# YEARLY STATUS REPORT - 2021-2022

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | Khalsa College of Education GT Road |
| • Name of the Head of the institution | Dr Harpreet Kaur |
| • Designation | Officiating Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01835015600 |
| • Mobile No: | 9855002425 |
| • Registered e-mail ID (Principal) | kcegtroad@gmail.com |
| • Alternate Email ID | deepikakce82@gmail.com |
| • Address | Khalsa College of Education GT Road Gate No.2 |
| • City/Town | Amritsar |
| • State/UT | Punjab |
| • Pin Code | 143001 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

| | |
|---|---|
| • Location | **Urban** |
| • Financial Status | **UGC 2f and 12(B)** |
| • Name of the Affiliating University | **Guru Nanak Dev University** |
| • Name of the IQAC Co-ordinator/Director | **Dr.Nirmaljit Kaur** |
| • Phone No. | **01835015600** |
| • Alternate phone No.(IQAC) | **01835063600** |
| • Mobile (IQAC) | **9914744434** |
| • IQAC e-mail address | **kcegtroad@gmail.com** |
| • Alternate e-mail address (IQAC) | **deepikakce82@gmail.com** |
| **3.Website address** | http://www.kceasr.org/index.php |
| • Web-link of the AQAR: (Previous Academic Year) | http://www.kceasr.org/naac-aqar.php |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://kceasr.org/calender.php |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **A** | **A** | **2003** | **16/09/2003** | **16/09/2008** |
| **Cycle 2** | **A** | **3.45** | **2011** | **15/09/2011** | **15/09/2016** |
| **Cycle 3** | **A** | **3.28** | **2016** | **15/09/2016** | **01/12/2021** |

**6.Date of Establishment of IQAC** | **15/01/2001**

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

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| MGNCRE, GOI | MGNCRE Action Research | MGNCRE | 24/03/2022 | 300000 |

| | |
|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes |
| • Upload latest notification of formation of IQAC | View File |
| **9.No. of IQAC meetings held during the year** | 2 |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
| • (Please upload, minutes of meetings and action taken report) | View File |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | Yes |
| • If yes, mention the amount | 20,000 |

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

1. Organization of Academic Enrichment Programme for school teachers on NEP 2020 on 25 March, 2022 2. Orientation of Pedagogy Teachers for the lesson planning in light of NEP 2020 3. Orientation of students for lesson planning in context of NEP 2020 4. Organising virtual conclave on Health in covid times on June 22, in collaboration with Amandeep Hospitals 5. Hosting Punjab Teacher of the Year Award 2020 on September 18, 2021 6. Organising Tree plantation Drive on 16 July, 2021 and Organizing Save water awareness camp by social welfare club on July 26,2021

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

| Plan of Action | Achievements/Outcomes |
|---|---|
| Professional development of teachers | Organization of Academic Enrichment Programme for school teachers on NEP 2020 on 25 March, 2022 |
| To Conduct Orientation of Pedagogy Teachers with reference to NPE 2020 | Orientation of Pedagogy Teachers for the lesson planning in light of NEP 2020 |
| To Conduct Orientation of students with reference to NPE 2020 | Orientation of students for lesson planning in context of NEP 2020 |
| Awareness about fitness and physical health among faculty, students and masses | Organising virtual conclave on Health in covid times on June 22, 2021 in collaboration with Amandeep Hospitals |
| Recognition efforts of teachers working in the schools at state and national | Hosting Punjab Teacher of the Year Award 2020 on September 18, 2021 |
| Awareness about environment protection | Tree Planation, Celebration of World Environment day and Organising Tree plantation Drive on 16 July, 2021 and Organizing Save water awareness camp by social welfare club on July 26,2021 |
| Develop competitive spirit among teacher trainees | Organize Virtual Inter College Poetical Recitation competition |
| Professional development of the students and development of social values | Participation in national level webinar on Role of NSS in shaping personality of the students |
| Awareness about Voting rights | Organization of Voter Registration Camp |
| Development of moral , spiritual and ethical values | Extension lecture on Life and Teaching of Guru Ramdas ji |

| | |
|---|---|
| **13.Whether the AQAR was placed before statutory body?** | Yes |

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Khalsa College Governing Council | 08/10/2022 |

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

| Year | Date of Submission |
|---|---|
| 2021-2022 | 16/01/2023 |

**15.Multidisciplinary / interdisciplinary**

The college aims to provide holistic and multidisciplinary education to develop the harmonious personality of the students. For this the college offers the following programmes:
1) 2-Year M.Ed
2) 3-Year Integrated B.Ed. M.Ed.
3) 4-Year Integrated B.A./B.Sc. B.Ed.
4) 2 Year B.Ed.
5) PGDCA (T.E.)
2. The College has well-established departments in Languages, Music, Arts, Sports, Folk Art, Dance, Theatre, Sciences, Maths, Social Sciences, Economics, etc. for providing holistic and multidisciplinary education.
3. The college provides flexibility to the students to choose different courses at UG, Graduate and PG level.
4. The institution provides adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students, both on campus and in the field.
5. For M.Ed., B.Ed. (2 Years ) and the Integrated Programs, besides the core subjects, the college offers a variety of optional subjects as well as methodologies to the students as per the norms and conditions laid down by GNDU, Amritsar. The students can choose the optional subjects as well as the methodologies as per the terms and conditions laid down by Punjab
Government.
6. Apart from studying the pedagogies of their own respective specialized fields, students also study other subjects related to Education like Philosophy, Sociology, Psychology, and School Administration, Technology, Computers, Value Education, Environment Education etc.
7. During simulated teaching (Micro & Macro), the students learn different skills of teaching not only through their own pedagogical

subject but also from the performance of peers of other pedagogies.
8. During Skill In Teaching programs, teachers of different disciplines get an opportunity to observe the lessons of students of different pedagogical streams, which help them to enrich their own knowledge and skills.
9. Students can choose English /Hindi/Punjabi as a medium of instruction at their convenience.
10. The college has always made efforts to promote the physical and mental well-being of students and teachers. During the pandemic period Virtual Conclaves in collaboration with Amandeep Group of Hospitals was organized by the College.
11. Under the guidance of the teachers, awareness is created by the students among the masses regarding crucial social issues viz AIDS awareness, stubble burning female foeticide, environmental issues etc.
12. To promote the feeling of Nationalism, a celebration of National and International days are regular feature of the college.
13. The college provides a stimulating environment for the faculty to enrich their academic qualification. The teachers are encouraged to do their post graduation on the subjects like Philosophy, Sociology, Psychology, etc.
14. The eminent educationists are invited by the college to share their experiences. The faculty is also encouraged to participate in National and International Seminars Conferences/Workshops on different disciplines.

