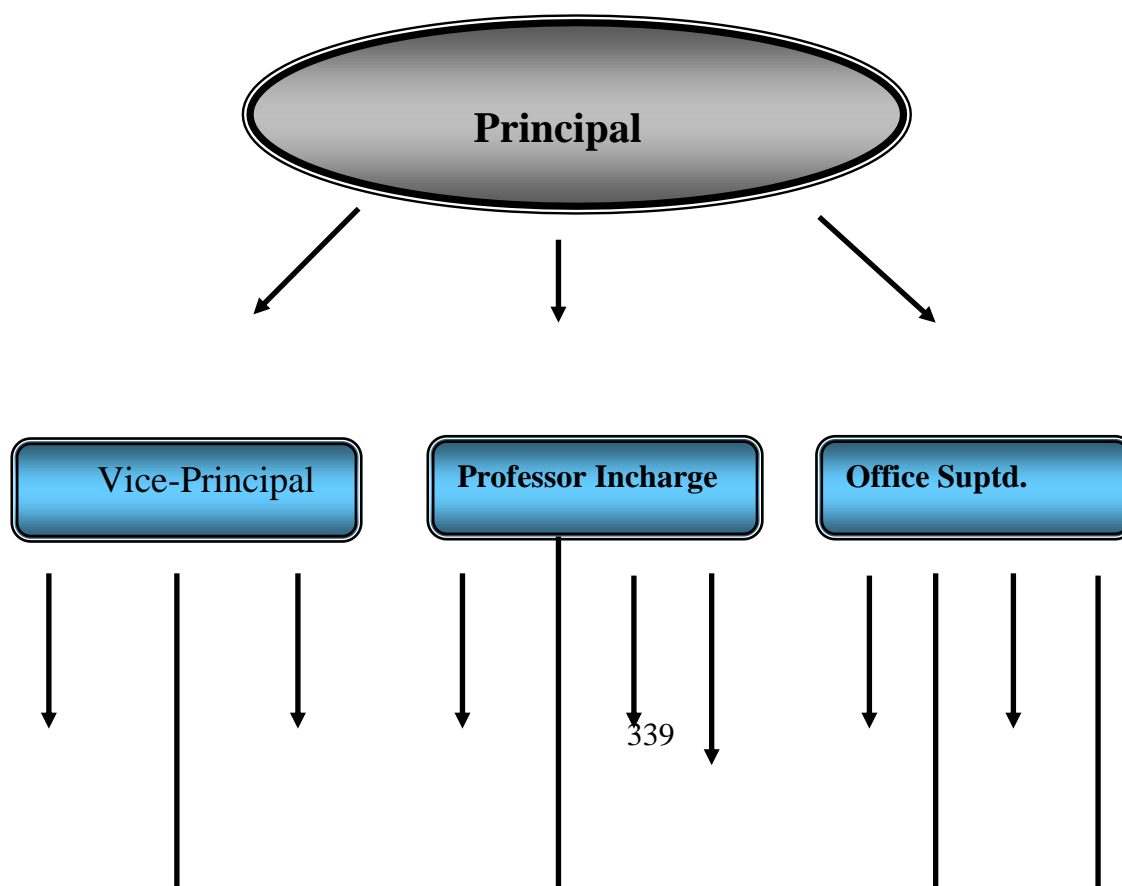


What is the administration decentralized? Give the structure and details of its functioning.

Ans: The administration of the institution is decentralized. All administrative functions such as admission, examination, curricular and co-curricular activities involve consultation with the members of various committees such as library, examination, purchase, placement committees etc. (Details of functioning have already been explained in previous questions). Decisions are taken

by the Professors in consultation with principal regarding preparation of year plan, purchase of equipment for the respective labs, seminars, extension lectures to be planned for their own subjects and evaluation procedure to be followed. Organization of activities like games, sports, celebration of various national and international festival etc. in the college is decided by the students in consultation with the teachers. The students communicate about these activities to the lecturers and then in turn to the principal. Students are part of some committees. Two Students' representatives are elected from every class and they put forth the demands and problems of the students before the principal and the faculty similarly suggestions are always welcomed in the staff meetings. Minutes of the meetings are recorded which reflect all the decisions regarding all important aspects.

Structure of decentralized administration is:



| | | | | | |
|------------------|------------|------------|-----------|------------|---------|
| Controller Exams | Time Table | Academic | Research | Accounts | Records |
| | Incharge | Activities | Extension | | |
| Bursar | | | | Regulatory | Data |
| | | Cultural | | Bodies | Entry |
| | | Activities | | | |

Functioning of decentralized administration:

- 1) Subjects and teaching tasks are assigned to the faculty members as per their area of specialization. Details of allotted work to B.Ed and M.Ed teachers are given below as:

M.Ed. Programme

ALLOTMENT OF WORK (THEORY & PRACTICALS)

(Semester –I)

| Paper | Course Title | Teacher Incharge |
|--------------------|--|---|
| I | Philosophy of Education | Dr.Maninder Kaur |
| II | Psychology of Learning and Development | Dr.Bindu Sharma Prof.Manpreet Kaur |
| III | Introduction to Educational Research Methodology | Dr.Harpreet Kaur Prof. Satinder Dhillon Dr.Suman Saggu |
| IV | Secondary Stage Specialization | (a) Dr.Deepika Kohli (b) Dr.Nirmaljit Kaur (c) Dr.Gurjit Kaur |
| Practicum-I | Communication and Expository Writing | Prof.Anju Tyagi, Prof.Sukhmandeep Kaur |

Practicum-II Self-Development Programme Prof.Manpreet Kaur ,
 Prof. Sukhmandeep
 Kaur

M.Ed. Programme

ALLOTMENT OF WORK (THEORY & PRACTICALS)

(Semester II)

| Paper | Course Title | Teacher Incharge |
|--------------|---|---|
| I | Sociology of Education | Dr.Gurjit Kaur (Mon-Wed) Dr.Deepika Kohli (Thu-Sat) |
| II | Historical-Political Perspective of Education | Dr.Nirmaljit Kaur (Thu-Sat) Prof.Maninder Kaur (Mon-Wed) |
| III | Education Studies | Dr.Bindu Sharma (Thu-Sat) Dr.Suman Saggu (Mon-Wed) |
| IV | Fundamentals of Teacher Education | Prof.Satinder Dhillon (Prd. I ,Mon-Wed) Prof.Sukhmandeep Kaur(Prd.I ,Thu-Sat) Prof.Rajwinder Kaur (Prd. IV, Mon-Wed) Prof.Manpreet Kaur (Prd. IV, Thu-Sat) |

| | | |
|-----------|---|------------------------|
| V | Internship in Teacher Education | All Teachers |
| | Institution(Elementary/Secondary and Senior Secondary Stage) | |
| VI | Dissertation | Respective Supervisors |

B.Ed. Programme

ALLOTMENT OF WORK (THEORY & PRACTICALS)

(Semester I)

| Paper | Course Title | Teacher Incharge |
|-------|--------------|------------------|
|-------|--------------|------------------|

| | | | |
|--------|---|---|---|
| I | Understanding the Learner and Learning Environment | Dr.Harpreet Kaur (Sec.A) ,Dr.Bindu Sharma (Sec.B), Prof.Anju Tyagi (Sec.C), Prof.Parul Aggarwal (Sec D), Prof.Manpreet Kaur (Sec. E) | |
| II | Contemporary India and Education | Dr.Nirmaljit Kaur (Sec E), Dr.Deepika Kohli (Sec D), Prof.Ramanpreet Kaur (Sec C), Prof.Shefali Arora (Sec B), Prof.Rajwinder Kaur Bhatti (Sec A) | |
| III | Education and Development | Dr.Gurjit Kaur (Sec A), Prof.Maninder Kaur (Sec B), Prof.Ramanpreet Kaur (Sec D), Prof.Rajwinder Kaur (Sec C), Prof.Poonampreet Kaur (Sec E) | |
| IV & V | Pedagogies - Pedagogy – I | S.St. | Dr.Nirmaljit Kaur, Dr.Gurjit Kaur , Prof. Amandeep Kaur |
| | | Maths | Prof.Satinder Dhillon ,Prof.Ramanpreet Kaur,Prof. Parul Aggarwal, Prof.Harpreet Bains |
| | | Commerce | Dr.Deepika Kohli |
| | | Life Sci. | Dr.Bindu Sharma, Dr.Suman Saggu |
| | | Music | Dr.Arinder Kaur |
| | | Fine Arts | Dr.Indu Sudhir |
| | Pedagogy – II | Punjabi | Prof.AmandeepKaur,Prof.Rajwinder Kaur |
| | | Hindi | Dr.Indu Sudhir |
| | | English | Dr.Harpreet Kaur, Prof. Rajni Gupta |
| | | Eco. | Prof.Maninder Kaur, Prof.Shefali Arora |
| | | Comp. | Prof.Poonampreet Dhillon , Prof.Manpreet Kaur Cheema |
| | | Phy.Sci. | Prof.Parul Aggarwal , Prof.Rajwinder Kaur Bhatti, Prof.Sukhmandeep Kaur |
| | | | |
| VI | Language Proficiency & Communication | Prof.Sukhmandeep Kaur (Sec E) ,Prof.Amandeep Kaur (Sec D), Prof.Anju Tyagi (Sec B), Prof. Rajni Gupta (Sec C), Prof.Rajwinder Kaur (Sec A) | |
| VII | Reading & Reflecting on Text | Prof.Satinder Dhillon (Sec A) ,Prof.Rajni Gupta (Sec B), Prof.Shefali Arora (Sec C) , Prof.Rajwinder Kaur Bhatti (Sec D), Dr.Suman Saggu(Sec E) | |

