



YEARLY STATUS REPORT - 2022-2023

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 Amritsar Punjab 143001
• 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	Grants-in aid				
• 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/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.kceasr.org/naac/AQAR%202021-2022.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://kceasr.org/academic-calender-2022-2023/				
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/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (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		
<ul style="list-style-type: none"> If yes, mention the amount 		20000		
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> Strengthening Educational and Patriotic values among students Encouraging participation of students in different college activities Promoting the use of Ayurvedic medicines among students and staff Promoting Research Culture in the College to keep pace with the quality standards of Higher education. Preparing students for the industry (Schools) Proposing Student of the Year Award Promoting and Improving the Mental health of the students Development of financial literacy among students Promoting E-Learning through the Launch of Self-Paced MOOC 				
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
Constitution of committee for report writing for 4th cycle of NAAC	Co-ordinators, IQAC and team members hold various meetings for the preparation of SSR for the 4th cycle of NAAC and AQAR 2022-2023
Promoting and Improving the Mental health of the students	Organization of the Seminar on 'Yoga and yoga practices for mental health' on Sept. 14, 2022, Workshop on Physical fitness and Yoga on May 16, 2023 and Celebration of International Yoga Day on June 21, 2023
Promote and protect human rights and fundamental freedoms of individuals or groups	Celebration of Human Rights Day on December 10, 2022
Promoting research culture in the college	Organisation of Workshop on Research Methodology on March 3, 2023 and May 29, 2023
Development of financial literacy among students	Organization of Webinar on Financial Literacy and Investor Awareness programm on April 24, 2023
Strengthening values among students	Organisation of International Seminar on Role of Sikhs in World Wars on April 8, 2023
Increasing awareness against ragging among teacher trainees	Celebration of Anti-Ragging week from 12-18 AUGUST, 2023
Workforce upskilling and enrolment of students and staff members in MOOC courses	Launch of third Self-paced MOOC under OE4BW UNESCO and SPSC UK by the college from May 10-June 10, 2023 on Digital Detox
Provide student with an opportunity to showcase their skills & abilities and to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan	Celebration of teachers day and Organization of Talent hunt by college for new and old students on September 5, 2022
Recognise the important role	Organization of National

teachers play in shaping our future generation	Education day on September 11, 2022
Creating legal awareness, legal aid and settlement of disputes through amicable settlement	Organsation of NLSD by NSS department on September 11, 2022
Promote use of organic products in our day to day life, taking cognizance of growing habit of eating junk food among the youngsters said that this habit is taking a toll on the immunity system of the youngsters	Organisation of National Ayurveda Day on October 28, 2022
Felicitation ceremony of Punjab Teacher of the Year Award 2021	Organization of Punjab Teacher of the Year Award ceremony on Dec. 26, 2022
Development of professional ethics among teachers	Organisation of Extension lectures on Professional Ethics of a Teacher as per NEP 2020 on March 2, 2023
Development of digital marketing skills among students	Organization of Online workshop on Digital Marketing on March 22-23, 2023
Development of psychological well being among faculty and students	Organization of Workshop on Yoga and its role in well being on April 03, 2023
Preparing students for the industry (Schools)	Extension lecture on How to prepare for competitive examination on April 18, 2023 and Workshop on Resume Writing on May 15, 2023 along with Workshop on Mock Interview on May 17, 2023
Development of Communication Skills among prospective teachers and teacher educators	Organsaition of Workshop po Communication skills on May 18, 2023
Development of Digital literacy skills among students	Organization of Workshop on Smart Board Usage on May 25, 2023 and Workshop on Use of Different Digital Resources, Apps and websites and digital

	platforms on July 12, 2023				
Improving Competencies among teachers and teacher educators	Extension lecture on Empowering Teacher Educators for Quality Assurance on May 30, 2023				
Motivate students to form self-help groups	Formation of Self-help groups viz. Painter's Nest, Creative group, Diwali Bazar, Stitching dreams and Designer Mehndi group				
13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Khalsa College Governing Council</td> <td>23/11/2023</td> </tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	Khalsa College Governing Council	23/11/2023
Name of the statutory body	Date of meeting(s)				
Khalsa College Governing Council	23/11/2023				
14. Whether institutional data submitted to AISHE					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>16/01/2023</td> </tr> </tbody> </table>		Year	Date of Submission	2021-2022	16/01/2023
Year	Date of Submission				
2021-2022	16/01/2023				
15. Multidisciplinary / interdisciplinary					
<p>1. 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:</p> <p>i) 2-Year M.Ed</p> <p>ii) 3-Year Integrated B.Ed. M.Ed.</p> <p>iii) 4-Year Integrated B.A./B.Sc. B.Ed.</p> <p>iv) 2 Year B.Ed. 5) PGDCA (T.E.)</p> <p>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.</p> <p>3. The college provides flexibility to the students to choose</p>					

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.