15. The faculty are encouraged to participate in National and International Seminars/Conferences/
Workshops on different disciplines.

## 16.Academic bank of credits (ABC):

All the students of our college from different courses and programme registered for ABC and got unique ABC IDs. Our University vide letter no. 14784-954 dated 21-10-2022  issued instructions to our institution to mandatorily registered our students to ABC account. Total number of registered students on ABC portal are 617.

## 17.Skill development:

An effort is made to develop a multiplicity of skills in the teacher trainers by equipping them with the knowledge and skills required to compete in the global market. Besides developing core skills of teaching (as skills of introducing the lesson, questioning, explaining, using teaching aids, writing objectives in behavioral terms, etc.), other skills developed are:
? The skill of  using online and offline resources

? E-learning materials/resources (videos/departments/ e-books)
? E-governance
? The skill of using e-learning platforms
? Students e-learning portal
? Access to youtube lectures
? Online and digital education
? Skill of creating vibrant eco-system
? Digital pedagogy and assessment
? E-library
? Skill of using reference material
? Library usage skills
? Skill of systematic presentation
? Report writing skill
? Life skills (through activities like gardening, interior decoration, rangoli, mehndi,
drawing, preparation of teaching aids etc.)
? Skill of preparing digital content
? Soft skills (by encouraging students to participate in curricular and co-curricular
activities)

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

The institution makes efforts to integrate knowledge from ancient India into the teaching learning process by
? incorporating indigenous and traditional ways of learning while teaching Mathematics,
Philosophy, Yoga, Sports, Games, etc.
? organizing competitions on indigenous games and sports
? showing inspirational video documentaries/movies/Natak/plays based on the life of luminaries of India, both ancient and modern.
? arranging visits to monuments of historical importance/ religious places
? organizing cultural exchange programmes.
? using a variety of innovative methods in the teaching-learning process by making use of puzzles, stories, examples, art, and games rooted in Indian and local geographical
context.
? promoting ethical values in the students by participating in religious programmes and competitions organized under the stewardship of Khalsa College Governing Council.
? encouraging students to undertake research projects on the ideologies of eminent
Indian thinkers.

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

The institution envisions an education system rooted in Indian ethos making education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, flexible and enjoyable. The institution aims to create a system that is aligned with the aspirational goals of 21 st century by:
? providing high-quality education to all, making extensive use of technology in teaching, learning, and removing language barriers.
? developing among the students a deep sense of respect toward Fundamental Duties and Constitutional Values.
? developing knowledge, skills, values, and dispositions among students that support responsible commitment to human rights, sustainable development, and living and global well-being.
? instilling among the students a deep-rooted pride in being Indian, not only in thought  but also in spirit, intellect, and deeds.
? developing life skills such as communication, cooperation, teamwork, and resilience.
? encouraging full equity and inclusion in the education system.

? promoting outstanding research as a co-requisite for outstanding education and
development.
? emphasizing conceptual understanding rather than rote learning.
? recognizing, identifying, and fostering the unique capabilities of each student to
promote their holistic development in both academic and non-academic spheres.

## 20.Distance education/online education:

1. The institution has a well-established recording studio for recording the lectures. The institution has its own youtube channel Khalsa College Governing Council- KCGC
TV https://www.youtube.com/channel/UC1PFpj8Md3CWrRsqfZFD-tg/about where online lectures related to various subjects and topics for students are there.

2. Number of online programmes attended by faculty members.  They enhanced their teaching skills on using online teaching platform from time to time.

3. The institution  orgainses orientation of students of different courses through online mode.

4. Facilitation to studntes through online social media platforms.

5. Access to E-library and NList provided to teachers.

```
6. Use of googleclassrooms and other platform for sharing resources.

7. Launching of MOOC OER under UNESCO by Dr Deepika Kohli on
"Creativity in School Education".

8. Development of MOOC on Pedagogy of mathematics under the guidance
of Dr Deepika Kohli as masters level dissertation.

9. ue of CANVAS, MOODLE and other platforms.
```

## Extended Profile

**1.Student**

| 2.1 Number of students on roll during the year | **790** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File] |

| 2.2 Number of seats sanctioned during the year | **990** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File] |

| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | **274** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File] |

| 2.4 Number of outgoing / final year students during the year: | **252** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File] |

| 2.5Number of graduating students during the year | **252** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 Number of students enrolled during the year | **341** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 2.Institution

| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | **9034277.43** |
|---|---|
| 4.2 Total number of computers on campus for academic purposes | **60** |

## 3.Teacher

| 5.1 Number of full-time teachers during the year: | **36** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |
| Data Template | No File Uploaded |

| 5.2 Number of sanctioned posts for the year: | **36** |
|---|---|

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curriculum Planning

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

**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. Our institution has a regular in house practice of planning and/or reviewing curriculum as follows:

- Preparation of the Annual Academic Calendar by the Curriculum Development Cell and the Committee.
- Conducting meetings periodically for reviewing of the curriculum for gap analysis. Recommendations of the proceedings of the meeting are conveyed to the students through college notices on the notice board and website.
- Communication of the recommendations of the meetings to Board of Studies, Faculty of Education, G.N.D.U, Amritsar.
- Seeking feedback regarding curriculum from the students, teachers, parents and employers.
- Reviewing already existing add-on courses and planning for addition of new add-on/value-oriented course/certificate/self study courses as per the needs of the society.

- Conducting meetings for availability of referral books and study material (e-content as well as printed material for students in the library.
- Organization of Workshops/Seminars/Webinars/Conferences by the College is also part of planning and reviewing, revising curriculum.