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| VIII | Field Engagements | All Teachers |
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B.Ed. Programme
ALLOTMENT OF WORK (THEORY & PRACTICALS)
(Semester II)

| Paper | Course Title | Teacher Incharge | |
|--------|--|---|---|
| I | Understanding the Learner and Learning Process | Dr.Harpreet Kaur (Sec.A) ,Dr.Bindu Sharma (Sec.B), Prof.Anju Tyagi (Sec.C), Prof.Parul Aggarwal (Sec D), Prof.Manpreet Kaur (Sec. E) | |
| II | Assessment for Learning | Monday-Thursday Dr.Gurjit Kaur (Sec E), Dr.Jyotpreet Kaur (Sec D), Prof.Rajwinder Kaur (Sec C), Prof.Rajwinder Kaur Bhatti (Sec B), Prof.Sukhmandeep Kaur(Sec A) For Stats- (Friday-Saturday) Prof.Satinder Dhillon (Sec E),Prof.Ramanpreet Kaur (Sec D), Prof.Harpreet Kaur Bains (Sec C), Prof.Shefali Arora (Sec B), Prof.Manpreet Kaur (Sec A) | |
| III | Educ.Technology & ICT Section-A Section-B Section-C Section-D Section-E | Monday-Friday(Period-V) Dr.Nirmaljit Kaur Prof.Anju Tyagi Prof.Ramanpreet Kaur Prof.Amandeep Kaur Prof. Rajni Gupta | Saturday (Period-V) Prof.Rajwinder Kaur Bhatti Prof.Manpreet Kaur Cheema Dr.Suman Saggu Prof. Poonampreet Kaur Prof.Shefali Arora |
| IV & V | Pedagogies – Pedagogy – I | S.St. | Dr.Nirmaljit Kaur, Dr.Gurjit Kaur , Prof. Amandeep Kaur |
| | | Maths | Prof.Satinder Dhillon ,Prof.Ramanpreet Kaur,Prof. Parul Aggarwal, Prof.Harpreet |

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| | | | Bains |
| | | Commerce | Dr.Deepika Kohli |
| | | Life Sci. | Dr.Bindu Sharma, Dr.Suman Saggu |
| | | Music | Dr.Arinder Kaur |
| | | Fine Arts | Dr.Indu Sudhir |
| | Pedagogy – II | Punjabi | Prof.Amandeep Kaur, Prof.Rajwinder Kaur |
| | | Hindi | Dr.Indu Sudhir |
| | | English | Dr.Harpreet Kaur, Prof.Rajni Gupta |
| | | Eco. | Prof.Maninder Kaur, Prof.Shefali Arora |
| | | Comp. | Prof.Poonampreet Dhillon , Prof.Manpreet Kaur Cheema |
| | | Phy.Sci. | Prof.Parul Aggarwal , Prof.Rajwinder Kaur Bhatti, Prof.Sukhmandeep Kaur |
| VI | Drama and Art in Education | Dr.Indu Sudhir,Dr.Arinder Kaur,Prof. Rajni Gupta | |
| VII | Field Engagements for Perspective Papers | All Teachers | |

- 2) Laboratories, teaching rooms, cabins are allotted to the respective teachers according to their area of specialization, abilities and experience, in a much decentralized manner. List of incharges of different labs/Teaching rooms is given as below:-

| Sr. no. | Labs/ Teaching Rooms | Prof. Incharge |
|----------------|-----------------------------|---|
| 1. | Library | Ms. Rajbir kaur, Librarian Ms. Jaspreet kaur, Asist. Librarian |
| 2. | Phy. Sci. Lab. | Prof.(Ms.) Parul Aggarwal Prof.(Mrs.) Sukhmandeep Kaur |
| 3. | Life. Sc. Lab. | Dr.(Ms.) Bindu Sharma Prof.(Mrs.) Rajwinder Kaur Bhatti |
| 4. | Psychology Lab. | Dr.(Mrs.) Deepika Kohli Prof.(Ms.)Manpreet Kaur |
| 5. | Computer Lab. | Prof.(Mrs.) Manpreet Kaur Cheema |

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| | | Prof.(Ms.) Harpreet Kaur Bains |
| 6. | Smart Classrooms, Technology Lab, Languages Lab | Prof.(Mrs.) Anju Tyagi Dr.(Ms.)Suman Saggu |
| 7. | Staff Room | Prof.(Mrs.) Maninder Kaur, Prof.(Mrs.) Anju Tyagi |
| 8. | M.Ed. Seminar Room | Dr.(Mrs.)Harpreet Kaur |
| 9. | Room No. 1(Life Sci.) | Prof.(Ms.) Parul Aggarwal Prof.(Ms.) Harpreet Kaur Bains Prof.(Ms.) Sukhmandeep Kaur |
| 10. | Room No.2 (S. St) | Prof.(Mrs.) Nirmaljit Kaur Sandhu Prof. (Mrs.) Gurjit Kaur |
| 11. | Room No.3 (Commerce) | Dr.(Mrs.) Deepika Kohli Prof.(Ms) Shefali Arora |
| 12. | Room No. 4(Music) | Dr.(Mrs) Arvinder Kaur |
| 13. | Room No. 5(English) | Dr.(Mrs.)Harpreet Kaur Prof.(Mrs.) Anju Tyagi Prof.(Mrs.) Rajni Gupta |
| 14. | Room No. 6(Economics) | Prof.(Mrs.) Amandeep Kaur Prof.(Mrs.) Maninder Kaur |
| 15. | Room No. 7(J.M.I) | S. Harjinder Singh Mrs Preetinder Kaur |
| 16. | Room No. 8(Pbi./Hindi) | Prof.(Mrs.) Amandeep Kaur Prof.(Mrs.)Rajwinder Kaur Dr. (Ms) Indu Sudhir |
| 17. | Room No. 9(Math) | Prof.(Ms) Satinder Dhillon Prof. Mrs. Ramanpreet Kaur |
| 18. | Room No. 10 (Life. Sci.) | Prof. (Ms.) Bindu Sharma Prof. (Ms.) Rajwinder Kaur Bhatti Dr. (Ms.) Suman Saggu |
| 19. | Art Room (Creative Arts Bhawan) | Prof.(Mrs.) Amandeep Kaur Dr. (Ms.) Indu Sudhir |
| 20. | Folk Museum & Music Room (Bhai | Dr. Arwinder Kaur |

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| | Ram Singh Hall) | |
| 21. | Sports Room | Prof Ms. Sandeep Kaur Prof.(Mrs.) Amandeep Kaur |
| 22. | Seminar Room 1,2,3 | Prof.(Mrs.) Maninder Kaur Dr.(Ms.) Indu Sudhir |
| 23. | College Hall | Prof.(Mrs.) Maninder Kaur Dr. (Ms.) Indu Sudhir |
| 24. | Gandhian Bhawan | Prof.(Mrs.) Maninder Kaur Dr. (Mrs.) Deepika Kohli Prof.(Ms) Satinder Dhillon Dr.(Ms.) Suman Saggu |
| 25. | Maharani Jindan Hostel | Dr (Mrs.) Gurjit Kaur |
| 26. | Heritage Guest House | Prof.(Mrs.) Maninder Kaur Dr. (Ms.) Indu Sudhir |
| 27. | Library Cabins | 1 Prof. (Ms.) Satinder Dhillon 2 Prof.(Ms.) Parul Aggarwal 3 Prof.(Mrs.) Rajni Gupta 4 Prof.(Ms) Shefali Arora 5 Prof.(Mrs.) Rajwinder Kaur 6 Prof. (Mrs.) Poonampreet Kaur 7 Dr. (Ms.) Suman Saggu 8 Dr.(Ms.) Bindu Sharma |

3) Duties and responsibilities are assigned to the faculty members and other support staff as per their skills, ability, interest, talent and experience. Details of duties are given as below:-

DUTIES (TEACHING STAFF)

| | | |
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| 1. | Controller Examination Reforms & Assistant Information Officer (Under RTI Act 2005) | Dr.(Mrs.)Harpreet Kaur Dr.(Ms.)Suman Saggu |
| 2. | Committee of Sexual Harassment | Dr.(Mrs.)Nirmaljit Kaur Sandhu Dr.(Ms.)Bindu Sharma |

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| 3. | Discipline & Anti Ragging Committee | Dr.(Mrs.) Nirmaljit Kaur Sandhu Dr.(Ms.) Bindu Sharma Prof. (Ms.)Satinder Dhillon Prof.(Ms.)Amandeep Kaur Prof. (Mrs.) Rajwinder Kaur |
| 4. | Time-Table & Adjustment | Prof. (Mrs.) Maninder Kaur Dr. (Mrs.) Deepika Kohli Prof.(Ms.)Satinder Dhillon |
| 5. | Bursar | Prof. (Ms.) Satinder Dhillon |
| 6. | UGC Grant & Schemes | Prof. (Mrs.) Maninder Kaur Dr. (Mrs.) Deepika Kohli Dr.(Ms.)Suman Saggu |
| 7. | New Courses, MOU's | Dr.(Mrs.)Harpreet Kaur Dr. (Mrs.) Nirmaljit Kaur Sandhu Dr.(Mrs.)Gurjit Kaur Dr.(Mrs.) Deepika Kohli Prof.(Mrs.)Rajwinder Kaur |
| 8. | Youth Festival/ Inter College & School competitions/College Functions | Dr. (Ms.) Bindu Sharma Prof.(Ms.)Satinder Dhillon |
| 9. | Fine Arts | Dr. (Ms.) Indu Sudhir Prof.(Mrs.)Maninder Kaur Dr.(Ms.)Suman Saggu |
| 10. | Music | Dr.J.S.Dhillon Prof.(Mrs.)Amandeep Kaur Prof.(Ms) Harpreet Kaur Bains Prof.(Mrs.)Poonampreet Kaur Dhillon Dr.(Ms.) Arvinder Kaur |
| 11. | Theatre | Dr.(Ms.)Bindu Sharma Prof. (Mrs.)Anju Tyagi Prof.(Mrs.)Ramanpreet Kaur Prof.(Mrs.)Rajni Gupta Prof.(Ms.)Shefali Arora |