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):

Every student enrolled in our college, regardless of their course or program, has registered for ABC and has been assigned a unique ABC ID. Our University, through letter no. 14784-954 dated 21-10-2022, has instructed our institution to require our students to register for an ABC account. The majority of the students have been registered.

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/ 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),

- Digital Literacy skills.

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, inquirydriven, 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 organises orientation of students of different courses through online mode.

4. Facilitation to students 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 "Digital Detox to Avoid digital fatigue and to create mindfulness. ".

Extended Profile

1.Student

2.1

772

Number of students on roll during the year

File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	440
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	183
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	278
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	278
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	317
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	11995386.90

4.2	55
Total number of computers on campus for academic purposes	

3. Teacher

5.1	38
Number of full-time teachers during the year:	

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

5.2	38
Number of sanctioned posts for the year:	

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

A. All of the above

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

210

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

210

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

139

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

115

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 during Student Induction Programme

1c) Acquainted 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.

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 maintain result 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

317

2.1.1.1 - Number of students enrolled during the year

317

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

161

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

161

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

114

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

114

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.

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. For the assistance of students , 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 students and 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. During the orientation programme students are familiarized with the course of study, mode of internal assessment, curricular and co-curricular activities, rules and regulations, selection of the optional subjects according to student's interest and abilities as well as other facilities available in the institution. For detailed information regarding the college the students are advised to go through the handbook of information (Prospectus) of the college which is made available to them at the time of admission.

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
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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	All of the above
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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

1:25

2.2.4.1 - Number of mentors in the Institution

38

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.

Various academic courses are available in the college namely M.Ed, B.Ed., B.Ed.-M.Ed., B.A./B.Sc.B.Ed. and PGDCA(TE). With a view to make learning student centred, the institution always 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, field visits and case studies for enhancing student learning. Classroom assignments and projects emphasize individual thinking over received knowledge. Many students are engaged in developing e-content like the creation of blogs and website, uploading content on various e-platforms etc. The college organise extension lectures, quiz periods, workshops, seminars, field visits and other curricular and co-curricular competitions to enable the students to interact more closely with experts and accomplished academicians. The goal of adopting all these learner centred approaches is to make teaching learning process more interesting and effective and enhancing different skills among the students.

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

38

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

772

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	<p>1) https://youtu.be/bC7Iu7AfYgY 2) https://youtu.be/TBUAHgsFFFw 3) https://youtu.be/fSg8xftpReM 4) https://youtu.be/KNiMRKIvjXI 5) https://youtube.com/@studytutorial56 6) https://youtube.com/@dr.deepikakohli7158 7) https://youtube.com/@sumansaggu2279 8) https://youtu.be/s9Pofn_6PbE 9) https://youtu.be/XrTdt9SjSD8</p>
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

The foremost goal of the institution is to develop professional attributes and competence among the student teachers. In order to achieve this objective, an effective mentoring system is active in the college and continuous efforts are being done by the teachers to help the students on academic, professional and personal fronts. Mentors help mentees to identify their own goals and offer empowerment and encouragement to guide them to achieve their goals, or solve any challenges along the way. Many students who need assistance in personal/academic/professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully. The college organizes field visits and excursions for the students in order to promote participative and group learning. Theoretical orientation on managing diverse learning needs of children is given to the student teachers. They learn the ways of dealing with different categories of students i.e. children with different levels of intelligence, aptitude, creativity and personality traits. The student teachers are also updated on the policy directions through the teaching of various policy documents. College organizes various seminars and workshops on these documents to develop their critical and reflective thinking

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 institution provides an ambience conducive to teaching- learning and development of various skills like creativity, innovativeness, intellectual and thinking skills, life skills, empathy etc.among the students so that the student teachers can be trained enough to face the challenges of the modern era. Traditional teaching has been replaced with more innovative and creative ways of disseminating and sharing knowledge among the students. The new and innovative teaching methods and approaches like constructivist approach, cooperative and collaborative learning techniques , peer tutoring etc. are adopted by the teachers to make their classroom teaching easy, more interesting and effective.