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

| **1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the** | A. All of the above |
| --- | --- |

**curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | http://kceasr.org/naac/plo_1.pdf |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | View File |

## 1.2 - Academic Flexibility

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

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

62

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | https://collegeadmissions.gndu.ac.in/Student Area/ViewSyllabi.aspx |

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

02

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

**02**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | View File |
| Any other relevant information | View File |

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

**98**

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

**98**

| File Description | Documents |
|---|---|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View File |
| Course completion certificates | View File |
| Any other relevant information | View File |

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

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

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

**493**

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

**493**

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

**1.3 - Curriculum Enrichment**

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

**1a)Organization of Familiarization Session in the beginning of the**

session.

1b)Tutorial Groups allotted duringStudent Induction Programme

1c)Aquainted with the Programme and Course Learning Outcomes of varied teacher education programmes/Value Added Courses/Self Study Courses

2a) Multiplicity of skills are developed in the teacher trainees through innovative techniques and hands on experience such as internship, field trips , laboratory work etc.

2b)Making use of different strategies and techniques of teaching like seminars, brainstorming, group discussions, power point presentations and use of audio and video weblinks (You-tube KCGC-TV Channel, e-governance).

2c) Equipping the students with vital skills to serve effectively the schools of today's digital world.

3a). Students are made to work in the practicum/field experience projects. 3b). Micro skills are practiced till perfection is attained by the students. 3c). During internship period, student teachers are made to perform all the duties expected of a regular teacher besides teaching

4a). Opportunities are provided to the students to conduct seminars for peer group on different topics keeping in mind their field of interest and area of specialization. 4b)Celebration of important days and events in the college.

(Note: View Any other relevant information of 1.3.1 for details)

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

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

**The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools, thus, ensuring appropriate expansion of knowledge. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed.**

**Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. With the advancements in technology, we do have Off-Shore International Schools in our region also. Students visit these schools during field engagement and internship to know about the functioning, curriculum transaction, assessment system, and other pedagogical strategies used in the teaching-learning process. They make a profile of these schools from comparative perspective.**

| File Description | Documents |
| --- | --- |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | [View File](#) |
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | [View File](#) |

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

The students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. Later, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. As per the time table, students plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of lesson plans (Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing, responsibility, sympathy and respect towards society at large along with understanding of the concepts.Interns are also motivated to identify weak students and organize remedial teaching for them.

The interns participate in co-curricular activities like morning assemblies, celebration of important days, school functions and maintainresult records, attendance register, admission register, stock register etc.

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

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | View File |

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

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

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment of students during the year

990

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

790

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | View File |

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

261

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

261

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

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

**268**

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

**268**

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

**2.2 - Honoring Student Diversity**

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

**For the assistance ofstudents who want to undergo professional education programme, a help desk is being set up at the institution level, where the teachers as well as principal of the college (if need arises) interact with the studentsand their parents and assess their needs and aspirations. Proper guidance and counselling is**

provided to them and queries regarding the structure of the course are sorted out. The institution organises orientation programme for the students at the commencement of the new session and it takes every possible measure to understand the needs and requirements of the students before the commencement of the session. The students are asked to introduce themselves on the first day of their college . This is to assess their language , communication skills, aptitude towards teaching, their talent/hobbies, value concepts for making focus group.Tutorials are taken by the teachers as per the needs of the learner. during the tutorial sessions gaps if any are identified by the teachers which are removed as per the needs of the learners. Entry level test is administerd before the coomencement of the teaching programme so that teachers can assess the level of knoweledgeof students in the pedagogy subject. students are given current topics for group discussion (ice breaking session) to assess their thinking skills. Students with good co-curricular skills are identified through talent hunt programme organised by the college.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Documents showing the performance of students at the entry level | [View File](#) |
| Any other relevant information | [View File](#) |

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

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

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

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

**2.2.4 - Student-Mentor ratio for the academic year**

25:1

**2.2.4.1 - Number of mentors in the Institution**

36

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

## 2.3 - Teaching- Learning Process

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

With a view to make learning student centred, the institution aims at overall personality development of the student teachers. 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. In order to achieve this objective, multiple mode approach to teaching learning is adopted by the institution. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, brain storming, classroom seminars, group discussions, project work, assignment work and field visits. In all courses, students are encouraged to make ppts, individually or in collaboration with peers to promote independent learning. Classroom assignments and projects emphasize individual thinking over received knowledge. They are motivated to construct the knowledge on their own. Many students are engaged in developing e-content like creation of website, uploading content on various e-platforms .Educational visits and fieldtrips to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process. The college organise extension lectures, quiz periods, workshops, seminars and other competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks.

| File Description | Documents |
|---|---|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | View File |

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

**36**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to LMS | https://www.kccsasr.com/Authentic_Login.aspx |
| Any other relevant information | View File |

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

**790**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | https://www.kccsasr.com/Authentic_Login.aspx |
| Any other relevant information | View File |

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

A mentoring system is well in place in college where each teacher constantly mentor' students.

- The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the special and remedial classes.
- Teachers provide guidance and full support to their students and establish a strong bond which is required for a healthy relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content.
- College provides free coaching classes for various National and state level Competitions such as B.Ed Entrance Test, UGC, PSTET and CTET. Mentors reduce the stress level of his/her mentees by teaching them various life skills.
- Staff members are encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums etc. Teachers in turn motivate their mentees to present various seminars and take part in various debates,

**declamations and symposiums. Every student is encouraged to use the latest technologies.**

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

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

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

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

**The college makes an effort to provide an ambience conducive to learning and development of various skills viz creativity, innovativeness, empathy, intellectual and thinking skills, life skills etc. among the students so that the student teachers can be trained enough to face the challenges of the modern era.Interactive sessions are organized to maintain a good interaction among the students and with the teachers..Teachers adopt constructivist approach teaching whereby students are motivated to construct knowledge on their own. The College also organizes field visits or projects for the students in order to promote participative learning. The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and**

**innovative minds. Students are also encouraged to participate in various literary items like quiz competitions, debates, declamations, elocution, poem recitation etc so that their literary and thinking skills can be enhanced. All the student teachers are instructed and trained to develop creative and innovative lesson plans under the guidance of pedagogy teachers. Students are also allotted one or the other project during their course of study which helps in promoting group dynamics among the students.**

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

## 2.4 - Competency and Skill Development

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities with video graphic support wherever possibl | View File |
| Any other relevant information | View File |

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

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

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

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

All of the above

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

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

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | View File |
| Any other relevant information | View File |

| **2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning** | All of the above |
|---|---|

**and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

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

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

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

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

**Internship programme is systematically planned, involving the school staff and teacher educators. The practising schools are selected on the basis of the proximity of the student teachers' residence to the**

school in case of B.Ed-M.Ed and B.A/B.Sc B.Ed while it is allotted by D.E.O office in case of B.Ed students. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

The teacher in charges of internship programme with the consent of the head of the institution organises orientation cum consultation meetings with the school principals. The list of participating schools is sent to the cooperating schools.