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| 12. | Literary | Dr.(Mrs.)Harpreet Kaur Dr.(Mrs.) Nirmaljit Kaur Sandhu Dr. (Mrs.) Gurjit Kaur |
| 13. | Quiz | Dr.(Mrs.)Deepika Kohli Prof.(Ms.)Parul Aggarwal Prof.(Ms.)Manpreet Kaur |
| 14. | Dances | Prof.(Ms.) Rajwinder Kaur Prof.(Mrs.) Rajwinder Kaur Bhatti Prof.(Mrs.)Sukhmandeep Kaur Prof. (Mrs.) Manpreet Kaur Cheema |
| 15. | Conduct of Stage | Dr.(Mrs.)Harpreet Kaur Prof. (Mrs.) Maninder Kaur Prof. (Mrs) Rajni Gupta Prof.(Mrs.)Rajwinder Kaur Prof.(Ms.)Parul aggarwal |
| 16. | Picnic/Excursion | Dr.(Mrs.) Gurjit Kaur Prof.(Mrs.)Amandeep Kaur Dr. (Ms.)Indu Sudhir Dr.(Mrs.)Arvinder Kaur |
| 17. | Skill-in-Teaching & Teaching Aids Competitions (Model, Micro, Composition Lessons, School Teaching Practice & Final Exam. | Dr.(Mrs.) Nirmaljit Kaur Sandhu Dr. (Mrs.) Gurjit Kaur Dr.(Mrs.)Jyotpreet Kaur |
| 18. | College Canteen | Dr.(Mrs.) Gurjit Kaur Prof.(Mrs.)Amandeep Kaur |
| 19. | Campus Beautification & Cleanliness | Dr.(Mrs.) Gurjit Kaur Dr. (Ms.) Indu Sudhir Prof.(Mrs.)Amandeep Kaur Prof.(Mrs.)Rajni Gupta Prof.(Mrs.)Rajwinder Kaur Bhatti |
| 20. | Hostel Committee | Dr. (Mrs.) Gurjit Kaur Prof.(Ms.)Harpreet KaurBains |

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| 21. | Journal, Annual Report & Publications | Dr. (Mrs.)Harpreet Kaur Dr. (Mrs.) Nirmaljit Kaur Sandhu Dr. (Mrs.) Gurjit Kaur Dr.(Mrs.) Deepika Kohli Prof.(Ms.)Anju Tyagi Dr.(Ms.)Suman Saggu |
| 22. | Recording of Events and Maintenance of the Records | Dr. (Mrs.) Deepika Kohli Prof.(Mrs.Poonampreet Kaur Dhillon Dr.(Mrs.)Jyotpreet Kaur |
| 23. | Publication & Circulation | Dr.(Mrs.) Deepika Kohli Prof.(Ms.)Amandeep Kaur Dr.(Mrs.)Jyotpreet Kaur Mrs. Preetinder Kaur |
| 24. | Purchase Committee | Dr. (Mrs.) Harpreet Kaur Prof. (Mrs.) Maninder Kaur Dr. (Ms.) Indu Sudhir Prof.(Mrs.)Amandeep Kaur S. Harjinder Singh (Accountant) |
| 25. | Library Committee | Ms.Rajbir Kaur (Convenor) Dr. (Mrs.) Nirmaljit Kaur Sandhu Dr.(Ms.)Bindu Sharma Dr.(Ms.)Suman Saggu S. Harjinder Singh |
| 26. | Refreshment | Prof.(Mrs.)Amandeep Kaur Prof.(Ms.)Parul Aggarwal Prof.(Ms.)Manpreet Kaur |
| 27. | Sports | Prof.(Mrs.)Amandeep Kaur Potf. (Ms.)Sandeep Kaur |
| 28. | Legal Aid cell | Dr.J.S.Dhillon Dr.(Ms.)Bindu Sharma Dr.(Mrs.)Deepika Kohli |

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| | | Prof.(Ms.)Shefali Arora |
| 29. | Career Counselling | Dr.(Mrs.) Harpreet Kaur Dr.(Mrs.)Deepika Kohli Prof.(Ms.)Manpreet Kaur |
| 30. | IQAC | Dr. (Mrs) Harpreet Kaur Dr.(Mrs.) Nirmaljit Kaur Sndhu Dr.(Mrs.) Gurjit Kaur Dr.(Mrs.)Deepika Kohli |
| 31. | Hardship , Distress Cell | Dr.(Mrs) Harpreet Kaur Dr.(Mrs.)Nirmaljit Kaur Sndhu Prof.(Ms.)Satinder Dhillon |
| 32. | NSS Unit – I Unit – II | Dr.(Mrs.) Harpreet Kaur Dr.(Mrs.) Gurjit Kaur Dr.(Ms.)Bindu Sharma Dr.(Mrs.)Nirmaljit Kaur Prof. (Mrs.) Maninder Kaur Prof.(Ms.)Satinder Dhillon Prof.(Ms.) Shefali Arora |
| 33. | Discipline & Attendance in the Morning Assemblies | M.Ed.-Dr.(Mrs.)Nirmaljit Kaur B.Ed.(Sec A)- Dr.(Mrs.)Gurjit Kaur B.Ed.(Sec B)- Dr. (Ms.) Bindu Sharma B.Ed.(Sec C)-Dr. (Mrs.) Maninder Kaur B.Ed. (Sec. D)- Dr.(Mrs.)Deepika Kohli B.Ed. (Sec. E)- Prof. (Ms.)Satinder Dhillon P.G.D.C.A. - Prof. (Mrs.) Manpreet Kaur Cheema |
| 34. | Recording & Compilation of Attendance | Prof. (Mrs.) Manpreet Kaur Cheema |
| 35. | Internal Assessment | Dr.(Mrs.)Harpreet Kaur Dr.(Mrs.) Nirmaljit Kaur Dr. (Ms.) Bindu Sharma |

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| | | Prof.(Mrs.)Maninder Kaur |
| 36. | Incharge IGNOU Programme | Dr. (Ms.) Bindu Sharma |
| 37. | Incharge J.M.I Programmes | Dr.(Mrs.)Deepika Kohli |
| 38. | Display : (i)Art Work | Dr.(Ms.) Indu Sudhir Prof. (Mrs.)Rajni Gupta Prof.(Ms.)Harpreet Kaur Bains |
| | (ii) Photographs, Notice, Quotable quotes | Prof.(Mrs.)Anju Tyagi Prof.(Ms.) Poonampreet Kaur Prof.(Mrs.) Manpreet Kaur Cheema |
| | (iii) Website/Email | Dr. (Mrs.) Deepika Kohli Prof.(Ms.)Harpreet KaurBains Prof.(Mrs.)Poonampreet Kaur Dr.(Ms.)Suman Saggu |

DUTIES (ADMINISTRATIVE STAFF)

| Sr. No. | Name | Duties Assigned |
|----------------|--|--|
| 1 | S. Harjinder Singh (Accounts Manual work)) & Mrs.Urvashi Mehra (Computerization & E-Gov) | <ul style="list-style-type: none"> ❖ Accounts: College, Hostels & Guest House & maintenance of Guest House Income/ Expenditure Accounts & Registers ❖ D.P.I. Grants, Approval ❖ Student's College & Hostel Fee, Fine ❖ Salaries (Teaching / Non-Teaching, Covered / Uncovered Staff & Daily Wages/Contractual Labour) ❖ UGC Grants, Files, Documents etc. ❖ NCTE/GNDU Records ❖ Management (Accounts, Budget) ❖ Personal Files (Teaching / Non-Teaching) ❖ Stock Entries ❖ Payment of TA/DA Bills /Re-imbursement / Claims |

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| | | ❖ IGNOU, Jamia Millia Islamia |
| 2 | Mrs. Kulwinder Kaur (Steno-cum-Typist) | ❖ Students Admission, Returns, Migrations, Eligibility, students certificates, degrees ❖ Student dealing & record of Personal files, Leave Record, Absentees Record, Fine Calculations ❖ Staff Approval ❖ GNDU Examination, House Test :Conduct & Record ❖ Sessional Work Record ❖ Notices, Advertisements |
| 3 | Mrs. Preetinder Kaur (Data Entry Operator) | ❖ Public Dealing ❖ Attendance & Leave Record of Teaching / Non-Teaching Staff & manual attendance ❖ Bio-Metric Attendance Record ❖ Journal Publication, Distribution & Subscription Record ❖ Preparation of Handbook of Information ❖ Diary / Dispatch /Photocopying, scanning of student pictures & documents ❖ Emails & Website Upgradation etc. ❖ Bio-Data, Research Records ❖ Powerpoint Presentations, Display Boards, Computer & Printing Work ❖ Accounts Work of IGNOU, Jamia Millia Islamia with S.Harjinder Singh ❖ Online uploading of Portals i.e AISHE, NIRF, Statistical data, Foreign students Data etc. ❖ Operating E-Governance project |

DUTIES (LAB STAFF)

| Sr. No. | Name | Duties Assigned |
|---------|---------------------------------|--|
| 1 | S.Sardool Singh (Technician) | <ul style="list-style-type: none"> ❖ JLA for Technology Lab & Analog Language Lab ❖ CC TV Cameras ❖ Operating Sound system , recording, Still & Video photography during all college functions ❖ Students practical work, power point presentations, issue & return of ICT equipments for students use ❖ Installation of OHp's, LCD Projector, audio-video recording device |
| 2 | S.Manpreet Singh Hundal | <ul style="list-style-type: none"> ❖ JLA for TICT, Life Science & Physical Science Lab ❖ Maintenance of computers, Printers, Scanner, Reprographic machines etc. ❖ Maintenance of all telephone (Landline, Mobile) & broadband (Wi Fi & Wired) services ❖ Installation of sound system, lights, recording & projecting devices for all functions ❖ Lein with NCTE, DPI & university offices ❖ Incharge Library Online /digital resource centre |

Que 4: How does the institution collaborate with other sections/departments and school personnel of the institution to improve and plan the quality of educational provisions.