A holistic approach to teaching learning is followed for the development of various skills among the student teachers. For this purpose a number of theme-based programmes throughout the session are organized, such as:

- Morning assemblies
- Talent Search Competitions
- National and International Cultural Exchange Programmes
- Extension Lectures
- Participation in Community Kitchen and Religious processions
- Literary Activities– Group Discussions, Poetical Symposiums, Debates, Declamation, Role Play, Brainstorming Sessions, Situation analysis, Quiz Contest, Essay Writing Competitions etc.
- Fine Arts Competitions viz. Poster making, Landscaping, Sketching, Collage Making, Clay Modelling, Rangoli and Mehndi Competitions etc.
- Picnics and Excursions

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

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	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 and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	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

An internship programme is systematically planned at institution level before sending the students for actual teaching practice in schools .The faculty meticulously conducts intensive sessions of micro-teaching and students practise micro -lessons under their seasoned supervision. After the mastery over the micro skills the students are oriented about the macro lesson plans . Proper schedule is prepared for the model lesson presentation and in the light of that students are given enough time for preparation and practice of the same. After the model lessons, students are divided into groups and are sent to different schools for learning the art of teaching in actual class-room and school environment. The institution follows a systematic approach for internship programme, which is as

follows:-

1. Identification of practising schools keeping in mind their

- Location
- Availability of the School
- Type of school

2. Allotment of schools keeping in mind the following considerations:

- 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
- Medium of instruction
- Subject combination,
- Accommodating capacity
- 3.orientation to school Principal/ Teachers
- 4. Orientation to students

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

278

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

Nine/All of the above

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

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.

Student Internship in schools is a mandatory part of teacher education programme that provides a formal environment to the student teachers to enhance their teaching skills. It provides a platform for showcasing the learnt skills in a formal manner. The time period for internship lasts for 20 weeks (school internship of 15 weeks and field engagement with school and community of 5 weeks). During the entire internship duration, institution adopts effective monitoring mechanisms to ensure optimal impact of internship in school.

The teacher educator when visiting the school, interacts with mentees and trainees and thus a real flow of feedback is ensured regarding the performance of the trainees. 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.

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	

38

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

20

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

489

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

489

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

Teachers keep themselves updated professionally by participating and

attending number of professional development programmes organized by various organizations and educational bodies from time to time . After attending 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, workshops and group discussions. Staff also acts as resource persons in seminars, workshops etc. at the university, college and school level and also invited to act as judges for various competitions. The staff members are encouraged to present papers in seminars/ webinars and workshops at state, national and international level. Faculty members are also appointed as members of Board of Studies, Faculty of Education and Academic Council at university level whereby they take part in discussions and deliberations held on different issues related to educational policies and regulations.

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 Internal Evaluation system is being adopted in the institution throughout the year. The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competencies and performance skills of the student teachers. It is both formative and summative in nature. Scheme of examination followed for theory papers, school experience programme and work experience programme is followed as per the evaluation parameters and criteria provided by Guru Nanak Dev University, Amritsar . An academic calendar is prepared at the beginning of the academic session that includes date wise schedule of all the activities that are to be carried out throughout the year. Student's performance is continuously monitored through their performance in various curricular & co-curricular activities such as projects, assignments, class tests and house tests , community outreach activities etc.

For smooth conduct of assessment process duties have been assigned

to teachers as course coordinators and semester-in-charges. 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. Proper transparent system is used in the evaluation system at institutional level.

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

At the beginning of the semester, semester incharges acquaint the students about the various components of the assessment and scheme of

examination.

2. The internal assessment and examination schedule is prepared as per the university and communicated to the students well in advance.

3. Evaluation is done by the course handling faculty members within specific time period 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. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism.

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

7. University decision or information, after resolving the grievances is intimated immediately to the concerned examination committee once it is obtained, through the Principal.

