



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

KHALSA COLLEGE OF EDUCATION, G.T.ROAD

KHALSA COLLEGE OF EDUCATION GT ROAD GATE NO. 2 AMRITSAR

PUNJAB 143002

143002

www.kceasr.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Khalsa College of Education, G.T Road, Amritsar, a premier Teacher education Institution started its onerous journey as a B.T. Department (in the year 1954) in the main college building (established in the year 1892). In 1959, the college started working as a full-fledged independent college. The college is located on Grand Trunk Road which is well connected with the city, ISBT, Airport, and Railway station. Being housed in peaceful and lush green surroundings spread over an area of 8.75 acres, it is away from humdrums and industrial/commercial sites. The college affiliated with G.N.D.U., Amritsar is recognised by the UGC under sections 2 (F) and 12 (B) and is covered under 95% Grant-in-aid. The college has been accredited as an 'A' Grade institution in three consecutive cycles of assessment by NAAC in the years 2003, 2011 and 2016. The college kept evolving. Initially, there were 2 units of 100 B.T. students, one unit of J.B.T., and two more units of B.Ed. were added. In 1969-70, M.Ed. class was added. Since there was no department of education in G.N.D.U, Amritsar till 2013, the college acted as a Research Centre for Ph.D. (Education) scholars. In the year 1987-88 G.N.D.U Amritsar started M.Phil. (Education) class in this college. Acting on the recommendations of NCTE regulations-2014, the college introduced two new integrated courses at the UG level and PG level from the year 2016-17 which have duly been recognised and approved by NRC-NCTE and G.N.D.U, Amritsar. At present, the college is running the following programmes successfully:

- *M.Ed.--50 seats*
- *B.Ed--200 seats*
- *B.Ed- M.Ed (3-year integrated)--50 seats(one unit)*
- *B. A B.Ed/ B.Sc -B.Ed (4-year integrated)--50 seats (one unit each)*
- *P.G.D.C.A. (T.E.) -- 40 seats*
- *Applied for ITEP and approval is in process*

The college has also acted as a centre for in-service teacher training for B.Ed. (Distance mode) of Jamia Millia Islamia, (2004) and M.Ed (Distance mode) of IGNOU (2009), New Delhi Khalsa College of Education, Amritsar has always been a front runner for the implementation of National Programmes and Policies of Teacher Education and it has contributed significantly in the re-structuring of Teacher Education.

Vision

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

As a leading institute of Teacher Education in the region, our mission is 'to prepare passionate, innovative, secular 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. Mission of the college focuses on institution's traditions and value orientation by honouring cultural and spiritual diversity and to offer a fertile ground for its preservation and promotion.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- *The college is housed in 134 years old historic building which is a marvelous blend of Sikh, Mughal and Gothic architecture spread across 8.75 acres. It is one of 19 educational institutions being run under the aegis of Khalsa College Charitable Society, Amritsar, established in 1892.*
- *The college has State-of -the-art infrastructure with ICT enabled classrooms, OERs, well equipped laboratories, Lush green and well maintained lawns and play grounds, excellent health care and hostel facilities etc.*
- *Excellent Academic environment for the optimum growth of personality of the students and faculty.*
- *The college has been playing the catalytic role in creating an egalitarian society as majority of its students are from rural, border areas, as well as from the socially and economically weaker section of the society. Moreover, the Legal Aid Cell of the college extends its services to the district Court for providing free legal aid & speedy justice to poor and down trodden sections of the society.*
- *The administration of the college is democratic, transparent and decentralized which gets reflected in the functioning of the college at every level.*
- *A glorious history of achievements in academics and co-curricular areas, excellent results with university positions and Placements.*
- *With a purpose to develop co-operation and promote mutual understanding to excel in the field of education, the college has signed the MOU's with the National & international Institutes.*
- *It's a matter of pride for the college that it's Alumni includes school principals, college principals, teacher educators, CEOs, DEOs, Vice-Chancellors and legislators. The registered Alumni Association of the college actively participates in achieving the institutional goals.*

Institutional Weakness

- *In spite of the fact that majority of the faculty members are eligible to supervise and guide research at Ph.D. level, yet they are not given permission by the affiliating University for the same thereby jeopardizing the research and publication output of the college.*
- *Lack of autonomy in the admission process as well as to frame/revise curricula, devise evaluation scheme and internship programmes to better suit them to the needs of the students and the industry.*

Institutional Opportunity

- *Opportunity to become a Multidisciplinary institution by clustering with the sister institutions and thus upgrading to Autonomous institute and Cluster University.*
- *In this era of fast changing digital world, no institution can make desired growth in isolation. The college being a Premier institution of Teacher Education is looking for more opportunities to sign*

MOUs with reputed National & International institutions. These kind of bi-lateral relations will further strengthens the institution to:

- *Develop Open Educational Resources (OERs)*
- *Pooling & sharing of academic resources and technical know-how*
- *Organize faculty and student exchange programmes*
- *Promote and exchange culture*
- *Organize Faculty Development Programme (FDP) in collaboration with each other*
- *Understanding the educational system of each other's country and to introduce reforms in one's own system*

The college has glorious history of being the first institution in the Northern Region to be recognized by NCTE and accepted as Nodal institution of the North Zone. With the implementation of NEP-2020, the entire Education system of the country is going to be re-structured and revamped with focus on curriculum transaction which has witnessed paradigm shift from content to content integrated pedagogies. In the wake of this changing Education, the teachers especially the school teachers are facing the daunting challenges to prepare themselves for the changed role. In this context, our college again can take a lead role by becoming a Nodal Centre for providing In-service education to the school teachers of the region to equip them with the requisite & impeccable professional & personal skills, as per the recommendations of NEP-2020.

Institutional Challenge

- 1. Punjabis are the agrarian race and adventurous, risk-takers, warriors, and entrepreneurs by nature, so teaching was never taken as a top priority by them. The increased duration of the B.Ed. programme and the growing trend among the youngsters to move abroad is worsening the situation as the number of seekers for the various programmes of Teacher Education in Punjab is dwindling.*
- 2. The admission of integrated course at UG level is all the more challenging. The basic qualification for admission to these courses is senior secondary stage of education. The students of this age group live in a world full of fantasies and are attracted to power and money. They aspire to join more lucrative and high profile jobs, and teaching remains the least preferred job. This leaves the last scrape of the barrel for admission to teacher education programmes.*
- 3. The campus of Khalsa College of Education is adjacent to Guru Nanak Dev University, Amritsar, which established its Department of Education in the year 2013 (offering UG & PG level programmes). On account of the centralized admissions as well as the close proximity to the university campus, the college faces tough and unfair competition to fill its seats for the various programmes of Teacher Education.*
- 4. As per the recommendations of NEP-2020, it is mandatory for all HEIs, whether TIU or RIU, to have a department of education, which would act a nuclear department worth contributing to curricular credits and pedagogical strategies. Therefore, this shift is going to pose a tough challenge to the standalone colleges.*
- 5. The NEP-2020 is causing paradigmatic shifts in teacher education, leading to the shifting of teacher education from single faculty, standalone colleges to multidisciplinary colleges/universities by 2030. Thus changing the landscape of teacher education. It will be challenging for our institution to upgrade itself as a multidisciplinary institute.*

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is affiliated to GNDU, Amritsar, and is a Grant-in-aid institution, it implements the curriculum prescribed by the said university. The Curriculum Development Cell has been constituted in the college for planning, reviewing and transacting the curriculum as per the local needs. The College Curriculum Development Cell prepares Annual Academic and Co-Academic Calendar which is in accordance with the Program Learning Outcomes and Course Learning Outcomes designed by the affiliating university as well as the vision and mission of the college. The vision-mission statement and PLO's and CLO's are displayed on the college website.

The faculty members of the college have representation in Board of Studies and Faculty of Education, GNDU, Amritsar, who give suggestions for modification and revision of curriculum in the meetings held at GNDU, Amritsar.

The college regularly organises Seminars/FDPs/Workshops/Extension Lectures to seek opinions of experts/educationists, teacher educators from different universities to identify the areas/domains where changes/revisions are required.

Diversified curriculum emphasising the thrust of professional values and attitudes, is provided so that it caters to the diverse needs of the students. The college provides Academic flexibility by offering adequate choice of courses to students as optional/electives and pedagogy courses.

The Curriculum is further enriched by offering value-added courses and self-study courses and organising an array of curricular and co-curricular activities throughout the year. Students are given opportunity to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through School Internship and Field-Engagement Programmes. Organising NSS Camps, visits to places of historical and educational importance, field visits, conducting workshops, seminars etc. on prevailing problems of society are regular features of the college.

The college has set up Competitive Examination Centre to prepare the students for various competitive exams viz. UGC-NET/CTET/PTET. To broaden the vision of would be teachers, the college has also signed MoU's with institutions of national and international repute.

The college has well-structured feedback mechanism. Periodic meetings are held with the stakeholders to get feedback regarding the course curriculum for modification and transaction. In the light of the feedback obtained, action plans are prepared for further improvement of the functioning of the college to achieve its institutional goals. The report of the feedback analysis and action taken report has been uploaded on the college website.

Teaching-learning and Evaluation

Since the students are admitted from diverse backgrounds and varied learning abilities, so in order to identify their differential learning needs orientation programme and tutorials are organized in the beginning of the session. An Entry level test is also administered so that teachers can assess the level of knowledge and understanding of students in their respective methodology subjects.