Before the starting of the internship programme, detailed instructions are given to the student teachers'. During internship, the student teachers are required to undertake a variety of activities related to class room teaching, classroom management,organisation of school based and community based activities.

Lessons are observed by the teacher educators at regular intervals and feedback is provided.

The teacher supervisor evaluates the lesson plan files of the students.The performance of the student teachers is duly observed by the accompanying teacher in charge, subject teachers and the peer group.

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

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

**2.4.9.1 - Number of final year students during the academic year**

**229**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Plan of teacher engagement in school internship | View File |
| Any other relevant information | View File |

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

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

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

**Internship is a mandatory part of teacher education programme. A period of 20 weeks is reserved for the internship programme. During the entire internship duration, institution adopts effective monitoring mechanisms to ensure optimal impact of internship in school.**

**Role of teacher educators**

**Two composite discussion lessons and 40 lessons of each pedagogy are prepared by the interns during entire internship; teacher educators monitor all the activities at regular intervals and provide feedback on their subject files.**

**Role of school principal**

**During the internship, pupil teachers are directly under the control of principal of the school and discharge all duties assigned by**

him/her. One teacher of the college is associated with each school. During their stay in school, the students observe complete discipline. The internship is duly certified by the head of practising school.

Role of school teachers

The pupil teachers are under the supervision of senior teachers of the school. The classroom performance is observed and evaluated by the mentor and suitable feedback and corrective measures are suggested to them.

Role of Peers

Peer groups observe at least 10 lessons per subject of each student and provide feedback about the strengths and weaknesses..

| File Description | Documents |
|---|---|
| Documentary evidence in support of the response | View File |
| Any other relevant information | View File |

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

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

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

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

## 2.5 - Teacher Profile and Quality

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

**36**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View File |
| English translation of sanction letter, if it is in regional language | View File |
| Any other relevant information | View File |

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

15

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | View File |

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

36

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

358

| File Description | Documents |
|---|---|
| Copy of the appointment letters of the fulltime teachers | View File |
| Any other relevant information | View File |

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

1. Staff members are permitted to attend the orientationcourses, refresher courses, Induction Training Programme, workshops, seminars and symposiums.After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in the form of seminars.
2. Staff is sent as resource personsin seminars, workshops etc at the University, college and schoolleveland also acts as resource person in the college activities.The staff members are encouraged to present papers in seminarsand workshops at national, international and state level. .
3. The management encourages writing books and articles and publishes them for the college.

The staff is motivated to publish articlesin reputed research

journalsand contribute chapters in edited books.

1. Faculty members are permitted to carry out university dutiessuch as evaluation, paper setting, invigilation in university examinationetc.
2. When a member of the faculty wins any award; he/she is felicitatedby the institution. The

management of the institution recognises and appreciates the teacher educator's performance by honouring as best teacher educator and best researcher awardevery year. The best performance is also appreciated in meetings and on public address system.

| File Description | Documents |
|---|---|
| Documentary evidence to support the claim | [View File](#) |
| Any other relevant information | [View File](#) |

## 2.6 - Evaluation Process

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

Continuous evaluation system is being adopted in the institution throughout the year. An academic calendar is prepared at the beginning of the academic session that includes date wise schedule of the house tests and practical examination. Student's performance is continuously monitored through their performance in projects, assignments, class tests and house tests. On the basis of these evaluation parameters and criteria provided by Guru Nanak Dev University every student is given marks for their sessional work. Moreover, duties have been assigned to teachers as course coordinators and semester in charges. Students are intimated time to time for the completion of their work. Performance of every student is firstly thoroughly evaluated by these in charges and then the compiled lists of marks is again evaluated by the internal evaluation committee set up at college level. On the basis of the performance students are properly guide by their concerned subject teachers and if need arises remedial measures are taken for the students. All files are evaluated from time to time and suggestions are provided to them for the further improvement and completion of academic task. Students can use bilingual approach to prepare assignments, Viva voce and answer the questions.

| File Description | Documents |
|---|---|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

**Five of the above**

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

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

**Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations.**

**1. At the beginning of the semester, semester incharges aquaint the studentsabout the various components of the assessment.**

**2. The internal assessment scheduleis prepared as per the universityand communicated to the students well in advance.**

**3. Evaluation is done by the course handling faculty members within three days from the date of examination.**

**4.Day to day performance of the students is assessed which includes regularity, performance, viva voce and the promptness in submitting the record.**

**5.Any grievancerelated to the university question paper like out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressedto the Principal in turn he/she forwards the same to the university immediately.**

**6.Review on the question papers are done by the concerned subject teacher to find out how tough the question papers are and the feedbackis given to the course coordinator..**

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

**Every year before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar'comprised of relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various eventsto be organized, holidays, dates of internal examination, semester examination etc. All the activities are conducted and organized in the light of the academic calendar. The students' academic progressis monitored regularlyby adopting the strategy of continuous internal evaluation,**

**seminars, project work, unit tests and semester examinations. For the implementation of Internal Assessment Process, an Examination committeeis in place which monitor overall internal assessment process. Internal practical examinationsare held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. Regular class tests (Objective and**

subjective types) are taken by the teachers for the formative assessment of students. The Principal conducts curricular and extra-curricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedule of activities are made if required. Further, extra lecturesare scheduled to complete the syllabusbefore the university examination.