8. Faculty members guide the students about the procedure / schedule of rechecking and re-evaluation process.

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.

The Institution adheres to academic calendar for the conduct of Internal Evaluation. Every year before the commencement of the academic year, the Institution prepares the 'Academic calendar' comprised of relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working

days), various events to be organized, holidays, dates of internal examination, semester examination etc. and uploaded the same on college website. All the activities are conducted and organized in the light of the academic calendar. Continuous evaluation system is being adopted in the institution throughout the year. The evaluation system is both scientific and objective. Its purpose is to improve the knowledge, teaching competencies and performance skills of the student teachers. Scheme of examination followed for theory papers, school experience programme and work experience programme is followed as per the evaluation parameters and criteria provided by Guru Nanak Dev University, Amritsar and same is also mentioned in the college hand book of information which is provided to all the students in the beginning of the course. Student's performance is continuously monitored through their performance in various curricular & co-curricular activities such as seminars, projects, assignments, class tests and house tests, community outreach activities etc.

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

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.

While implementing institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the university as well as framed by the institution which are stated and communicated to teachers and students through

Website of the Institution

Prospectus

Student induction programme (Tutorials)

Orientation programme for teachers

The activities of the college are planned keeping in view the PLOs and CLOs. The syllabi of all courses with the programme learning outcomes and the course learning outcomes have been uploaded on the College website.

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. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. The faculty members are encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars.

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 progress of the students performance on learning tasks of both cognitive and professional attributes is recorded as per the set parameters given in the syllabus (framed by affiliating university i.e. Guru Nanak Dev University). Due consideration is given to the fact that the performance of students should align with PLO's and CLOs. The following mechanism is adopted for recording of student

performance:

Compulsory attendance i.e., minimum 75% per semester

Sessional work such as practicals, assignments, projects, preparation of reports of various activities are evaluated on time and proper feedback is given to the students.

Based on result analysis, special classes and tests are conducted

The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress.

End semester house test and final exams also helps to ensure alignment of stated outcomes.

Participation in various class room activities such as seminars, peer tutoring, group discussions, debate, elocution, essay writing competition, quiz, drama, skit, dances etc.

Participation in various activities such as organizing morning assemblies, celebration of important days and festivals, NSS camps, tree plantation campaigns, awareness drives etc.

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

468

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.

New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute during the orientation program. A series of talent search programme in various fields i.e., dramatics, literary and fine arts is organized in order to discover the hidden talent and potentialities of the students.

The institution also provides extra certificate courses to the students in order to enrich their knowledge. The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours. The faculty members coordinate with parents of slow learners so that their needs can be catered to. Mentor- mentee interaction keeps 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

http://naac.gov.in/docs/Apply%20now/SSS-Questinnaire_Students.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

1

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Four of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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 try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

website during the year

5

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

35

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

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**

42

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

680

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	View File

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

680

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

680

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	View File

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.

Khalsa College of Education, G. T. Road, Amritsar is actively and aggressively organizing and participating in various extension activities and outreach program to promote the Institute-Neighbourhood community to sensitize the students towards community needs. The Institute believes in not only promoting the societal and community activities to sensitize students but also leading in shaping the students and faculty and staff into responsible citizens of the nation and imparting all round development of students in each vertical.

The Extension activities are carried out through NSS Wing, Special initiatives by the Khalsa College of Education, G. T. Road, Amritsar. Several activities were carried out by NSS volunteers addressing social issues which include

- Awareness camp on sexual harassment
- Tree plantation
- Cleanliness campaign
- Value Inculcation Programme,
- Poster competition
- Medical awareness camp
- Workshop on development of literary skills
- Awareness rally against drugs
- Blood donation camp
- Adult literacy camp etc.