Ans: The College functions as one complete units having following section:

1. Principal's office conducts all type of communication with the Govt., University, Management committee, Students and Parents and prepares office records.
2. Faculty members have the responsibility of maintaining students' attendance registers, examination record, internal assessment record, practice teaching record, co-curricular activities record.
3. Library wing is managed by librarian and restorer cum data entry operator under the guidance of the library advisory committee. They are responsible for maintaining all types of record of library books entered in the accession register, making purchase, cataloguing and classification and issuance of identity cards.

4. Each laboratory is under the charge of a teacher concerned who is responsible for using it as a learning resource and to maintain it.
5. College infrastructure and facilities are put to optimal use through the functioning of IQAC committee.
6. Financial matters are looked after by the accountant and bursar.
7. Hostel and mess is managed by a committee comprising of teachers and the hostel warden.
8. For round the clock security checks there are two security guards.
9. The College has Alumni association which regularly provides feedback for further improvements.
10. The College maintains a close contact with other B.Ed colleges to keep itself abreast with latest trends in the field.
11. The College arranges the lectures of Dean, faculty of education and others experts of various fields and eminent educationist for quality improvement of the system.
12. Our college also provides teaching aids to practicing schools and teacher educators also help school teachers in preparing projects.
13. The College also takes feedback from respective schools regarding its further improvements.

Que 5: Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Ans: Feedback is certainly used for qualitative improvement at every stage. The following mechanisms are in place for performance assessment:-

1. Through students' feedback proforma prepared at the college level.
2. Through self appraisal proformas of teachers.
3. Through suggestion box.
4. Through meetings with faculty.
5. Through CR's meetings.
6. Through feedback from parents, school supervisors, students and head masters of the schools for decision making and performance improvements.

The feedback obtained and various sources and the changes brought about are as follows:

| Feed back obtained | Source | Changes incorporated |
|--------------------|--------|----------------------|
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| There should be some language training programme for students. | Language Teachers | <ul style="list-style-type: none"> • Extension lectures & seminars on personality development and communication skills are organized. • Language training programme is to be provided as an additional service to enhance the communication skills of the students. |
| UGC/NET,CTET,PTET& other competitive examinations book in library | Students | These books were made available in library. |

Que 6: What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty (skill sharing across department's creating/providing conducive environment).

Ans: The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are as under:-

1. Since all the educational plans are made in the light of decisions taken in the staff meeting, committee meetings and IQAC meetings, so the cooperation is extended for the execution of the policies and decisions.
2. Organization of State, National and International workshops/seminars/conferences and competitions is the result of this joint effort.
3. Study leave is provided to the staff.
4. Staff is allowed to attend and present papers in Seminars, Workshops, and conferences to refresh their knowledge.
5. Staff is allowed to attend Pre-Ph.D course work, refresher courses and other orientation programs.
6. Cooperation is a success mantra of the institution so the college works with the help of different committee, groups, and houses. Each house is under the charge of one senior and one or two junior staff members. The list of various houses is given below.

House Duties

| S. no | House | Class | Faculty |
|-------|-------|-------|---------|
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|---|--------------------------|----------------|--|
| 1 | Mahatma Gandhi House | M.Ed | Dr.(Mrs.) Harpreet Kaur Dr. (Mrs.)Deepika Kholi Prof.(Mrs.)Rajni Gupta |
| 2 | Tagore House | B.Ed. Sec. A | Dr.(Mrs.) N.K. Sandhu Prof.(Ms.) Satinder Dhillon Prof.(Ms.)Harpreet Kaur Bains Prof.(Mrs.)Sukhmandeep Kaur |
| 3 | Radha Krishnan House | B.Ed. Sec. B | Dr.(Mrs.) Gurjit Kaur Prof.(Mrs.) Amandeep Kaur Prof.(Ms.) Shefali Arora |
| 4 | Johan Dewey House | B.Ed. Sec. C | Dr.(Ms.) Bindu Sharma Dr.(Ms.)ManpreetKaur Prof.(Mrs.) Anju Tyagi |
| 5 | Froebel House | B.Ed. Sec. D | Prof.(Mrs.)Maninder Kaur Prof.(Mrs.)Ramanpreet Kaur Prof. (Mrs.)Rajwinnder Kaur |
| 6 | Dr. A.P.J House | B.Ed. Sec. E | Dr.(Ms.) Indu Sudhir Prof.(Ms.)Parul Aggarwal Prof.(Mrs.) Rajwinder Kaur Bhatti Dr. (Ms.)Suman Saggu |
| 7 | Thomas Alva Edison House | P.G.D.C.A(T.E) | Prof.(Mrs.) Poonampreet kaur Prof.(Mrs.)Manpreet cheema |

6.3 Strategy Development and Deployment

Que 1: Has Institution MIS in place to select collect align and integrate data and information on academic and administrative aspects of the institution.

Ans: Yes, institution has MIS in place. Institution has a provision of maintaining all the information. We have all data on academic and administrative in place.

- Daily report of the attendance of the student and the staff is prepared and documented.

- Daily financial report is prepared.
- Computerized package is available for accounts, Library work, staff details.
- E-governance project is operational in this college.

Que 2: How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Ans: The institution allocates resources in the following manner:-

1. Our institution has to abide by the norms laid out by the Govt. and other regulatory bodies.
2. There is both internal and external audit.
3. UGC grants and funds received are spent as per norms.
4. Faculty is allocated workload and duties according to UGC rules.
5. Duties and responsibilities are allocated according to their subject of specialization capacities and skills.
6. Hostel staff has been in place to see the processes of hostel and the mess.
7. Human resources allocated as per 1:24 teacher student ratio and according to University norms.
8. All the financial resources which include Salaries, Purchase of Library Books, Infrastructure, Maintenance etc are allocated as per University norms.

Que 3: How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Ans: Our financial resources are from:-

- Govt. grant in aid
- UGC grant
- Fees of B.Ed ,M.Ed(G.N.D.U.), J.M.I (B.Ed), I.G.N.O.U (M.Ed)
- Distance mode programmes
- Attestation fees
- Interest from FDR's
- Journal subscriptions
- Rent from Heritage Guest House etc.

All the above resources help us to fulfill our goals. We receive academic and professional help from them through meetings, feedback, discussions, support. This enables us to fulfill our vision. Planning of all resources is done as per University norms, NAAC and other bodies.

Que 4: Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Ans: Academic plan is prepared Academic plan of the college which depicts time table of various classes, time table of teachers, academic calendar, staff duties, allotment of various labs and rooms is prepared in partnership and active contribution of the teachers, students and administrators.

1. For work allotment and other duties, principal holds meetings with staff and prepares the time table according to their preferences and area of specialization.
2. The major planning is done by the principal in consultations with teachers and coordinator of various committees.
3. While planning skill in teaching programme the consent of the practicing school is sought.
4. The academic plan is printed in the handbook.
5. One copy of hand book of information is provided to each students and staff member.
6. There is also a mechanism of proper recording and maintenance of records.
7. Notices are displayed in the notice board and filed in the notice file.
8. A staff meeting is called before the commencement of the course and details of the extension lectures and seminars to be organized, examination to be held etc. are discussed.
9. The suggestion given by the school supervisors are also taken into consideration.
10. Feedback is regularly taken from the school teacher and administrators. There suggestions are incorporated in the academic plan.

Que 5: How the objectives are communicated and deployed at all levels to ensure individual employee's contribution for institutional development?

Ans: Every employee is informed of service conditions. Accountability for the completion of assigned task is emphasized. The teaching staff submits their teaching diary to the principal at the end of the month.

1. Staff meetings are held regularly to communicate the objectives and to give feedback and monitoring of the task assigned.
2. Emergency meetings are conducted.
3. Circular file gives information of the meetings and decisions taken
4. Self appraisal forms are filled by faculty.
5. Meetings of the IQAC held regularly.

Que 6: How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Ans: The vision, mission and implementation plans are monitored, evaluated and revised from time to time. Planning is done in the beginning of the session and its monitoring and evaluation is done weekly, monthly, quarterly and yearly. The College has an internal co-ordination and monitoring

mechanism through the local managing committee. Institution has constituted various committees to look after all the activities (refer 1(6.2)). Periodic meetings are held with the teaching and non-teaching staff to for proper administration and management. The teachers and non-teaching staff are required to maintain daily diaries and submit the performance appraisal at the end of the month. Head of the institution writes confidential reports regarding the performance of teaching staff and non-teaching staff and submit to the management.

Que 7: How does the institution plan and deploy the new technology?

Ans: The needs of the students and faculty are discussed in various meetings and relevant new technology deployed in the college.

1. College has technically trained staff.
2. Maintenance personnel from companies from whom we purchased equipment are available to check and maintain items.
3. Any new technology demonstrated to all.
4. College also conducts workshops on ICT.
5. Faculty members use the technology while demonstrating lesson.

6.4 Human Resource Management

Que 1: How do you identify the faculty development needs and career progression of the staff?

Ans: The head of the institution with the close association of faculty members identified the development needs and career progression. The head of the institution and the management always encourages and supports the staff members of the college for professional growth and faculty to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for professional development. They are given duty leave to participate in seminars etc. sometimes the college also pays registration fees for various seminars, conferences or workshops to be attended by faculty members. Moreover the institution also encourages the faculty to write articles to various national and international journals additional increments are granted if the staff members enhance their qualification or for any commendable achievement. Organization of international seminar/conference in the institution act as resource for development. For Details refer criteria 3.

Que 2: What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers)? Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Ans: To improve teaching research and service of the faculty, the institution has evolved a comprehensive and continuous evaluation mechanism which includes self appraisal by the faculty, principal and the management and feedback given by the students.