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

## 2.7 - Student Performance and Learning Outcomes

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

PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes) determines the learning effectiveness of any institute. The basic focus is on the holistic development of the students as the learning outcomes focuses on skill development, and value inculcation along with the overall development . The syllabi of all courses with the programme learning outcomes and the course learning outcomes have been uploaded on the College website. During the Orientation Programme students are briefed about the PLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes. The activities of the college are planned keeping in view the PLOs and CLOs . The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers through Continuous internal assessment , End semester house test and final exams also help to ensure alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes. Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs. Students are encouraged to contribute to society through NSS activities.

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

**2.7.2 - Pass percentage of Students during the year**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | View File |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | View File |

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

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

- Compulsory attendance
- assignments
- End semester house testand final exams
- Participation in various competitionssuch as debates, elocutions, essay writing competitions, quiz test.
- Participation in various class room activities such as group discussions, seminars.
- Participation in various co-curricular activitiessuch as

organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps.
- Participation in community engagement activitiessuch as visit to Red Cross, orphanage, pingalwara and old age home.

| File Description | Documents |
|---|---|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View File |
| Any other relevant information | View File |

**2.7.4 - Performance of outgoing students in internal assessment**

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

851

| File Description | Documents |
|---|---|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | View File |

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

The institution has made various provisions for assessing student's learning needs. During the time of admission, the Principal interactswith the parents and the students to assess their needs and aspirations.The institution organizes orientation programfor the students at the commencement of new batch every year. New entrantsare acquaintedwith the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as

well as other facilities available in the institute. . A series of talent searchprogrammes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students.The faculty members assess the learning needsof the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. .Peer tutoringis also provided to serve academic needs of such students.Mentor-mentee interactionkeeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students.

| File Description | Documents |
|---|---|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | View File |

## 2.8 - Student Satisfaction Survey

## 2.8.1 - Online student satisfaction survey regarding teaching learning process

https://forms.gle/T59d5TmN1cxpRxYq6

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

3

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

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

**3**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | View File |
| Sanction letters of award of incentives | View File |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View File |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | View File |

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

**try-outs Material and procedural supports**

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

## 3.2 - Research Publications

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

**4**

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

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

**3**

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

## 3.3 - Outreach Activities

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

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

**10**

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

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

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

**350**

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

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

**1493**

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

**1493**

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

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

**Various Awareness Campaigns were held in various villages to sensitized people of villages regarding importance of girls education,Jal Shakti Jal Abhiyan etc. Extension lecture on AIDSAwareness,A Campaign for swachh Bharat Abhiyan and On Road Campaign against Drug Addiction by students of the college,Visit by faculty and students to Andh Vidhyalaya, Amritsar and Pingalwara,Manawala, Amritsar were held for community development. Campaign on stubble burning in various villages was done by students of B.Ed. Our institution has constituted a committee for sexual harassment cell. Our college has estbalished a grievances redressel cell for the complaints of SC/ST students.**

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

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

**12**

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

**3.4 - Collaboration and Linkages**

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

**10**

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

**10**

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

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

**3**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | View File |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | View File |
| Any other relevant information | View File |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**The Following facilities are available in the college:**

**1. The college has spacious classrooms including comfortable furniture with advanced facilities. Besides this, there are two smart classrooms for providing ICT access.**

**2. The college library comprised of:**

- 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 such as NCF(2005), NCFTE(2009), Different volumes of NEP(2020), research reports, reports of surveys; teachers handbooks; books and journals; field reports and the reports of seminars, synopsis and dissertations, A.V. equipments, LCD projector, films; camera and other recording devices.

3. The institution's educational needs are served with the help of following:

- Physical Science, Life Science, Psychology, Computer, Technology, Language Labs.

- A Creative Art Bhavan
- A Sports and NSS Room
- A Music and Heritage Room
- Resource and inclusive education room
- Remedial teaching room
- Students cell for awards and scholarships.
- An archive room for keeping records.
- An infirmary
- Faculty development and curriculum room.
- A yoga and meditation room
- 4 Seminar Rooms
- Assembly Hall and Examination Hall

| File Description | Documents |
|---|---|
| List of physical facilities available for teaching learning | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | [View File](#) |

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

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

7

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | http://www.kceasr.org/lab-teaching.php |
| Any other relevant information | View File |

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

**Year : 2021-2022**

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

## 4.2 - Library as a Learning Resource

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

**The main features of our ILMS are acquisition, circulation, reporting and OPAC etc. The college has central library building. Library has a huge collection of Text books, Reference books and others books with foreign, peer-reviewed journals and bound volumes of journals. The library has under CCTV surveillance Cameras. The library has developed the database of its own collection through ILMS(e-gov). Barcode-based system is in process. OPAC is used by students and faculty member for search of books by Title, Author, Subject name etc. The library is a member of N-list databases of Information Library Network (INFLIBNET). It provides nearly 6150 e-journals, 3164309 e-books from various renowned publishers to master students and faculty members. Internet and reprography facility with computer system. CD's, DVD, printer, audio-video unit with Tata sky connection available in the library.**

**The issue and return of books is in the process through library**

**software. Library also provides bibliographical details of its collection through e.gov at the door of students.**

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | [View File](#) |
| Web-link to library facilities, if available | [http://www.kceasr.org/rules.php](http://www.kceasr.org/rules.php) |
| Any other relevant information | [View File](#) |

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

**The library offers free Internet access, Wi-Fi facilities, research scholars, and faculty for conducting research, writing research papers, other research oriented activities etc. The college has subscribed services of N-LIST under ID 6264, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium. N-LIST provides access to more than 6150 e-journals and 3164309 e-books. The college has also availed services of e-shodhsindhu, e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability of e-resources in open access to students, researchers and faculty of the college. The college library provides remote login facility of to all PG students (3 years B. Ed.- M. Ed. Integrated, 2 years M.Ed.), and the faculty members to access digital resources online subject to following conditions: -**

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

| File Description | Documents |
|---|---|
| Landing page of the remote access webpage | View File |
| Details of users and details of visits/downloads | View File |
| Any other relevant information | **No File Uploaded** |

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

**One of the above**

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | View File |
| E-copy of the letter of subscription /member ship in the name of institution | View File |
| Any other relevant information | View File |

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

**0.93832**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | View File |
| Any other relevant information | View File |