Organizing such events creates awareness to the students about the society and their social responsibility. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of 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	View File

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	View File

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

15

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

15

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

9

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	View File

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

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

Ans: The Following facilities are available in the college:

1. The college has spacious classrooms and two smart rooms for providing ICT access
2. The college library comprised of:
 - A separate reading room for teachers, reading hall for students and photostat facility
 - Separate cabins and pantry for teachers

1. A resource center 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; synopsis and dissertations, and encyclopedia etc.
2. 3. The institution's educational needs are served with the following:
 - Physical Science, Life Science, Psychology, Computer, Technology, Language Labs.
 - A Creative Art Bhavan
 - A Sports and NSS Room
 - A Music 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

9

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/
Any other relevant information	View File

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

1032658.00

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	View File

4.2 - Library as a Learning Resource

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

Our library works on a hybrid model that is manual as well as automated. The Integrated Library management system (ILMS) used in our library is 'Orbit's EzLib' (offline) and another ILMS is e-Governance from 2014 to till date running successfully.

Modules of 'Orbit's EzLib' (offline):

1. Files
2. Transactions
3. Views
4. Reports
5. Utilities

Modules of 'e-Governance' (online):

1. Accession

2. Library Masters
3. Accession Register
4. Issue Register
5. Edit Book
6. Issue Book
7. Return Book
8. Book in Library
9. Bulk Edit
10. Generate Book Barcode
11. Library Report
12. Return Register
13. Library Report Student
14. Cancellation
15. Add Missing Copies
16. Fine Register
17. History
18. Suggest a Book
19. Add Missing Book
20. Online Public Access Catalogue (OPAC)
21. Library Graphs
22. Search Book
23. Add Periodicals

The OPAC tool is provided to explore library resources through e-Governance. Each member of the college has their e-Governance ID for tracking bibliographic details of our resources available in the library at their door with the library module Book in Library with various search options. All the active book collection is updated in the library software.

We are also sharing OPAC with our sister institutes.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.kccsasr.com/Authentic_Login.aspx
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 college has subscribed to services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST)

under N-LIST College ID: 6264, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre, INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to e-journals and e-books available through national subscription. The college has also availed free services of e-shodhsindhu, and e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set up by the INFLIBNET Centre, is also made availability of e-resources in open access and used by our students, researchers and faculty of the college. The college library provides a remote login facility to all Postgraduate students (3 years B. Ed.-M. Ed. Integrated, 2 years M.Ed.), and the faculty members. To access digital resources subject to the following conditions: -

- Users can access online journals and e-books as per guidelines (rules) created under the e-resource access policy and remote access policy by INFLIBNET.
- The information retrieved from these e-resources through remote/campus access facilities is used only for educational and research purposes 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	View File

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

All of the above

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

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

0.69

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

1438

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://kceasr.org/agar-4-2-5/
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

One 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 computer labs & 2 smart

classrooms 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 HertzZest 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

14:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/n2a9kZyxD1s?si=aIIiDwO0WaxVTfEK
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtube.com/@dr.deepikakohli7158?si=y9cJ-EKic4Mu8hyI
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)

8887325

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

For the maintenance and utilization of physical academic and support facilities, the established system has been evolved at the two levels, one is at management level and other is at college level. E-Governance has been created by the management and regarding any grievances and problems a request is made by the college to resolve the same. A proper mechanism has been followed by the college for ensuring efficient functioning related to maintenance and utilization of facilities. 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

All of the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
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
54	278

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

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

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

47

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)

77

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 well constituted student council that meets formally and informally. This council is led by Dean Student Welfare along with the participation of student representatives. The members of the student council are selected with a democratic approach by giving equal opportunities to all students of different courses. The student council has members from different college committees. The Chairperson (Principal) and Dean Student Welfare calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives of student council voice their problems and suggestions of all students during their meetings to resolve any conflicts. The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various curricular and co-curricular activities

in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from student council is valued for a better functioning. Student's representatives are a part of the various committees/cells and clubs.

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	No File Uploaded

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

32

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, our institute also has a highly competent and active Alumni Association. This association was established in the year 2003 on the eve of celebration of its Golden Jubilee Year and registered in the year 2023.

CONTRIBUTION OF ALUMNI IN COLLEGE FUNCTIONING

Supportive and functional alumni network is most valuable to the college, and this liaison helps in contributing towards the qualitative improvement of the institution.

- Regular meetings of the association have contributed to the growth and development of this institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and the integration of Art education for making learning more inclusive and participatory (as recommended by NEP -2020).
- Alumni members are invited to the institution on various occasions to share their personal experiences and motivate the new entrants.
- They are also frequently invited during final discussion of skill in teaching exam for external supervision.
- The alumni members, who are working on various prestigious designations such as Directors, Principals, Coordinators etc. are helping in the placement of our students in different schools and colleges. Alumni members also contribute in granting the scholarship, prizes, medals, book donations.