1. As far as self- appraisal is concerned the faculty is encouraged to monitor and assess the monthly activities undertaken by them, the staff is made to submit monthly report regarding the tasks accomplished and other achievements. This report is duly evaluated by the principal and the management. The performance of the students in their class tests, terminals projects, assignments and university examinations is analyzed and the report is duly submitted to the principal and the management. An annual confidential report of all the faculty members is also sent to the management by the Principal oral and written feedback is taken at regular intervals by the Principal of the college.
2. The feedback obtained from the students is communicated to the lecturers. They are asked to make necessary changes in their teaching methodology, lecture preparation etc.
3. In order to ensure maximum output, all planning is done in consultation with the faculty, keeping in mind their area of specialization and expertise.

Que 3: What are the welfare measures for the staff and faculty? (Mention only those which affect- and improve staff well-being, satisfaction and motivation).

Ans: The institution provides the following welfare facilities scheme for the staff:

1. EPF and group gratuity facility for teaching and non- teaching staff provision of loan – facility from EPF.
2. Facility of residential staff quarters
3. Medical facility including medical insurance for the staff and dispensary facility etc.
4. Group insurance for the staff
5. Banking facility
6. Parking facility for the teachers
7. Separate rooms for the teachers
8. Leave facility including causal leave, Medical leave, without pay facility etc.
9. Library facility, free and unlimited access to internet
10. Guest house facility
11. Facility of accommodation in the Hostel
12. Encouraging the staff to attend various orientation, refresher courses, workshops, seminars etc.
13. Implementation various schemes/grades announced by the govt.
14. Fee concession for the words of the staff studying in the institution under the same management

15. Facility of gymnasium, swimming pool, plays grounds etc.

Que 4: Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Ans: For the up-gradation and training of staff, faculty members are encouraged to contribute articles in newspapers, journals, improve their qualifications, pursue research etc. Depending on the latest development and changes in the curriculum the respective staff members are sent for refresher, orientation courses conducted by the Academic staff. College (UGC) to equip themselves in the subject. On the latest developments they attend appropriate workshops, seminars, extension lectures organized at the college and even outside the college at state, national or international level to enhance their professional growth.

Que 5: What are the strategies and employment plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills(Recruitment policy,salary structure,servive condition)and how does the institution align these with the requirements of the statutory and regulatory bodies(NCTE,U.G.C,University etc.)

Ans: For recruiting faculty, vacancies are advertised in the state level leading newspaper, so that the candidate with requisite qualifications may apply for the post. Teaching staff are recruited through interview according to the rules and regulations of Guru Nanak Dev University. Procedure according to UGC guidelines and DPI (Colleges). Selection is done purely on merit basis. Salary is given as per UGC norms. The interview panel comprises of V.C nominee, Subject expert, representatives of the university, members of management and Principal Service Conditions of the employees are as per the UGC/ state Govt. To retain the faculty regular increments and enhancement of DA and Group Gratuity benefit. The services of employees appointed on regular basis are confirmed after the successful completion of the probation. The new grades and other benefits announced by the govt. are implemented form time to time.Even the workload is assigned as per UGC norms, expertise of the teacher. Conducive environment free from any kind of bias is the hall mates of the institution. Seniors teachers act as mentors to facilitate the adjustment of the new recruits in the institution. Even the salaries of the teachers working on adhoc basis are fixed as per their qualification and yearly increments are also given to them.

Que 6: What are the criteria for employing part-time /adhoc faculty?How are the part time/adhoc faculty different from the regular faculty?

Ans: The following is the criteria for employing part-time /adhoc faculty:-

1. Since the college is covered under grant- in –aid scheme, so regular appointments can be done only as per the directives of the DPI(C) to comply the norms and conditions laid down by NCTE and affiliating university, teachers are appointed on adhoc / part time basis by the institution.
2. As per requirements of institution, the Principal appoints adhoc faculty and paid by the management and selection is purely on merit-basis.

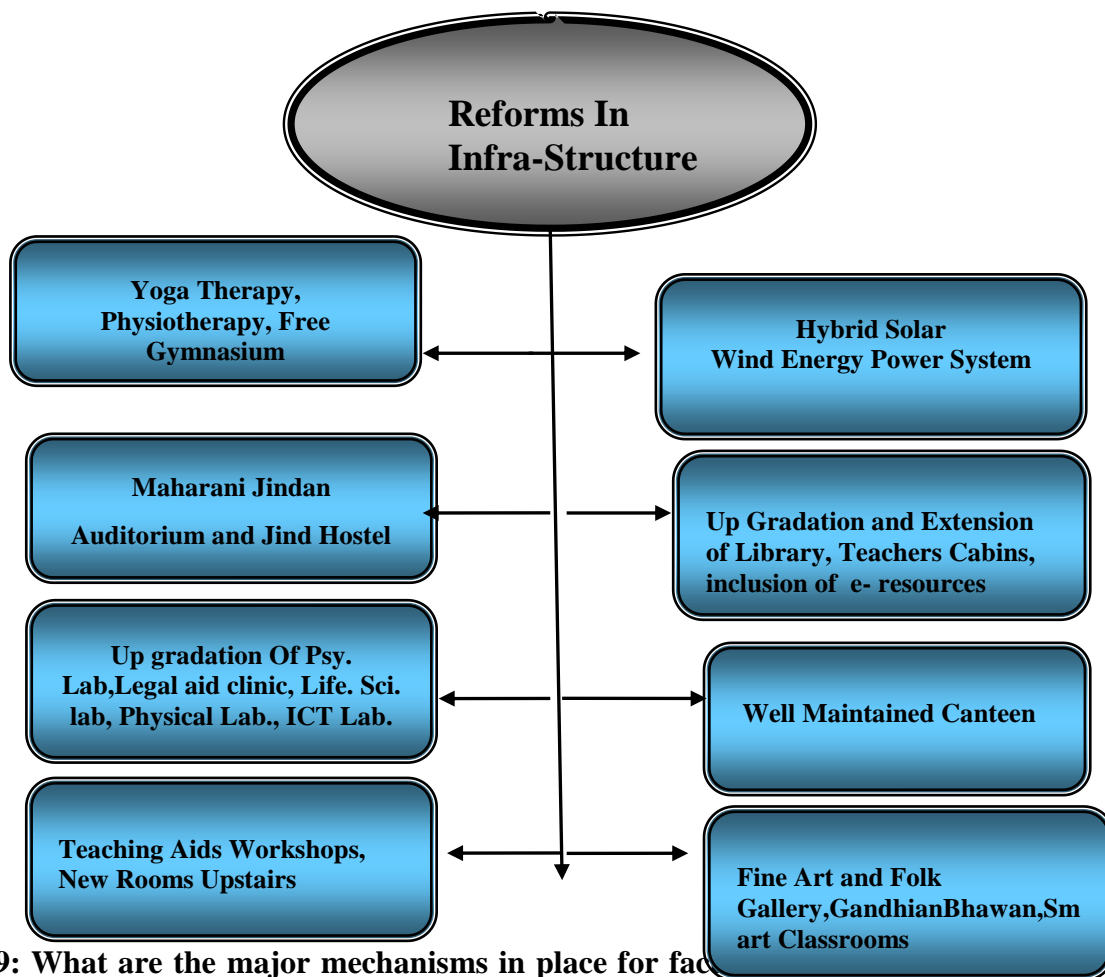
Que 7: What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. Budget allocation for staff development, sponsoring for advanced study etc.)

Ans: The management always encourages and supports the staff members of the college for professional growth and faculty to participate and present papers in seminars, conferences, workshops, orientation courses and refresher courses for professional development. They are given duty leave to participate in seminars etc. sometimes the college also pays registration fees for various seminars, conferences or workshops to be attended by faculty members. Moreover the institution also encourages the faculty to write articles to various national and international journals additional increments are granted if the staff members enhance their qualification or for any commendable achievement. Faculty is responsible for identify courses they need. they are encouraged to broaden their horizon. The college also pays participation fees, travelling allowances to the faculty members for attending different seminars, conferences etc. Internet access is free for all faculty members.

Que 8: What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

Ans: Physical facilities provided to the faculty are:-

1. Staff residential quarters
2. Spacious and well-maintained classroom
3. Separate seating arrangement in library
4. Free and unlimited access to internet
5. Well maintained washroom
6. Dispensary, physiotherapy centre
7. Place for parking vehicle
8. Well equipped staff room with micro wave, refrigerator
9. Guest house facility and hostel mess facility
10. Individual rooms with proper furniture and almirahs have been provided to the faculty



Que 9: What are the major mechanisms in place for faculty to seek information and or to make complaints?

Ans: Major Mechanism to seek information are- college principal and College Office (about college rules and regulations with regard to service conditions, leaves etc. College library (about different courses their syllabus old question papers research papers, newspapers, magazines, encyclopedia, Journal etc. College Website - www.kce.org (about comprehensive information about college faculty, college rules and college activities, e-governance project is operational. Redressal cell for the faculty, incharged by Professor Harpreet Kaur. Suggestion /complaint box staff can directly approach the head of institution to seek information and to make complaints.

Que 10: Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Ans: Planning for all the activities is done in the beginning of the session. Handbook of information is prepared in advance which includes all the information. Faculty is involved in all activities of the college. The institution has sufficient staff to share the workload. The head of the institution provide

maximum freedom to choose their subjects according to their potentialities. for details refer handbook of information.

Que 11: Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Ans: Yes, the institution has mechanism to reward and motivate staff members. Staff members are motivated and appreciated in the staff meetings. Their achievements are also highlighted in orientation sessions. Good work and achievements are also highlighted in the annual reports.

6.5 Financial Management and Resource Mobilization

Que1: Does the institutions get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give detail of the source of revenue and income generated?