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

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

**156**

| File Description | Documents |
|---|---|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | View File |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | https://drive.google.com/file/d/1RvOzMdEQ-aVZKE44gwpTrnZLCfHJg1Qq/view?usp=sharing |
| Any other relevant information | View File |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Any other relevant information | View File |

## 4.3 - ICT Infrastructure

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

1. **The college provides computers, printers, scanners, smart boards, interactive boards etc. to help students and faculty to carry out academic activities effectively. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities.**
2. **The college has 5 seminar rooms & 2 class rooms with ICT**

**facilities**

3. There are more than 50 computers in the college
4. To meet ICT needs, the college was using BSNL broadband and has recently upgraded its internet connectivity by installing net+ broadband internet connection. The available bandwidth for net+ is 200Mbps and for BSNL is 10Mbps.
5. The college library is partially automated with "E-governance" software set-up by HertZest iTechnologies and operates under the "Open Access System".
6. The Khalsa College Charitable Society (KCCS) has established a "Studio" for e-content development for the faculty and has also appointed technical staff for recording and editing of the content.
7. KCCS launched KCGC TV in July, 2020. The college has its own youtube channel (KCE GTROAD OFFICIAL).
8. Administrative office uses e-gov. and wi-fi /LAN facility for admission, fee collection, exam results and accounts etc.
9. Biometric attendance for teaching and nonteaching staff.

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

**4.3.2 - Student – Computer ratio during the academic year**

**1:20**

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

| **4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:** | **E. < 50 MBPS** |
|---|---|

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Link to videos of the e-content development facilities | https://youtu.be/Uj67rXbk6tU |
| List the equipment purchased for claimed facilities along with the relevant bills | **No File Uploaded** |
| Link to the e-content developed by the faculty of the institution | https://canvas.instructure.com/courses/419170 |
| Any other relevant information | [View File](#) |

## 4.4 - Maintenance of Campus and Infrastructure

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

**9128109**

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

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

For the maintenance and utilisation of physical academic and support facilities, the established system has been evolved at the two levels, one is at management level and other is at college level. E-Governance has been created by the management and regarding any grievances and problems are quest is made by the college to resolve the same. A proper mechanism has been followed by the college for ensuring efficient functioning related to maintenance and utilisation of facilities. Qualified librarian and assistant librarian are there for smoothing functioning of the library. Library has an advisory committee comprised of principal four teachers and three student members. Meetings are held for improving functioning of library from time to time. Budgetary allocations are used for maintaining and utilizing physical academic and support facilities. Being recognized by U.G.C. under section 2f and 12b, the institution made the expenses for maintaining and augmenting the infrastructure on the developmental grants received from U.G.C. and the funds from the management. There is separate works department for creating new infrastructure and maintenance of the campus, which comprised of five members i.e. project officers, S.D.O. overseer, draftsman and store Keeper. Computer and other equipment's are maintained by the technical staff.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | http://www.kceasr.org/ |
| Any other relevant information | View File |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View File |
| Sample feedback sheets from the students participating in each of the initiative | No File Uploaded |
| Photographs with date and caption for each initiative | View File |
| Any other relevant information | View File |

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

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

| 5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide | A. All of the above |
|---|---|

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

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

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

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

**5.2 - Student Progression**

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| 41 | 264 |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | View File |
| Any other relevant information | No File Uploaded |

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

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

46

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

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

39

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | View File |
| Any other relevant information | No File Uploaded |

## 5.3 - Student Participation and Activities

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

Our institution has a student council led by Dean Student Welfare along with the participation of student representatives. The list of committees including teacher and student representation is:

- Internal Quality Assurance Committee is formed to initiate, plan and supervise various activities to increase the quality of education.
- Curriculum Development Committee invites suggestions from student teachers for modification and refinement in the existing curriculum.
- Discipline Committee has been formed to take care of the student discipline.
- Cultural Committee organizes cultural events in the college, conducting morning assemblies and youth festival preparations.
- Library Committee formulates the norms for issuing of the relevant books, updating of library resources.
- Campus Cleanliness and Beautification Committee supervises general cleanliness.
- Grievances and Redressal Committee look into the complains lodged by any students/teacher and judge its merits.
- Sports Committee organizes sports day every year and take the students to different colleges to participate in various events.
- Alumni Association plays an active role in voluntary programmes like mentorship and scholarships in their areas of expertise.
- ICT Club provides basic computer literacy to students and teachers.
- NSS Committee organizes various awareness programmes.

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

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

**12**

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

**5.4 - Alumni Engagement**

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

**In line with the traditions of premier colleges of India, Khalsa College of Education, G.T Road, Amritsar also has a highly competent and active Alumni Association. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution. The alumni members, who are working on various prestigious designations such as Principals, Coordinators etc. are helping in the placement of our students in**

**different schools and colleges. These members are invited to the institution on various occasions like orientation day, teachers' day, annual function and preparation of youth festivals to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment.**

| File Description | Documents |
|---|---|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

All of the above

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

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

**01**

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

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

**Alumni Association of Khalsa College of Education, G.T. Road, Amritsar plays crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development, students' support for admission, placement, guidance as well as mentoring. Eminent alumnus Dr. Gurnam Singh who has served as Principal of the College, under his name the Student of The Year Award being introduced and funded by Gurmohan Singh (S/O Dr. Gurnam Singh). Shikha, an alumnus, delivered an extension lecture to give tips regarding research especially on, 'How to write synopses' to B.Ed-M.Ed students in Rendezvous Meet. Jasmail Singh, our alumnus invited to college to guide students for youth festival preparation on poetical symposium in October 2021. Ms. Preetika was invited to college for supervising composite discussion lessons of B.Ed class in their respective pedagogy subjects.**

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

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

Vision Statement 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 honor culturaland spiritual diversity and to offer a fertile ground for its preservation and promotion.

8. To establish linkages with the 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 ambiance of work culture, mutual respect,

**cooperation, peaceful co-existence, and teamwork.**

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

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

**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.**

| File Description | Documents |
|---|---|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

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

Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transactions. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report"Transparency is also followed in academic functioning of the college. All the guidelines given by GNDU and UGC are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members.