The different learning needs of the students after being identified at the entry level are further redressed by

providing appropriate learning exposures and opportunities for developing competencies and skills in different areas through specially designed activities.

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 which teachers utilize experiential learning, blended learning, use of e-resources like you tube videos, e-lectures, teachers recorded lectures on KCGC (LMS), MOOCs, 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.

Teaching is a highly skilled job. In order to prepare students to excel in their profession they are equipped with requisite professional skills and competencies with well scheduled micro-teaching, composite lessons, pre- internship workshops and communication skill workshops etc. After the rigorous training of students at the pre-internship stage, they are sent to different schools for learning the art of teaching in actual class-room which is properly monitored by teacher educators, school teachers and principal of the practicing school.

To ensure that our efforts are going in the right direction, continuous and comprehensive evaluation is done throughout the session with the help of class tests, house tests, quiz competitions, observations, brain storming sessions, assessment of seminar presentations and evaluation of assignments etc.

Apart from this, students are also encouraged to participate in various co-curricular activities like morning assemblies, debate competitions, theatrical items, awareness campaigns, field visits, projects and community outreach activities etc. and their performance in these activities is thoroughly assessed.

Infrastructure and Learning Resources

The Khalsa College of Education, a premier heritage teacher education institute is a unique amalgamation of professional and academic excellence. It has magnificent heritage building spread over 8.75 acres of

land. It has state-of-the-art infrastructure. The college has spacious and well-ventilated classrooms with all logistic arrangements including comfortable furniture with advanced hi-tech facilities for the students to grace their learning in a conducive environment. Besides this, there are two smart classrooms, two computer labs, one psychology lab, a language lab, a technology lab, a physical science lab etc. to serve the needs of the institution's educational programme, support services, and to enhance the cognitive abilities of students keeping in mind the needs of the present era. To gratify the curricular and co-curricular needs of the students, the college utilizes seminar halls/ meeting halls/conference halls, multipurpose halls and open-air theatre for the holistic development of students. Well-groomed and lush green lawns enhance the beauty of the college and make it free from all types of pollution. The college also provides separate hostel facilities to boys and girls for students belonging to remote and distant areas. To inculcate the habit of self-study, and utilize the leisure time of students, the college has a well-equipped library which works on a hybrid model i.e. manual and automated. The library has more than 26000 volumes, apart from textbooks; there are encyclopaedias, dictionaries, periodicals, dissertations, magazines and newspapers. The library has an advisory committee, comprising of college principal, four teachers and four students for its smooth functioning. For creating new infrastructure and maintenance of the campus, there is a separate Works Department comprised of five members' viz. project officer, SDO, overseer, draftsman and storekeeper. For upgradation and maintenance of the Wi-Fi facility, ICT equipment and resources, services of technical professionals are also sought. A comprehensive block-wise checklist for student support services has been prepared to ensure the proper functioning of the infrastructure. On sharing basis, the college uses Dispensary, Physiotherapy centre, Swimming pool, KCGC studio, playgrounds, Nursery and Guest House with its sister institutions coming under the Khalsa College Charitable Society. The college always intends to update the infrastructure keeping in mind the changing needs of the education system in the present scenario.

Student Support and Progression

Khalsa College of Education is committed to excellence, hence, takes special care of students in making their journey a fruitful venture. The institution puts efforts on capacity building and skill enhancement of students by developing academic skills, technical skills and organizational skills. Seminars, workshops, webinars are organized to broaden their mental horizon. A well-equipped library with reference books, journals, magazines and internet facility is to provide rich academic exposure to the studies which helps them to advance their knowledge. Inclusivity is another important area to be considered as per NEP-2020. Institution provides opportunities to students to have first-hand experience of handling differently abled children. The institution provides various support facilities like vehicle parking, common rooms separately for boys and girls, recreational facilities, transport, book bank, safe drinking water, hostel, canteen and separate toilets for girls and boys. The institution facilitates welfare measures to support the deserving students who are having financial constraints by offering scholarships and fee concessions.

Placement Cell established in the institution assists students in off campus and on campus placements. Students face mock-interviews before attending the campus placement. Training in writing resume is provided to the students. Special classes for the preparation of various competitive exams viz CTET/PTET/UGC-JRF are provided. Institution has an active student council, the functioning of the college is democratic and decentralized which gets reflected at every level. Different committees and cells are constituted in the institution where students are active members and contribute significantly towards the overall functioning of the institutional activities. Grievance redressal cell, Anti-ragging committee, Anti-

sexual harassment cell, Hardship & distress cell etc. have been constituted in the college for dealing with student's grievances and for their redressal. Co-curricular activities are organised throughout the session to groom the talents of the students, GNDU and Khalsa Institutions Youth Festivals, sports, intra and inter college platforms are provided to the students to showcase a wide array of talents. Alumni members contribute in generously to provide scholarships, donating books, contribute in modification of the curriculum and act as torch bearers for the enrolled students.