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

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

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 the college acts as an effective support system in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, master resources, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lesson for classroom teaching, writing of synopsis, paper presentation, and also participation in personality oriented events like debate competition and performing arts etc. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development, financial aid to needy students, students'

support for admission, placement, guidance as well as mentoring. Alumni members deliver seminars, hold workshops, plan internship and provide donations. Feedback of members plays a very vital role in filling the lacunae in curriculum left unnoticed. It is tradition of the college to invite an Alumni for the PTA meet and share their experiences. Qualified and competent alumni are communicated regarding recruitment in college and other institutions.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION STATEMENT

Our vision is 'to develop a globally compatible, socially responsive, secular, innovative, and comprehensive institute of excellence in the field of teacher education, research, and extension with a focus on the holistic development of individual and society by intertwining regional, national, and international linkages. The college aims at creating socially responsible skill-oriented community through empowered education and prepare teachers with an innovative mindset, laced with the technological advancements.

MISSION STATEMENT

To prepare passionate, innovative, secular, ICT savy teachers with commitment to excellence and professional outlook and 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.

Organizational structure of Khalsa College Charitable Society,

Amritsar includes Chancellor, President, Vice-President, Honorary Secretary and other members of governing council. The Khalsa College Charitable Society delegates authority to the principal of the college, who, in return shares it with different levels of functionaries in the college. The college follows democratic form of governance for the effective utilization of the human as well as financial resources and ensures the active participation of all the stakeholders in its administration and decision-making process.

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

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

Khalsa College of Education, G.T. Road, Amritsar practices decentralization and participative management keeping in mind the vision and mission of the college, and democratic traditions. The administration of the institution is decentralized. The reflection of decentralization can be seen in the extensive delegation of the authority. Decisions are taken by the teachers in consultation with principal regarding preparation of year plan, purchase of equipment for the respective labs, seminars, extension lectures to be planned for their own subjects and evaluation procedure to be followed. 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. Student representatives are elected from every class and they put forth the demands and problems of the students before the principal of the college. The coordinators and teacher in-charges of various committees like , Admission Committee, Examination Committee, Library Committee, Discipline Committee, Anti-ragging Committee, Career Counselling Committee, lumni Coordination Committee, Internship and Skill in Teaching Committee, Fee concession and Financial Aid Committee, Women Cell and Committee of Sexual Harassment etc. conduct meetings as and when required for the

smooth functioning of different activities in the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

To ensure the financial transparency, the institution conducts internal and external financial audits at the end of each financial year. The internal audit is conducted quarterly or half-yearly and external audit is conducted at the end of the financial year. As our college is under 95% grant-in-aid, the officer from Director of Public Instructions also visit the institution after every two year or as per Punjab Government instructions to verify the financial transactions and to examine whether transactions are free from embezzlement. Transparency is also followed in academic activities of the college. The coordinators and teacher in-charges of various courses and classes ensure proper accountability on academic issues viz. syllabus, time-table, students' attendance, and examination etc. All the guidelines issued by University Grants Commission and Guru Nanak Dev University to ensure academic transparency are followed by the college. Scientific criteria are followed for the internal assessment of the students. Internal assessment committee has been constituted which is headed by the senior teachers of the college. The admission process is also transparent and fair. The admission process, college prospectus, and instructions related to admission process are uploaded on college website. All the records are uploaded on e-governance portal.

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

Answer :

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 Successfully Implemented Based on Strategic Plan

Student of the year award was launched on 27th Dec 2022. In which committee of four members was decided. Brochure was released and application criteria was decided by the committee. Then this form was disseminated on the college website and in the college group. Around 28 students applied for the award. Students were shortlisted by the committee and a face to face interview was conducted for the further scrutiny. 13 students were called for face to face interview. In the interview Principal of the college, coordinator of the award, and committee members were present. Final scores were evaluated and awardees are decided by the team. Award ceremony will be conducted till the end of 2023.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
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.

Answer: 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 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	Nil
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.