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

| File Description | Documents |
|---|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully

implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The extensive goals of perspective plans are associated with this college is to providing quality Higher

Education and Research, Skill-Oriented Human Resources and the plan is accordingly focussed on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the perspective plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

One Activity Successfuly Implemented Based on Strategic Plan

In this contemporary technological world, our college also played a vital role. The staff of our college is committed to use ICT in education. On this strategic plan the staff of our college was involved in developing online course MOOCS for Swayam. MOOCS are online courses which are developed as per the steps invoved in four quadrants given by Swayam Board. four Quadrant approach means e-learning system which includes Qudrant-I e-tutorials i.e. videos, audios, animations. Quadrant-II e-content i.e. self instructional material, links, e-books. Quadrant-III includes Discussion Forum for raising doubts and claryfying them by course coordinator team. Quadrant-IV includes assessment, problems and solutions. Dr. Deepika Kohli Asst. Prof. Khalsa College of Education was the course developer of MOOCS.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | http://www.kceasr.org/steategic-plan.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

The organizational structure of the college facilitates its smooth functioning. The administration of the institution is decentralized, duties and responsibilities are assigned to the faculty members and other support staff as per their skills, abilities, interest, talent

and experience. In order to have effective management and monitoring college has functional e-governance / MIS. Our governing council reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the college. Each action related to the college is uploaded on the portal like salary, inventory, student record, finance etc. Effective functioning of grievance cell is ensured by the institute by holding monthly meetings with the members of the cell. To ensure the effective functioning and management of various institutional activities like academic, cultural, skill- in- teaching and research, various committees / cells have been constituted and are functional. For the smooth functioning of these bodies/cells/committees various programmes are being organized from time to time. Meetings are chaired by the principal of the college and every agenda of the meeting is discussed properly and the record of the same is maintained. Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliated university.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | http://www.kceasr.org/management.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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

**The institution has constituted various committees for the successful and productive functioning of college activities. These well-defined committee are responsible to discuss , decide plans of action and implement them. The institution conducts its day to day working through these committees cultural committee, IQAC committee, Anti-ragging Committee, admission committee, library committee, examination committee , skill-in-teaching committee etc.**

**Decision taken by Skill-In-Teaching Committee**

**The skill-in-teaching committee of the college holds various meeting for the orientation of micro lessons, composite lessons, discussion lessons and final lessons. after the launching of NEP 2020 Guru nank Dev University has changed the lesson plans according to NEP 2020. in light of that our skill-in-teaching team organised a workshop for Teacher Educators so that they can guide the pupil teachers for the for the changing pattern of lesson planning. After the orientation, pedagogy teachers had decided the format of composite lesson plans based on Joyful , toy based , Art integrated, creativity, value inculcation, ICT integrated and also for development of critical thinking, creativity of students. Orientation was provided to the students for preparetion of lesson plans according to NEP 2020.**

| File Description | Documents |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | [View File](#) |
| Action taken report with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

## 6.3 - Faculty Empowerment Strategies

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

**Teaching and non-teaching staff is recruited through inbterviews according to rules and regulations of GNDU/UGC/DPI(Colleges) Guidelines. Salary is provided to them according to UGC norms. Regular increments, enhancement of DA and Group gratuity benefits**

are given to the faculty from time to time. The new grades and other benefits announced by the government are implemented from time to time. Conducive working environment free from any kind of bias is the hall mates of the institutes. Professional development of the faculty is ensured through various resources and practices. Teaching and non-teaching staff is recruited through interviews according to rules and regulations of GNDU/UGC/DPI(Colleges) Guidelines. Salary is provided to them according to UGC norms. Regular increments, enhancement of DA and Group gratuity benefits are given to the faculty from time to time. The new grades and other benefits announced by the government are implemented from time to time. Conducive working environment free from any kind of bias is the hall mates of the institutes. Professional development of the faculty is ensured through various resources and practices. Group Insurance for the teaching and non-teaching staff is also ensured by the college management.

| File Description | Documents |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

3

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

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

**3**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | View File |
| List of participants of each programme | View File |
| Any other relevant information | View File |

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

**Year : 2021 to 2022 No of Teachers : 9**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | View File |

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

**Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC,DPI regulations as well as Management norms/guidelines for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The Apprasial Proforma filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff are also assessed through annual confidential reports and annual performance appraisal.**

| File Description | Documents |
|---|---|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | [View File](#) |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

## 6.4 - Financial Management and Resource Mobilization

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

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

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

| File Description | Documents |
| --- | --- |
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

Year :1/6/2021 TO 1/5/2022 Total Funds : Rs 2737000 /-

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

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

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

announced by these funding agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives. The parent institution helps us to mobilize more and more funds.The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors.

Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It hasprepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill based courses. Each and every single rupee received, is spent using proper channels, such as quotations, e-trending, discussion with consent of committees and Cheque or on- line payment system.

| File Description | Documents |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

## 6.5 - Internal Quality Assurance System

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 5.01.2001. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period

the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

From 2001onwards, IQAC was constituted with the following goals Communication of information on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution. Documentation of the various activities leading to quality improvement. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

The institution would like to high light the following activities of the IQAC: Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators Improved teaching-learning and evaluation process Effective delivery of curriculum and enhanced usage of ICT tools Establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs Organising Seminars/Workshops/Conferences and Endowment lecture series Recognizing and felicitating distinguished alumni Organizing staff training programmes

| File Description | Documents |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <u>View File</u> |
| Any other relevant information | <u>View File</u> |

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

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms. Scheduling of courses in the timetable is done by

keeping in view various factors such as the nature of courses like compulsory/elective/add-on/remedial etc.The IQAC is also keen on teachers' training and retraining workshops organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge. Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each semester. In addition, the college calls parents' meetings. The parents are invited to the college for a discussion with the teachers in the presence of the students. The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes.

| File Description | Documents |
|---|---|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

Nil

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

| | |
|---|---|
| **6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission** | All of the above |

**of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to the minutes of the meeting of IQAC | http://www.kceasr.org/naac-aqar.php |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://www.kceasr.org/naac-aqar.php |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | **No File Uploaded** |
| Feedback analysis report | View File |
| Any other relevant information | View File |