Governance, Leadership and Management

The college follows democratic form of governance and practices decentralization and participative management to visualize its vision, mission, aims and objectives and for the effective utilization of human as well as financial resources. The functioning of the college is managed by Khalsa College Charitable Society and it also adheres to the rules and regulations of affiliating university (GNDU). The college is under the 95% grant-in-aid scheme of Punjab Government, hence all the norms and regulations of Director Higher Education, Punjab are followed to ensure the college functioning. The society delegates its authority to principal, in exchange, he shares it with different levels of functionaries in the college. The coordinators and teachers in charges of various committees, in consultation with the principal, plan all academic and administrative activities. In addition to approving the budgets for administrative, academic, and research projects, the society also funds endowments, fellowships, and scholarships to ensure that extracurricular and curricular activities run smoothly. The management of the college manages and governs the functioning of the college through e-governance that ensures the commitment, leadership role and involvement in planning, development and administrative activities. The college maintains transparency in its financial, academic, administrative and other functions through e-governance. Internal and external audits are the regular feature of the college system to ensure the financial accountability. The IQAC cell of the college designed strategic plan and the college principal acts as a chief leader to carry out the strategic plan. IQAC employs various mechanisms to review and evaluate the teaching-learning process. The college also keeps track of incremental improvements achieved in the academic and administrative domains through Academic and Administration Audit done on annual bases.

Institutional Values and Best Practices

Now-a-days environment and sustainability are the major global concerns. Our college leaves no stone unturned to sensitize students, the global citizens, for sustainable development. The institution intends to follow the guidelines of NEP 2020 that seeks to revolutionize education system aligning with SDGs. For the meaningful and successful campus sustainability programs, Green practices and Energy conservation practices are given highest priority to create eco-friendly campus. Rooftop Solar PV System, LED lights,

TFT/LCD Monitors, Energy efficient Electrical appliances are used to save energy consumption. Green Audits are conducted regularly to assess the performance of the institution regarding green initiatives taken. Minimum use of plastic bags, tree plantation drives, workshops on Best out of Waste, carpooling, use of ceramics and steel utensils and promotion of 'Print little' are some initiatives taken. The wastes are disposed off after proper segregation. Vermi-composting is done to use Biodegradable Waste. E-waste and hazardous waste are also tackled effectively. Theme based Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions, mass pledges, field visits, awareness programs on social issues and camps on Blood Donation, interactive sessions and skits are organized on the regular basis to make the students sensitive to environment. There is Code of Conduct for faculty and students and they act as per the codes prescribed.

Among the best practices, the 'Teacher of the year Award' is the prominent one. This Award is 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. Another distinctive feature of the college is 'Legal Aid Clinic' that performs preventive, remedial, activist and reformatory functions successfully. Apart from that scholarships and incentives are given to economically weak students and brilliant students by Khalsa College Charitable Society Amritsar. Khalsa Global Reach Foundation is a U.S Based Charitable Organization, which has been working relentlessly to create an egalitarian society by providing financial assistance to the needy and deserving students from economically weaker section of the society.

Research and Outreach Activities

Higher education institutes promote the exchange of knowledge, research and innovations. They aim to nurture higher-order thinking and develop competencies like deep thinking, clear communication and focused resilience. Research is considered one of the thrust areas in Khalsa College of Education, G.T. Road, Amritsar. Khalsa College Charitable Society is taking several initiatives viz. Best Researcher Award, Publication incentives and Ph.D Increments. Every regular faculty member has to complete his/her Ph.D within a stipulated time. The college facilitates the professional growth of faculty members by providing them with library facilities, research promoting environment, generating and disseminating knowledge by FDPs, Short-term courses, Seminars, Workshops, duty and study leave for attending Pre-Ph.D Course-Work, funding for purchasing books, journals and research tools.

The College has undertaken 2 Minor Projects approved by the Government (MGNRE) and Non-Government Organization (Pahwa Enterprises). Moreover, the college has edited and published Four Books on various themes, published research papers, articles and chapters in reputed journals, conference proceedings and edited books. There are 69 publications in UGC-notified journals, 4 in Scopus Indexed Journals, 225 chapters in edited books, six subject-related books by faculty members.

A number of Outreach Activities are organized within and outside the institution. 51 Awards have been received by the Institution from Government Recognized Agencies during the last five years. The college has

signed MOUs with different national /international institutions, colleges, schools, Health Centres and Charitable societies etc. The college organizes various online programmes, faculty exchanges, student exchanges, research exchange programmes, seminars, workshops, and academic visits with these institutions.