Ans: Yes, we get 95% deficit grant from Punjab govt. through DPI colleges Punjab and UGC grant for books, building and equipment. U.G.C 9,00,000 per year, U.G.C 9,00,000 for two years. For detail Refer Que no.4(6.5)

Que 2: What is the quantum of resources mobilized through donations?

Ans: We don't take donations.

Que.3. Is the operational budget of the institution adequate to cover the day to day expenses? If no, how is the deficit met?

Ans: Operational budget of the institution is adequate to cover the day-to day expenses. If sometimes, there is a deficit then management bears the expenses.

Que4: What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicting through income and expenditure statements etc.)

Ans: Income generated for the budgetary resources came from:-

1. Financial assistance from fees and the management
2. 95% grant from govt.
3. Interest on FDR's
4. Income from heritage guest house
5. Attestation fees
6. Distance mode programmes (B.Ed Jamia Milia University, M.Ed- IGNOU)
7. Self – financing courses (P.G.D.C.A)
8. Library providing services to the outsiders.

Refer appendix (4) for allocated budget and income and expenditure statements.

Que 5: Are the accounts audited regularly if yes give details of internal and external audit procedures and information on the outcomes of last two audits.(Major pending audit paras,objections raised and dropped).

Ans: Yes, the accounts of our institution are audited regularly. Our accounts are audited by our chartered accountant Sh. Khanna, Mundra Mehra & Co. (external) Firm Reg. No. 021542 N and regular audit by the management (Internal) (vide appendix 6 –A).No objections were raised.

Que 6: Has the institution computerized its finance management systems?

Ans: Yes, we have fully computerized our finance management system.We use Perfect Solution Accounting Package for this purpose.

6.6 Best Practices in Governance and Leadership

Que 1: What are the significant practices in governance and leadership carried out by the institution?

Ans: College has the honor to be recognized by NCTE and accepted as a Nodal Institution of India. All the NCTE meetings in northern region are organized in our college. In order to keep administrative and academic excellence institute carried out following best practices:

❖ **Globally Compatible Vision of the Institute:** College has updated its vision according to the global needs, so as to work as a globally compatible, socially responsive, secular, innovative, comprehensive institute of excellence in the field of teacher education, research and extension with a focus on the holistic development of individual and society by intertwining regional, national and international linkages.

❖ **Research as a main focus:** Promotion of the research is the top priority of the college.It maintains productive teacher education system by utilizing and managing human resources through:

- Recruitment of Ph.D teachers and teachers with research orientation.
- Making Ph.D mandatory for staff.
- Inchargeship and distribution of subjects and teaching tasks according to the area of specialization.
- Distribution of cultural, timetable, discipline, fine arts, exams and other duties according to interest, talent and experience.
- Evaluation of performance through feedback/self appraisal Performa.

❖ **Rigorous, Vigorous and Stimulating academic environment:** College has practiced various quality initiatives in order to create academically conducive environment. Some important initiatives practiced by college are as following:

- Regular IQAC meeting
- E- governance
- Frequent morning assemblies
- Youth festival of Khalsa institutes
- Frequent seminars, workshops, conferences, workshops and extension lectures
- Ph.D is made compulsory for the staff
- Wi fi enabled clean energy campus which is backed with hybrid solar wind energy power system
- Add on courses like UGC, PCTET, CTET, Communication and ICT components

❖ **E-governance system:** In order to have effective leadership, Management of the College has launched e-governance system. This application of ICT is used to deliver government services, exchange of information, communication transactions, integration of various stand alone systems and improve the efficiency of current system (paper based system).Through e governance services are made available to all in a very convenient, efficient, accountable and transparent manner. The management administers the total working of the system through e-governance. Correspondence is done through circulars which are sent to the inbox like SMS. The key areas covered under e-governance are: Online Stock Entry, Pay roll, Staff leave record, Service book, Fee details of students, Student's enrollment, admission & attendance, Exams, E-lectures, Time-table, Building, transport, sharing of library resources, online issue/return, Alumni association, parents meet and Biometric attendance system.

❖ **Institution with sound financial health:** College is covered under 95% grant-in-aid by government of Punjab. Thus, it receives grant from state government. Moreover to make institution financially sound income is generated from following resources:

- Rent from heritage guest house
- Consultancy fees
- Income from FDRs
- Income from distance mode centre of IGNOU and JMI University
- Income from examination centre
- Subscription from journals

- Attestation fees
- UGC funding
- Alumni association
- CKD management

Financial resources thus generated are utilized judiciously to construct new blocks, library cabins, resource centre, language laboratory, new seminar halls and up gradation of technology lab, fine arts, computer lab, psychological lab, sciences lab, and canteen. These resources are also utilized to award scholarships to the university merit holders and in fee concession.

❖ **Strategic planning:** Various time bound strategic plans are being developed and implemented by the college, which are:

- Upgrading the college into institute of advanced studies in education under Khalsa University.
- Developing the institution as a composite institute of education.
- Bringing of teacher education and physical education programmes under one umbrella, to enhance interdisciplinary interaction and optimum utilization of human resources.
- Developing globally compatible, secular, inclusive institute by signing memorandum of understanding with international (global) institute of education.

❖ **Techno Savvy Faculty:** While selecting non teaching staff preference is given to techno savvy, skilled and competent faculty. Their selection is entirely on merit basis and performance is assessed on regular basis.

❖ **Decentralized Administration:** The administration of the institution is decentralized. All administrative functions such as admission, examination, curricular and co-curricular activities involve consultation with the members of various committees such as library, examination, purchase, placement committees etc. Decisions are taken by the teachers in consultation with principal regarding preparation of year plan, purchase of equipment for the respective labs, seminars, extension lectures to be planned for their own subjects and evaluation procedure to be followed. Organization of activities like games, sports, celebration of various national and international festival etc. in the college is decided by the students in consultation with the teachers. The students communicate about these activities to the lecturers and then in turn to the principal. Students are part of some committees. Two Students' representatives are elected from every class and they put forth the demands and problems of the students before the principal and the faculty similarly suggestions are always welcomed in the staff meetings. Minutes of the

meetings are recorded which reflect all the decisions regarding all important aspects. Responsibilities and duties are assigned to staff according to interest, ability, area of specialization and experience in decentralized manner. In order to bring qualitative improvement timely feedback from various sources has been collected and immediate actions have been taken by the head of institution.

Additional information for Reaccreditation/ Reassessment

Que 1: What are the main evaluative observations / suggestions made in the first assessment report with reference to Governance and leadership and how they been acted upon?

Ans: The report of the first accreditation did not suggest any improvement in this criterion; however, the college has made conscious improvements in the curriculum.

Que 2: What is the other qualities sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

Ans: No doubt the peer team didn't make any recommendations, but to keep pace with the changing National and International educational scenario, the institution have been undertaken various activities during the last five years for the quality enhancement in the institution.

CRITERIA-VII INTERNAL QUALITY

ASSURANCE SYSTEM

7.1 Internal Quality Assurance Cell

Que 1: Has the institution established internal quality assurance cell (IQAC)? If yes, give its year of establishment composition and major activities undertaken.

Ans: Yes, the institution has Internal Quality Assurance Cell (IQAC), which was established in the year 2003. The constitution of the cell has been mentioned in the College Handbook of Information vide page 17.

As recommended by IQAC from time to time, the following measures have been adopted by the institution during the last five years:-

- Motivating all the teacher educators to use different technological devices and new methods of teaching.
- Arranging various Extension lectures/ Workshops/Seminars/Conferences.
- Arranging book review competitions.
- Mrs. Gopika Chopra from CKD Institute of Management and Technology shared her views on various aspects of personality and behavior. She also threw light upon various techniques used for the development of personality.
- Extension lecture on personality Development by Dr. Sonia Heldested, Stockholm, Sweden was organized in our college. She sensitized the students with important topic for Personality Development and also talked about Interview Skills.
- Ms. Neha Singh from Cambridge Academy, Amritsar acquainted the students with Communication and Interview Skills.
- Dr. Inderjit Singh from the Sikh history department of Khalsa College, Amritsar conducted divinity classes regularly in the college.
- Celebration of National and International days like Earth day, Save water day, Environment Day, Human Rights Day and Consumer Protection day etc.
- Conducting unit test at the end of each unit in the foundation courses and the methodology courses.
- Conducting diagnostic/ remedial teaching for low achievers, in different subjects.
- An extension lecture was organized in the college for familiarizing the teachers about the importance of ICT in teaching. Dr. G. Visvanath V.C., Tamil Nadu Teacher Education University,

Chennai highlighted the need to use the technology by the teachers to make themselves and students globally compatible in the era of science and technology.

- Collaboration with Sum Drishti Education Society for free computer literacy of students belonging to minority groups.
- Provision of Medical Insurance Scheme by National Insurance Company Limited for faculty and teacher trainees to insure their health.
- Organisation Blood Testing and Blood Donation camps regularly to ensure good health of the students of the college.

Besides undertaking above stated activities the college is working for the improvement and enhancement of infrastructure on the recommendations of IQAC.

- The facility of internet connection in the library as well as computer laboratory.
- Digitalization of library.
- Extension of library with separate reading hall for both teachers and students.
- Easy access to e-resources by staff and students.
- Establishment of the fully air conditioned Resource Centre in the Library along with the provision of pantry.
- Construction of cabins for teachers in the library.
- Wi-Fi Campus
- Latest equipments in each Laboratory are added.
- New tests for psychology laboratory are purchased.
- Technology lab is enriched by adding DVD player, LCD projector, multimedia, working models, podiums etc.
- Purchase of latest equipments for Science laboratory like glassware, optical instruments, models etc.
- Purchase of printer, photocopier and scanner for the office, computer lab and library.
- Purchase of cupboards for the Principal's office, Gandhian Bhawan, library and staff room.
- Pots and plants are purchased for the beautification of the college campus.
- Establishment of Legal Aid Cell and Counseling Cell in Educational Clinic of the college to provide legal and guidance services to the general public.
- Extension of Assembly Hall with enhanced capacity of 500 students.
- Renovation of methodology rooms.