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

Activity organised by Red Ribbon Club

As we know first aid is that kind of aid which can save one's life. So for giving the training of first aid Red Ribbon Club of our college got an initiative by organising a workshop in association with Khalsa College of Education, G.T.Road, Amritsar on First aid. In this workshop one of the Medical Officer Dr. Gurbir from Amandeep Hospital came with his team for the demonstration on first aid. He firstly describe the meaning of first aid with the help of PPT, then Description about DRABC. He gave demonstration on CPR, save a patient from snake bite. How to maintain first aid box and it should be readily available.

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

Response:

The institution has welfare measures for both teaching and non-teaching staff.

- Training is provided for both teaching and non-teaching staff

for various FDP/ conferences, legal rights, insurance, consumer rights, road safety rules, health and medical, post office schemes.

- Medical check-ups are provided for teaching and non-teaching staff on discounted rates.
- Faculty can avail treatment at discounted rates.
- Yoga camps are organised from time to time.
- Duty leaves are provided for attending workshops, orientation programs, refresher courses, national and international conferences.
- Staff achieving state and international awards are facilitated by the institution.
- Three consecutive increments are given on completing Ph.D. and considerable increments are given to the faculty on completing NET.
- Research Facilities are provided for teachers for during research work.
- Fee concession is provided for the wards of the staff studying in the institution.
- Gratuity is provided for employees after completing 5 years of service as stated in the administrative and service manual.
- Employees provident funds for teaching and non-teaching staff.
- Staff can avail vacation leave, casual leaves, earned leaves, medical leave and sick leave.
- Ladies teaching and non-teaching staff can avail maternity leave for 3 months and six months.
- Festival bonus for non-teaching staff.

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

19

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.

19

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

15

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.

Response: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

Response: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)

Rs742600/-

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.

Response: 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 reachout 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 has prepared 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 way every year. It makes effortsto 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 instrumentin 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 extracurricular activities. From 2001 onwards, IQAC was constituted with the following goals on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution. Documentation of the various activities leading to quality improvement. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality related institutional processes Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters. The institution would like to high light the following activities of the IQAC: Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators, Improved teaching-learning and evaluation process, Effective delivery of curriculum and enhanced usage of ICT tools, Establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs, Organising Seminars/Workshops/Conferences and Endowment lecture series Recognizing and felicitating distinguished alumni Organizing staff training programmes

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

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

26

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	View File

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

Four of the above

Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.kceasr.org/iqac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.kceasr.org/naac/AQAR%202021 , http://www.kceasr.org/naac/AQAR%202021-2022.pdf , http://www.kceasr.org/naac/AQAR%202019-2020.pdf
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

Setting up of Smart boards in teaching rooms for effective teaching learning environment, College website has been redesigned and information related to new courses was uploaded on the website. All information related to college activities is uploaded on college facebook page named 'Khalsa college of Education, G.T. Road, ASR'. Faculty members are encouraged to participate in national and international faculty development programs, refresher courses, orientation courses, induction training programs, and develop Mooc's for their professional growth. Punjab Teacher of the year award and student of the year award are launched by the college.

Updation and strengthening of E-Governance system

The record of administrative activities that involves maintenance of records related to infrastructure, faculty, support staff and

students, inventory etc. of the college are uploaded on the e-governance system. E-governance keeps track of all personal details of employees and students.

Affiliation of Three New Degree Programs

The college got affiliation of B.A.-B.Ed. and B.Sc.-B.Ed. (Four years integrated course) and from session 2018-2019 with 100 (50+50) seats. In the year 2018-2019 the college also got affiliation for B.A.- B.Ed. and B.Sc.-B.Ed. (Four years integrated course) from session 2018-2019 with 50 seats. All of these courses are affiliated by NCTE, New Delhi.

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 college is committed to constant improvement in its awareness as part of a wider commitment to sustainability and social responsibility. Recognizing that in pursuing the vision and mission of the college, there is a need to protect the college environment, therefore utmost care and attention is given to all our activities to ensure sustainable use of resources, discouraging wasteful practices, minimizing pollution and re-using material for benefit of individual and society at large. In its attempt to design and establish a fundamentally institutional commitment with responsibility towards environment, institution's "Energy Conservation Cell" resolves its energy conservation policy with objectives and action plan in the beginning of the session and sensitizes the staff and students about it. Different club members and Discipline committee implemented the action plan. Energy use is clearly is an important aspect of our campus sustainability. The institution has facility of solar energy with 775KWp. It is installed in the campus in 2018 keeping in view the requirement of the campus, hostel, canteens and other building of the institute.