The college has linkages with other colleges and schools of repute for internship and placement of the students. Faculty and students are members of various clubs, such as ShilpKala Club, Social Welfare Club, KnowledgeHub Club, and TechnoHub Club. Through clubs' activities, active members of the institution have created an ecosystem for innovation and encourage novel ideas by transferring knowledge from outer resources to teachers and from teachers to the other teachers of the college, then college teachers to students of the college and lastly, college students (Pre-Service and In-Service) to community .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KHALSA COLLEGE OF EDUCATION, G.T.ROAD
Address	Khalsa College of Education GT Road Gate NO. 2 Amritsar Punjab 143002
City	Amritsar
State	Punjab
Pin	143002
Website	www.kceasr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Khushvinder Kumar	0183-5015600	9814814477	-	kcegtroad@gmail.com
IQAC / CIQA coordinator	Nirmaljit Kaur	0183-5063600	9914744434	-	nirmaljit28@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Punjab	Guru Nanak Dev University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-03-2010	View Document
12B of UGC	03-03-2010	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	27-05-2015	100	Established Since Nineteen Fifty Four and Permanent Recognition

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Khalsa College of Education GT Road Gate NO. 2 Amritsar Punjab 143002	Urban	8.75	11737.71

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	B.Sc.B.Ed,Education,Education	48	Senior Secondary from recognized Boards	English,Hindi,Punjabi	50	23
UG	BEd,Education,Education	24	Graduation in any discipline and from recognized institution	English,Hindi,Punjabi	200	181
UG	B.A.BEd,Education,Education	48	Senior Secondary from recognized Boards	English,Hindi,Punjabi	50	44
PG	BEd MEd,Education,Education	36	Post Graduation in any discipline	English,Hindi,Punjabi	50	31
PG	MEd,Education,Education	24	Graduation in Education	English,Hindi,Punjabi	50	4
PG Diploma recognised by statutory authority including university	PGDCA,Education,Teacher Education	12	Graduation in any discipline and from recognized institution	English,Hindi,Punjabi	40	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				9			
Recruited	1	0	0	1	0	3	0	3	0	9	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				26			
Recruited	0	0	0	0	0	2	0	2	2	24	0	26
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	2	1	0	3
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	13	7	0	20
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	5	0	0	14	0	20
M.Phil.	0	0	0	0	3	0	0	1	0	4
PG	1	0	0	0	5	0	0	22	0	28
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	105	1	0	0	106
	Female	511	26	0	0	537
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	74	1	0	0	75
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	22	30	40
	Female	91	125	144	157
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	4	8	3
	Female	30	66	78	90
	Others	0	0	0	0
General	Male	35	45	51	52
	Female	403	431	445	414
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		574	693	756	756

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Khalsa College of Education GT Road Amritsar, is an institution that is fully committed to pioneering educational approaches while maintaining a rigorous adherence to the curriculum prescribed by Guru Nanak Dev University. The institution has implemented an interdisciplinary curriculum designed to nurture holistic academic growth among its students. This curriculum enables students to choose from a diverse range of teaching subjects, pedagogies, and other elective courses offered by the institution, allowing them to tailor their education to their interests and career goals. Khalsa College of Education provides teachers with interdisciplinary and multidisciplinary training that is in line with the</p>
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National Education Policy (NEP). This ensures that teacher trainees are adequately equipped to incorporate these innovative strategies into their forthcoming classrooms. It offers a variety of programs specifically designed to foster the holistic development of its students emphasizing a flexible tenure programme, in line with the NEP's emphasis on Multidisciplinary/ Interdisciplinary education: i. Programmes/Courses • 2-Year M.Ed. • 3-Year Integrated B.Ed./M.Ed. • 4-Year Integrated B.A./B.Sc. B.Ed. • 2-Year B.Ed. • PGDCA (T.E.) ii. Discipline and Flexibility: • Social Sciences, Sciences, Mathematics, Languages, Music, Dance, Arts, Folk Art, Theatre, and Sports are among the many academic disciplines offered in the four years integrated degree programme. The institution offers students to choose from a variety of undergraduate, graduate, and postgraduate courses, giving flexibility and a diverse range of learning experiences on and off campus. iii. Curricular Choices and Interdisciplinary Opportunities: • Students can choose from a variety of optional subjects, methodologies, and electives in the offered programmes viz. M.Ed., B.Ed.-M.Ed, B.Ed., BSc B.Ed., and BA B.Ed. all comply with the standards set by GNDU, Amritsar and approved by NCTE. For additional information, please visit <https://kceasr.org/time-table/>. In addition to their specialized fields, teacher trainees explore disciplines like Philosophy, Economics, History, Political Science, Sociology, and Psychology and this enriches their education through interdisciplinary learning, facilitated by skill-in-teaching programs and simulated teaching sessions. • During simulated teaching sessions (Micro & Macro), teacher trainees develop a variety of teaching skills. They learn not only from their subject areas but also by observing the techniques used by peers from different disciplines. This provides a rich opportunity for interdisciplinary learning. • In the Skill in Teaching programs, teachers from various disciplines have the chance to observe lessons from different teaching streams. This exposure allows them to enhance their own knowledge and teaching skills. iv. Additional Educational Features: • To accommodate a range of language preferences, students can select English, Hindi, or Punjabi as their medium of instruction, apart from the pedagogies of English, Hindi, and