- For installation and maintenance of electronic equipments like Solar Water Heater, Solar Wind Hybrid power generating system, LCD Solar Light system for supplying uninterrupted power to the college
- For updating existing Library, Laboratories(Life Sciences , Physical Sciences, Psychology, and technology), Classrooms, Method Rooms, Language Laboratory etc.
- Purchase of new furniture as well as repair and maintenance of the old furniture.
- Purchase of sports material and materials for cultural events.
- Maintenance and beautification of the college campus.
- Renovation and extension of the building for introduction of new courses (4 years Integrated B.Sc-B.Ed/B.A.-B.Ed and 3 Years Integrated B.Ed.-M.Ed. Degree Program) to be started from the session 2016.
- Further extension of building according to the requirement of new courses

Que 2: Describe the mechanism used by institution to evaluate the achievements of goals and objectives?

Ans: To evaluate the achievements of goals and objectives, following mechanism and procedures have been adopted by the institution:

- Ensuring timely and efficient accomplishment of academic, administrative and financial tasks.
- Regular Staff meetings, student-staff meetings, IQAC review committee meetings and meetings to discuss the progress of the college in different spheres.
- The relevance and quality of academic and research programmes is monitored
- Equitable access to and affordability of academic programmes for various sections of the society.
- To gauge the efficacy and quality of our training programmes, the feedback from school heads and community representatives is taken from time to time.
- Ensuring integration of modern methods of teaching in teaching learning process.
- Ensuring the adequacy, maintenance and functioning of support structure and services.
- Networking with other institutions in India and abroad for the assessment of the quality of research and other academic programmes carried out in the institution.
- Faculty members prepare reports regularly which are submitted to the management.
- The college constitutes different committees under the supervision of senior teachers who are responsible for the activities to be held under their charge. The various committees formed are:-

| | Committees | Teacher Incharge |
|----|---|---|
| 1. | Medical Committee (It will also look after Group Medical Health Insurance of the staff and students Group Insurance Scheme) | Dr. Bindu Sharma Prof. Rajwinder Kaur Bhatti Dr. Suman Saggu Dr. Jyotpreet Kaur |
| 2. | Campus Beautification & Cleanliness | Prof. Ramanpreet Kaur Prof. Anju Tyagi Prof. Rajni Gupta Prof. Rajwinder Kaur Bhatti |
| 3. | Hostel Supervisory Committee | Dr. Gurjit Kaur Prof. Satinder Dhillon Prof. Harpreet kaur Bains Prof. Shefali Arora |
| 4. | Religious Committee | Dr. Harpreet kaur Dr. Gurjit Kaur Dr. Indu Sudhir Dr. Arwinder Kaur |
| 5. | Library Committee | Dr.(Mrs) Nirmaljit Kaur Dr.(Ms.) Bindu Sharma Prof. Maninder Kaur Dr.Suman Saggu |

Que 3: How does the institution ensure the quality of its academic programmes?

Ans: The quality of academic programmes is ensured by undertaking the following activities:-

- By engaging highly qualified staff
- By holding staff, management and IQAC meetings
- By developing college calendar containing academic and co-curricular activities
- By framing time table, allocating appropriate time to each subject and other activities
- By use of classrooms/ Audio visual aids during the Micro-Macro phase of practice teaching
- By providing lesson practice and practice in Internship activities in the tutorial period
- Skills of micro teaching are practiced systematically and are video recorded

- By conducting weekly class tests for improvement in the performance of the students
- Unit tests are conducted to assess the progress development of the student teachers
- Gifted student teachers are motivated to excel in their field of interest or specialization
- Under achievers are helped to achieve optimally
- Conducting Remedial Classes, Seminars, Workshops, Organizing Extension Lectures, Quiz Competitions, and Skill in Teaching Competitions
- By making teachers to submit the monthly report regarding activities undertaken by them
- By getting feedback from students regarding strengths and weaknesses of the institution
- By ensuring optimal utilization of various labs like Science lab, Psychology lab, Language lab and Computer lab and Technology lab
- By sending letters to school Principals seeking their suggestions for the qualitative improvement of teacher training programme
- Student teachers are trained in basic computer operations, application software like MS Word and MS PowerPoint and internet browsing to implement technology in the classroom. Digital phobia is removed and their teaching competency is enhanced to make the teaching environment live
- Digitalization of library and making available e-resources for easy access by students and faculty members
- Wi-Fi campus
- e-lectures are uploaded by faculty members for the students
- Preparation of reading material by the teachers for the students of both B.Ed and M.Ed classes as per the revised syllabus (according to norms of NCFTE 2009 and NCFTE 2014)
- Organization of extension lectures/workshops/seminars/Conferences from time to time in which students are provided opportunities to interact with the resource persons.
- Providing opportunity to the students and staff to participate actively in all the workshops/conferences held in the college. Participation of all the students and teachers in the crafting of New Education Policy-2016 was sought in the workshop held in the college on New Education Policy (NEP-2016) – Teacher Education on October 25, 2015. The names of all the teachers who participated in the workshop are mentioned in the document published by NCTE.

Que 4: How does the institution ensure the quality of the administrative and financial management processes?

Ans: The College works smoothly under the guidance of the management. It functions through different committees which perform their well defined functions/roles.

- To ensure the quality of administration, the management arranges meetings with principal, lecturers and nonteaching staff from time to time.
- In addition to this, Principal holds meetings with the administrative staff and the teaching staff. The agenda of these meetings is to review the tasks accomplished and advanced planning of the tasks to be undertaken.
- Principal and administrative staff meets daily to plan the days work. Routine work is completed in time. The administration is transparent and systematic.
- Financial Management is done by the Principal in consultation with the Management, College Accountant, Bursar and Purchase committee.
- Library Advisory Committee gives advice on library requirements including purchase of books and setting of resource centre.
- Auditing of financial matter is done by a Chartered Accountant (CA). The chartered accountant issues the audited report at the end of the financial year.
- Uploading of official records on the website of the management through e-Governance.

Que 5: How does the institution identify and share good practices with various constituents of the institutions?

Ans: The institution identifies the good practices through IQAC meetings, managing committee meetings, club meetings, visit to other institutions, experiences of visiting faculty and through national and international exchange programmes.

The management encourages and supports the institution in execution of various projects by funding liberally. The institutions have under taken the following projects.

- Grant of merit scholarships to the meritorious students. 100% reimbursement of fees to the topper in the university examination, 50% reimbursement to the second in the university, 35% reimbursement to the third position holder in the university examination.
- Likewise the faculty is encouraged to do M. Phil. and Ph.D.
- The faculty members who are enrolled/ registered for doing Ph.D are provided duty leave for doing course work.
- The faculty is free to purchase any number of books of their subjects in the library.
- They are paid T.A, D.A for attending workshops, seminars, refresher courses, GOCs and they are also spared from their teaching duties.
- The institution has adopted Shaheed Udam Singh School, Putiligarh, Amritsar and looks after all the teaching–learning equipments of the school. It has under taken beautification campaign of

Government Girls School, Goal Bagh, Amritsar and CLH Senior Secondary School Putligarh, Amritsar under the guidance of Dr. Indu Sudhir with the help of fine arts students.

➤ The college has started cleanliness and tree plantations derive in Government High School, Gawal Mandi Chowk, Putligarh, Amritsar. This school had no shady trees for students and was full of debris and garbage.

➤ Likewise the Teacher in charges in various practices teaching schools have undertaken many projects in the schools like library cleanliness, organization of morning assemblies, decoration of display boards etc.

7.2 Inclusive Practices

Ques 1: How does the institution sensitize teachers to issues of inclusion and focus given to these in the national policies and the school curriculum?

Ans: The teachers are sensitized to issues of inclusion by organizing various activities in the college:

➤ The college has organized extension lectures and discussions with M. Ed students and teachers on Inclusive Education by Maggi and Shewarlt, Director of Centre Board of Education and Counseling from Poland on January 16, 2012.

➤ The college has organized one day seminar on Autism by NGO from UK 'Hope and Compassion' in collaboration with SSA, Amritsar on February 21, 2012.

➤ Through extension lectures by educationists, from Departments of Education of different universities. The college has organized extension lectures on Inclusive Education by Dr. Sujata Bhan, Professor, SNDT Women College of Education, Mumbai on August 11-13, 2013.

➤ By attending Seminars/Workshops/ Refresher Courses/ Orientation Programmes/Conferences organized by different educational bodies.

➤ Through feedback by school teachers and school heads.

➤ Organizing discussions about the innovations and changes in the field of education.

➤ Teachers also come to know about these issues from the various magazines and journals and other literatures are available in the library.

➤ Through staff meetings, teachers are asked to know the students of disadvantaged sections and differently abled ones and to deal with them sympathetically.

➤ Circulation of latest information regarding issues of inclusion among staff members.

Que 2: What is the provision in the academic plan for students to learn about inclusion exceptionalities as well gender differences and their impact on learning?

Ans: The following provisions are made in the academic calendar for student's exceptionalities:

- By identifying weak and slow learners.
- By organizing extra classes for slow learners.
- By providing special facilities in the library to advance learners.
- By providing facility of free and unlimited access to internet.
- By guiding the students how to organize the content and prepare notes.
- By providing lab facilities to those who learn better by doing.
- Communicating the content as per requirements of the students.
- Women cell/Sexual Harassment Committee conducts various meetings, seminars, lectures to sensitize and advice the teachers and students and if required, to solve the gender sensitive issues.
- College has separate common rooms for both boys and girls.
- Personal interviews are conducted for the students by the educators and counselors.
- Games and sports are conducted separately for boys and girls.
- By providing equal opportunities to both girls and boys in academic as well as co-curricular activities, the college is unbiased on gender issues.
- All the compulsory subjects and methodologies are same for boys and girls.
- Even the components like gardening and cooking are same for both boys and girls.
- Legal Aid Clinic has been set up in the college to provide legal advise to the girls, SC/ST, physically challenged etc.
- To boost Women Education and sensitize about female foeticide, Beti Bachao Beti Padhao programme was organized in the institution on December 20, 2014. The key speakers were Sh. Varun Nagpal, Member Secretary, District Legal Services Authority, TarnTaran and Dr. Baljit Kaur, National Trainer Family Health.