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

**The 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**

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

2. Got Affiliation of two new degree programs For keeping the excellence alive, the college got affiliation of B.Ed.-M.Ed. (Three years integrated course) from session 2018-2019 with 50 seats. In the year 2018-2019 the college got affiliation for B.AB.Ed (Four years integrated course). In 2019-2020 it started with 100 seats. These courses are affiliated by NCTE. The B.Ed.-M.Ed. (Three years integrated course) is to prepare educators to work as adaptive experts and transformative intellectuals. The main aim of B.A-B.Ed (Four years integrated course) is to prepare the students by providing theoretical and practical knowledge in terms of teaching methodologies and other pedagogies.

| File Description | Documents |
|---|---|
| Relevant documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institute has taken many measures for energy conservation. Building has been constructed in such a way that there is less pressure on the resourses. Building itself saves energy. All the rooms of the college are well ventilated and well lit. Natural light is in abundance as it saves energy itself. The institute takes maximum advantage from natural source sunlight. The students are encouraged to switch off the lights and fans, when not in use. The institute has replaced the traditional lights with minimum voltage bulbs, CFL bulbs, LED lights. In Addition to this all neccesary measures have been taken for briging desirable behavioural changes among the students and the faculty. The solar panel and wind mill have been installed by the institiute to save electricity. Thecombined effort by students ,teachers and administerators havebeen made to reduce wastage of energy.From low cost measures like turning off lights to upgrading aplliances, the benefits are envionmental friendly and economic.

| File Description | Documents |
|---|---|
| Institution's energy policy document | View File |
| Any other relevant information | View File |

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

**To reduce waste students and staff are educated for proper waste management practices through lectures , notices on noticeboards, displaying slogan boards in the campus. Color coded dustbins are used for different type of wastes. green for wet and blue for solid waste. Efforts have been made to produce compost manure from the canteen solid waste and waste from other sources. Manure thus produced is used for the gardening. Incinerator has also been installed in girls washroom for waste treatment process by simply the burning of garbage by reducing the volume and weight of solid waste.E-waste management is done by using rewritable CDs, dismantled and redundant parts of computer are used for the practical purpose by the students of computer science. Old CPUs are repaired by our technicians and reused.**

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

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

| File Description | Documents |
|---|---|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | View File |
| Any other relevant information | View File |

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

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | *View File* |
| Documentary evidence in support of the claim | *View File* |
| Geo-tagged photographs | *View File* |
| Any other relevant information | *View File* |

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

**Our college campus is completely environment friendly. The college campus is polythene free. We have serene green campus.We have organized differentcampaigns to conserve environment as Jan shakti for jal shakti ,Seed bomb preparation. We have organize seminars on environmental awareness, plastic pollution, how to make Amritsar a beautiful and clean city. We have organized extension lectures on global climate change ,street play related to environment conservation.Environment day celebrated by planting different types of plants.Practice of planting and giving out pots saplings as souvenirs at various college events. Provision of movies/short-films/documentaries/drives and moves on 'Environmental Consciousness and Sustainability'. Code of conduct for all stakeholders to not to destroy the green belt of the college, students and faculty keep a bay from mobiles during college hours, maintain hygiene, etc. Establishment of 'College Beautification Committee' including students, teachers and other employees to make eco- friendly campus. Maintaining nursery of ornamental fruits and flower plants. Placing display boards having instructions to how to keep the campus clean and more eco-friendly. College office is partially paperless.Different varieties of plants have been planted on the college campus .E-waste management is done by using rewritable CDs, dismantled and redundant parts of computer are used for the practical purpose by the students of computer science.**

| File Description | Documents |
|---|---|
| Documents and/or photographs in support of the claim | View File |
| Any other relevant information | View File |

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

**Four of the above**

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

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

**28444**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | View File |
| Any other relevant information | View File |

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

For conserving the local environment diifferent initiatives have been taken up by the college like water conservation compaigns , tree plantation drives, stuble burning etc.The institute has organised different type of activities like drama, slogan writing , poster making, awareness campaigns based on the social issues of the local community like drug addiction, female foeticide, scarcity of water etc. NSS camps have been organised in the rural ares for stuble burning. For conserving cultural environment college celebrate different days like celebration of mother tongue day, celebration of birthdays of different Gurus etc. The institute also organisest raditional games of punjab on annual sports meet every year. The students are made to visit diifferent places of historical ,educational and social importance like War memorial,Jalianwala Bagh, Gobindgarh Fort, Golden Temple,Orphanage, Deaf and Dumb school. Health related issues have also been addressed by organising seminars/lectures on various health issues.

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

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

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

## 7.2 - Best Practices

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

**There are many best practices of the college leading to quality sustenance and enhancement.The main aim of our college is to provide an opportunity to explore their hidden talent, to develop their life skills and inculcate values among them.le development goals and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. For this purpose, the College launched 4 weeks. MOOC on Innovative pedagogical strategies for gifted and slow learners.Two best practices are:**

**1. PUNJAB TEACHER OF THE YEAR AWARD**

**2. SELF PACED MOOC COURSES**

| File Description | Documents |
|---|---|
| Photos related to two best practices of the Institution | *View File* |
| Any other relevant information | *View File* |

## 7.3 - Institutional Distinctiveness

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

priority and thrust in not more than 100 -200 words

**Our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institution.**

- **The College is 100% barrier free and has 'Under One Roof' Enabling Unit and Equal Opportunity Cell**
- **The college is running sucessfully integrated teacher education programmes for quality education**
- **The college organised Academic Enrichment Programme for school teachers to acquiant them with pedagogical concerns in school education(NEP-2020)**
- **For better inclusion,financial assistance is provided to the students in the form of scholarships and other incentives.**
- **Another distinctive role is the conferring of the Punjab teacher of the year award and free coaching classes for competitive examinations. Student of the year award has also been launched.**
- **Publication of patent on Automation System of Disabled Children.**
- **For realising the vision of the college to inculcate moral values among students, wall dedictaed to the 550th Birth Anniversary of Sri Guru Nanak dev Ji , which is unique and distinctive artifact in the whole world was displayed.**
- **Running Self Paced MOOC Courses for curriculum planners,teacher educators,school teachers,parents.**
- **College provided four month e-learning internship programme to the interns in designing and developing OER enabled open online courses in association with Human Development Foundation.**

| File Description | Documents |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | View File |