	<p>Punjabi. • The curriculum integrates crucial social concerns by implementing programmes such as AIDS awareness, anti-stubble burning campaigns, talks on female foeticide, and environmental conservation. This approach aims to cultivate a socially responsible teaching community. • Many faculty members attended a 7-day NEP orientation and sensitization programme organized by MMTTC, Guru Nanak Dev University, Amritsar. The purpose of this training was to acquaint the teachers with the concepts of the NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The National Academic Depository (NAD) implemented by the Government of India in 2017 to guarantee the genuineness and safekeeping of academic credits. Our university has registered for the NAD gateway to securely keep students' academic records in accordance with government regulations. Every student enrolled at the college is registered for ABC and assigned a unique ABC ID. All students also have access to Digilocker, and their information is consistently updated on the GNDU portal. A Nodal Officer has been appointed to manage the implementation of ABC, ensuring compliance with NEP guidelines.</p>
<p>3. Skill development:</p>	<p>• Efforts are being made to equip teacher trainees with a diversified set of skills necessary to compete in the global economy. In addition to improving core teaching skills such as introducing lessons, asking effective questions, offering clear explanations, employing instructional aids, and setting behavioral goals, new competencies are being promoted. • To gain proficiency in the skill of teaching, the students are given exposure to theoretical and practical aspects of teaching skills through micro and macro teaching practice. • The opportunity to practice and improve micro-teaching abilities is provided to teacher trainees in a way that is in line with their pedagogical curriculum. They then engage in school internships in accordance with the syllabus, with the goal of achieving the highest level of professional growth. The acquired knowledge and competency is practiced by the students during the School Internship Programme through the following set of activities: 4 Discussion lessons Preparation of lesson plans (50 lesson plans for each subject) Performance during Internship: Use of Teaching aids, Use Innovations Techniques, Use of qualitative teaching aids, Use of</p>

innovation in the preparation of lesson plans w.r.t pedagogy and teaching aids, Checking of Answer Scripts, Formulation of School Timetable
Observation of at least 20 lessons (10 per subject) delivered by peer group and observation of 10 lessons delivered by senior teaches (5 in each school subject)
Maintenance of attendance register, admission register, result records, stock registers etc.
Organization of a Co-Curricular activity (at least one and submission of report) Reflective Journal Writing
Correction of home-work notebooks Construction, administration, and analysis of one achievement test on different objectives (eg. Bloom's taxonomy)
Action research on a child with deviant behavior: a case study • The focus of the institution is not only on providing theoretical knowledge but also on the development of the requisite skills/competencies among the students through EPC (Enhancing Professional Competencies) courses as prescribed in the curriculum. • The institution has introduced Six Value-Added Courses and Seven add-on courses in line with the National Education Policy (NEP) 2020. These courses aim to enhance the skills and knowledge of students beyond the traditional curriculum. For more details please visit <https://kceasr.org/value-added-courses/> and <https://kceasr.org/self-study-courses/>. • The institution's approach is in accordance with the skill development objectives outlined in India's National Education Policy (NEP) 2020. Here's a breakdown of how the programs contribute to skill development as envisioned by NEP 2020: i. Morning assemblies ii. Talent Hunt Programme iii. Celebration of National Days and Festivals iv. Extension Lectures v. Participation in community engagement activities, field visits, excursions, etc. to develop their observation and analytical thinking skills. vi. Literary Activities such as Group Discussions, Poetical Symposiums, Debates, Declamation, Role Play, Brainstorming Sessions, Situation analysis, Quiz Contest, etc. to develop critical thinking, divergent thinking, and expressive ability. vii. Fine Art Competitions viz. Poster making, Landscaping, Sketching, Collage Making, Clay Modelling, etc. viii. Hands-on experience like Tie and Dye, Best out of Waste, Interior Decoration, Cooking, etc. to nurture creativity and innovativeness. ix. Group and Individual Projects to develop leadership and