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.

Our institution realizes the importance of sustainable and holistic waste management in reducing its environmental footprint and providing a safe and healthy work environment for its all stakeholders whether teaching and non-teaching employees, students and visitors. The institution's "Waste management Cell" frames its 'Waste Management Policy' with objectives and action plan in the beginning of the session and provides orientation to the staff and students about it. The action plan is implemented with the help of 'Campus Beautification Committee'. The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the institute i.e. Principal, teaching and non-teaching employees, students and all the workers like gardeners and sweepers employed for the task of cleanliness in the institution. College faculty and students follow the motto of REDUCE, REUSE AND RECYCLE. 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.

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

The institution following the motto "Cleanliness is next to Godliness" , took subsequent steps in the above mentioned context. The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of "Body, Mind and Soul'.The handbook of the college information is provided to the students having detailed information about the rules and regulations to be followed for the cleanliness of the campus.Organisation of morning assemblies, seminars, campaigns ,drives and extension lectures on creating sensitivity and responsiveness among student about cleanliness ,sanitation and conservation of environment.'Cleanliness Drive ' are organised by NSS volunteers every year such as picking up litter in and around the college, cleaning labs and classrooms, performing plays on cleanliness during

morning assemblies. Institution took active participation in the Swacchh Bharat Abhiyaan launched by Honourable Prime minister Narindra Modi. During both phases of the Abhiyaan , cleanliness drives were launched by institution inside and outside the campus.Organised Mass pledges by students and staff members for maintaining cleanliness in and outside the campus.Quality of drinking water is checked on regular basis by the college authorities for maintaining health and hygiene.

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

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

All of the above

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

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

31,230

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

The institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices by using the following initiatives:

For conserving the local environment different initiatives have been taken up by the college like water conservation campaigns , tree plantation drives, etc. Provides opportunities to work together with neighboring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity , trust, bond and network between students and communities. Khalsa Global Reach Foundation provide Financial Assistance annually for the needy and bright students. Organization of Cleanliness Drive to encourage students to clean their local surroundings. The students are made to visit different places 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. Institution organized visits to orphanages and old age homes for community service and developing values among the students. Field trips are arranged to make students aware about the places and environment around them and provide opportunity to work with local people to understand their problems. These activities provide them relevant learning experiences for knowledge awareness , and ability to make decisions that promote health and well being for themselves and their communities.

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

<p>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</p>	<p>A. All of the above</p>
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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

<p>7.2 - Best Practices</p>
<p>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</p>
<p>Best Practice 1- Title of the practice: PUNJAB TEACHER OF THE YEAR AWARD</p> <p>The Award will be presented every year to those teachers who have excelled in their profession and have been working tirelessly not only for improving the quality of school education, but also enriching the lives of their students and community at large.</p> <p>Realizing the importance of Guru in shaping the life of a student and in the transformation of a society, Khalsa Global Reach Foundation introduced Punjab Teacher of the Year Award from the year</p>

2020.On September 5,2021 S.HARMEET SINGH was awarded as Best teacher of the year 2020.On December 26,2022 S.AMRITPAL SINGH was awarded as Best teacher of the year 2021.

Best Practice 2 Title of the Practice: Scholarships and incentives to bright students from economically weaker sections

Scholarships and incentives to economically weak students and brilliant students by Khalsa College Charitable Society Amritsar.

Khalsa Global Reach Foundation is a U.S Based Charitable Organisation,which has been working relentlessly to create an egalitarian society by providing financial assistance to the brilliant students from economically weaker section of the society

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

Institutional distinctiveness sets a central theme around which excellence is built and that is binding the ties with our culture and religion. Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. The college organised Academic Enrichment Programme for school teachers to acquaint 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.Running Self Paced MOOC Courses for curriculum planners,teacher educators,school teachers,parents. Our institution also set up legal aid clinic to protect fundamental rights of students,to provide any type of legal help to concerned students.Our faculty members Dr.Bindu sharma and Dr.Deepika kohli are permanent members of lok Adalat.

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