Que 3: Detail on the various activities envisioned in the curriculum to create Learning environments that foster positive social interaction active engagement in learning and self- motivation.

Ans: The following provisions in the curriculum have been made:-

- Co-curricular Activities have been made compulsory for the students.
- Learning environment has been created by allotting a library period in the regular time table.
- Celebration of important national and international days.
- Practice teaching programmes also helps to foster positive social interaction. Student teachers are encouraged to attend school staff meetings, parent teacher meetings and other functions organized by practicing schools.
- Fee concession is given to the needy and deserving students which fosters self motivation.

- Field surveys on various Social, Economic and Environmental issues like drug addiction, environmental degradation, female foeticide, population problems etc. are conducted by the student teachers.
- Meritorious students are honored in college functions.
- Renowned teachers are honored on Teacher's day so that they act as role models for student teachers.
- ICT and e-lectures are used for teaching.
- Gaps in the curriculum are filled by teaching additional contents.
- Visit to nearby slum area, orphanage. Community interaction programmes, computer literacy programmes are organized to develop social interaction among students.
- Following activities have been included in the curriculum for creating healthy learning and promote active learning and self-motivation:
 - Micro teaching
 - Simulation teaching
 - Demonstration lessons
 - Observation lessons
 - Project work for M.Ed, B.Ed and PGDCA students
 - Practical works
 - Morning assemblies
 - Different co-curricular activities

The college has a provision of mentoring, training in modern electronic gadgets, team teaching, group discussions, class quizzes, workshops, seminars, various extensions activities, inter-house competitions, student's representation in various committees and organization of various activities and functions by the students on their own. This helps the college in building a healthy and conducive environment for motivating the students and involving them actively in learning

Que 4: How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Ans: The Institution ensures that student teachers develop proficiency for working with children from diverse background and exceptionalities:

- By equipping them with teaching skills and competencies through Methodologies of teaching.
- By making them learn the use of appropriate teaching aids.

- By training them in the administration of psychological tests for the identification of students with diverse needs.
- By training in production of instructional material for students of diverse needs.
- The student teachers also gain sufficient experience of dealing with students from diverse backgrounds during the Macro phase of teaching in practicing schools.
- By organizing seminars and debates
- By visiting social welfare organizations (Pingalwara) and orphanage.
- By organizing training programmes for teachers to deal with children from diverse backgrounds. Teachers have attended two days training programme as Paralegal Volunteers of District Legal Services Authority, Amritsar at court premises on the topic Legal Constitutional Provisions and Acts for girls, SC/ST, labour, child etc.

Que 5: How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Ans: The institution handles and responds to the gender sensitive issues by:

- Sensitizing female student teachers regarding the problems and issues related to women.
- The college organizes frequent lectures of Dr. Baljit Kaur, National Trainer Family Health. She is a regular visitor of the college, who sensitize the students regarding crucial problems prevailing in the society- female foeticide.
- The college has organised seminar on 'Role of Youth in Protection of Rights of Women, Children and Senior Citizens' on December 15, 2012. The chief guests were Honorable Chief Justice, Mr. Altamas Kabir (Chief Justice of India), Mr. D. K. Jain, Mr. Justice A.K. Sikri (Supreme Court of India).
- Lectures by lawyers are arranged to give guidance regarding rights of women. An extension lecture on 'Legal Issues and Women Empowerment' was organized in association with Legal Aid Clinic of the college on September 17, 2015. The key speakers were Sh. Gunbir Singh, District Session Judge cum Chairman, District Legal Services Authority, Amritsar and Mrs. Garish Bansal, Chief Judicial Magistrate cum Secretary, District Legal Services Authority, Amritsar.
- Lectures by lady doctors are also arranged to solve health related problems. A team of doctors from Beri Hospital, Amritsar visited to familiarize the students with various health problems of females on July 21, 2012.

Que 6: How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution.

Ans: To cater to the needs of special children, the institution provides the following facilities:

- The institution has provided proper seating arrangement for students with special needs.
- During the practice teaching, schools are allotted as per their convenience.
- Ramps have been constructed for easy approach to the classes and laboratory.
- 90% of teaching and practical work is carried out on ground floor only.
- Special books and digital resources are available in library.
- Braille system reading material is also made available.
- Audio scripts are made available in the college library.
- Blind students are asked to record the lecture in the classroom.
- Different methods of teaching are used for blind students like touch method.
- Students are asked to help the physically challenged students as and when required.
- The challenged students are provided with the assistance by the teachers to solve their problem at individual levels also.

7.3 Stake Holder Relationship

Que 1: How does the institution ensure the access to the information on organizational performance (academic and administrative) to the stake holders?

Ans: The access to information on organizational performance is passed on through the following:-

- Uploading of academic and official information on the website of the management through e-Governance.
- Parental interaction with staff and head of the institution and management
- Management committee meetings
- Meetings of the CR with Principal and the staff from time to time.
- Interaction of boarders with the hostel wardens and hostel committee.
- Meetings of faculty and students with members of IQAC committee.
- Maintaining the Internal Assessment Records of the students.
- Press notes given in the newspaper.
- Information is given through the prospectus/handbook of information of the college.
- Information regarding academic achievements and college results of the university final examinations are put on the notice board.
- College website serves as an important source to access the information on organizational performance.
- The URL is updated from time to time about the new developments in the institution.

- Any stakeholder can obtain information on academic and administrative performance from the administrative office by giving a written request.

Que 2: How does the institution share and use the information/data on success and failures of various processes satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement?

Ans: The sharing and use of information for bringing qualitative improvement, the following measures are taken by the institute.

- The suggestion/complaint box has been placed in the campus.
- During the practice teaching, the school teachers observe the lessons of trainees and give suggestions for improvement.
- College report is also published and read out at the college convocation.
- Reports of student's performance are sent to the parents regularly.
- Reports regarding college achievements in academic and co-curricular activities are sent to the management.
- Strengths and weaknesses of the students in their projects, seminars, assignments, answer booklets and lesson plans are recorded and discussed.
- Systematic and scientific criteria have been evolved for providing feed back to the student trainees regarding their teaching skills development.
- Comparing the college results with the university results.
- Oral feedback is sought from the students by head/ staff of the institution regarding the functioning of the institution.
- Feedback Performa to be filled in by the Alumni's have been evolved by the institution.
- The stakeholders are welcomed with good suggestions and these suggestions are being reviewed from time to time.
- Students are involved directly in academic activities as far as content analysis, evaluation methods are concerned.
- Tutorial groups and House-Incharges ensure the participation of students in cultural and social activities and competitions.
- Various committees are established by experienced teachers, which look after the functioning of different areas.
- Successful acts and efforts of the students are appreciated and rewarded,
- Trophies and merit certificates are given to meritorious students for their qualitative efforts in curricular and co- curricular activities. S. Bhupinder Singh Holland, Alumni of the college

resolved for scholarship for meritorious students of B.Ed and M.Ed students for bagging top positions in the examination conducted by Guru Nanak Dev University, Amritsar

Que 3: What are the feedback mechanisms in vogue to collect and collate data from the students, professional community alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

Ans: For quality enhancement, a systematic procedure is adopted by the institution to collect and collate data

1. Feedback mechanism is developed to obtain feedback from the student teachers after their results are declared. They are given feedback Performa's so that they can give feedback objectively and neutrally.
2. The feedback Performa's includes the feedback about teaching learning process, teaching method, teacher's capabilities etc.
3. The feed-back of the students is analyzed and in the light of that efforts are made to improve the quality of the teaching learning process.
4. Feedback regarding the teaching of each teacher educator is also obtained by the teacher themselves / by the head of the institution. If any shortcomings/weaknesses are reported then the necessary actions are taken.
5. All the activities of the college are discussed in the staff meetings and meetings with student council and the suggestions given by student teachers are discussed for implementation.
6. Feedback from the Principal and staff of the practice teaching school through Performa developed by the institutions. We are in close contact with the teachers of the practice teaching schools.
7. We keep in touch with the Principals/staff of different colleges of education as well as the faculty of the departments of education.
8. The College has formed an Alumni association through which we get guidance and suggestions for the improvement of the College.
9. Parent teachers association is also formed in the institution and we try to obtain feed back during meetings with them.

In this way, the College has various feedback mechanisms to collect data from students, professional community, alumni and other stake holders on program quality.

Additional information for Reaccreditation/ Reassessment

Que 1: How are the core values of NAAC reflected in the various functions of the institution?

Ans: The core values of NAAC reflected in the various functions of the institutions are as:

- 1. Contribution to National Development:** All general papers give awareness of the Philosophy & Sociology of the country which instill in the students feeling of belongingness and desire to contribute towards National building in whatever possible way they can. In the training programmes emphasis is given on different areas.
- 2. Fostering Global Competency Among Students:** When foreign delegates visit our college or state, an effort is made to collaborate with them to understand the strategies used by them in their countries.
- 3. Inculcating a value system among students:** Looking at the global expansion in the field of teacher education, the College has introduced value based courses to enhance the potentialities of students.
- 4. Promoting the use of Technology:** The College has introduced a compulsory component of Educational Technology for all the classes to promote the use of ICT.
- 5. Quest for Excellence:** Our institution is committed not just to quality but total quality with excellence. Using SWOT analysis we pursue the goal towards excellence in whatever we undertake thereby overcoming inertia.