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>managerial skills.</p> <p>Through several strategic initiatives, our institution not only preserves India's intellectual traditions but also ensures their dynamic evolution and relevance in modern academic and societal contexts. Here are some of the initiatives we are proud to implement: i. The institution makes efforts to integrate knowledge from ancient India into the teaching-learning process by showing inspirational video documentaries/movies/Natak/plays based on the life of luminaries of India, both ancient and modern. ii. The institution also enriches its integration of the Indian Knowledge System through practical and immersive experiences such as Visits to Monuments, Historical Sites, and religious places. iii. The Sikh Research Centre, established by the Khalsa College Charitable Society, proudly serves both the general public and the academic community. This center is not only a valuable resource for researchers and historians but also actively supports the educational missions of sister institutions. The five museums (galleries) at the center display an extensive collection of artifacts, books, manuscripts, and paintings related to Sikh religion, philosophy, culture, politics, and Punjab's history. iv. Our institution arranges a range of cultural exchange programmes under the direction of the Internal Quality Assurance Cell (IQAC) to support teacher trainees' assimilation of Indian knowledge and values. Celebrations of important occasions like Yoga Day, meditation classes, morality lectures, assemblies, and other events centered around Indian culture are all part of these programmes. v. Our teacher trainees have consistently demonstrated their cultural aptitude by participating in youth festivals organized by GNDU, achieving runner-up trophies in the past few years. vi. Our institution promotes ethical values among students by encouraging participation in religious programs and competitions, organized under the stewardship of the Khalsa College Charitable Society. Our institution actively engages in cultural and religious festivities by participating annually in the Guru Nanak Jayanti procession. This event is organized by the Khalsa College Charitable Society, marking our commitment to celebrating this significant occasion. vii. Our institution integrates ancient Indian customs into our academic routine by</p>
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	<p>conducting Ardas Diwas (Prayers) at the start of each session and before final examinations. This practice reflects our deep commitment to the Indian knowledge system, providing spiritual support and fostering a sense of community among teacher trainees and faculty members. viii. We encourage students to undertake research projects focused on the ideologies of eminent Indian thinkers, fostering a deeper understanding of their contributions to philosophy, culture, and society. These projects span various topics and include studies on the educational philosophies of important figures like Swami Dayanand, Dr. Zakir Husain, Dr. Radhakrishnan, Mahatma Gandhi, and concepts like peace education, value-oriented education, and the use of yoga and Vedic mathematics in educational settings. For details on research projects undertaken, please visit: https://kceasr.org/project-based-on-indian-knowledge-system/ ix. Students are provided with a wealth of opportunities to immerse themselves in the Indian knowledge system through a diverse range of linguistic and creative activities. They can showcase their talents in essay writing, oratory, poetry, and creative writing across various Indian languages.</p>
5. Focus on Outcome based education (OBE):	<p>Khalsa College of Education meticulously crafts its academic and co-academic calendar with an emphasis on Outcome-Based Education (OBE) as per NEP 2020 guidelines. The curriculum design centers around the desired Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each offered program. The institution strives to cultivate teachers who possess both professional expertise and empathy by establishing clear-cut Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in accordance with its educational goals. For more details please visit: https://kceasr.org/programme-learning-outcomes-course-learning-outcomes/. For the assessment and recording of progressive performance of students in the professional and personal attributes, the following mechanism is adopted by the concerned teachers as well as by the college authorities. ? Compulsory attendance (as per the norms of GNDU/NCTE) ? Continuous and comprehensive evaluation is done and students' marks are recorded which helps to predict their academic progress. ? Class tests, mid-semester tests, and sessional work files which include</p>

	<p>practicals, assignments, projects, and preparation of reports of various activities are evaluated on time and proper feedback is given to the students. ? Based on the result analysis, special classes, and tests are conducted Apart from this, effective realization of learning outcomes is ensured based on interaction and performance of students in several activities through observations such as : ? Participation in various curricular and co-curricular activities such as debate, elocution, essay writing competition, quiz, drama, skit, dances etc. ? Participation in various classroom activities such as group discussions, seminars, quizzes, peer tutoring etc. ? Participation in various activities such as organizing morning assemblies and college-level functions, celebration of important days and festivals, NSS camps, tree plantation campaigns, awareness drives etc. ? Participation in community engagement activities such as visits to Red Cross, Orphanage, Pingalwara, Museum, Rural Area Schools, Visit to Slum Areas and old age homes etc.</p>
6. Distance education/online education:	<p>1. The institution boasts a professionally equipped recording studio dedicated to producing high-quality lectures. We also maintain our own YouTube channel, 'Khalsa College Governing Council - KCGC TV, accessible at KCGC TV YouTube Channel via link https://www.youtube.com/channel/UC1PFpj8Md3CWrrsqfZFD-tg/. This channel serves as a digital repository where teacher trainees can find a wide array of online lectures covering various subjects and topics. For more details, visit https://kceasr.org/e-lectures-videos/. 2. The institution has its own YouTube channel, which provides opportunities for students and faculty to showcase various activities, share educational content, and feature events. The link to the channel is https://youtube.com/@KCEGTROADAMRITSAR?si=ih9Sf9UCAkaTQNwW. 3. The faculty members have participated in numerous Online Orientation Courses (OC) Refresher Courses (RC) and FDPs continually enhancing their skills in utilizing online teaching platforms. 4. The institution arranges orientation sessions for students of different courses through a blended mode, following the scheduled orientation plan. 5. The institution facilitates communication with students through various online social media platforms. We use channels such as WhatsApp, Telegram, and email to</p>

	<p>ensure timely and effective communication with our teacher trainees. 6. Access to the E-library and NList is provided to teachers, enhancing their resources for research and teaching. 7. Google Classrooms and other platforms are utilized for sharing educational resources, alongside the Khalsa College Charitable Society e-Learning System via https://kccsstudents.in/ to streamline and enhance the learning experience. 8. Over the past three years, Our faculty member Dr. Deepika Kohli has developed three self-paced MOOCs OER courses under the OE4BW UNESCO Chair. These courses include: (i) Innovative Pedagogical Strategies for Gifted and Slow Learners in 2021 (ii) Creativity in School Education in 2022 (iii) Digital Detox to Avoid Digital Fatigue and Create Mindfulness in 2023. These offerings reflect our commitment to advancing educational methodologies and promoting well-being among learners. Our students, faculty, and both national and international students attended these courses. For more details, please visit https://kceasr.org/mooc/.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, as per the orders of Election Commission of India vide letter No. 491/ECI/LET/SVEEP-I/EL/ELC/2017 dated 3/11/2017 and Chief Election Commission, Punjab Chandigarh, vide letter No. elction-2017/Sweep-9453, dated 15/11/2017, and order of Office of the District Election Officer-cum-Deputy Commissioner, Amritsar, Electoral Literacy Club (ELC) was established in the college during the year November 2017 and working actively till date and participating actively to educate the voter.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>i. Dr. Gurjit Kaur has been serving as the nodal officer of the Electoral Literacy Club since 2017. ii. In the academic year 2017-18, Preetika from B.Ed. semester 3 with roll no.16154 was appointed as the campus ambassador. iii. For the academic year 2018-19, Ishtpreet Singh of B.Ed. semester 4, roll no.17039, and Jaspreet Singh from B.Ed. M.Ed. integrated semester 4, roll no.18418, were appointed as campus ambassadors. iv. In 2019-2020, Jaspreet Singh and Ruhipreet Kaur, both from B.Ed. M.Ed.</p>

	<p>semester 5 with college roll no.18418 and 18450 respectively, were appointed as campus ambassadors. v. For the academic years 2020-2022, Naginderpal Singh of B.Ed. M.Ed. integrated course with college roll no.20405 and Sukhmanpreet Singh of B.Ed. M.Ed. integrated course with college roll no.40434 were appointed as campus ambassadors. vi. Mehakdeep Kaur from B.Ed. M.Ed. Semester 2 and Nishan Singh BA B.Ed sem 1 integrated course with college roll no.22429 has been appointed as the campus ambassador for the academic year 2022-present date.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club at our college plays a pivotal role in fostering a culture of active citizenship and democratic participation. The institution actively engages in voter registration efforts, not only among students but also within the communities they belong to, ensuring that a broader segment of society is empowered to exercise their right to vote. Our club organizes comprehensive voter awareness campaigns, utilizing various mediums to educate individuals about the electoral process, their rights and responsibilities as voters, and the significance of their participation in shaping the future of our democracy. Moreover, we are committed to promoting ethical voting practices, advocating against coercion and corruption, and advocating for a level playing field in elections. Additionally, recognizing the importance of inclusive participation, we focus on breaking down barriers that hinder the engagement of underprivileged sections of society, such as transgender individuals, disabled persons, and senior citizens, in the electoral process. Through these concerted efforts, our Electoral Literacy Club strives to empower every individual to become an informed and active participant in the democratic process, thus strengthening the foundations of our democracy. The following are activities organized under the Electoral Literacy Club: S.No. Date Event 1. 26.4.2019 Awareness Regarding NVSP – Form No. 6, 8 by Campus Ambassador Jaspreet Singh 2. 3.11.2020 Awareness regarding registration of new voters by Ruhipreet Kaur 3. 11.11.2020 Training of Campus Ambassadors for SVEEP activities (online mode) 4. 23.11.2020 Participation of students in quiz competition organised by office DEO Amritsar (Online) 5. 2.3.2021 Participation of campus</p>

	<p>ambassadors in online training on SVEEP activities</p> <p>6. 9.6.2021 Orientation of students regarding ELC and appointing campus ambassadors Naginderpal Singh and Sukhmanpreet Singh</p> <p>7. 18.6.2021 Content creation by campus ambassadors to create awareness regarding the registration of new voters</p> <p>8. 27.6.2021 Organization of quiz on the electoral process by campus ambassador Naginderpal Singh</p> <p>9. 5.6.2022 Celebration of World Environment Day by members of ELC and plantation drive</p> <p>10. 9.11.2022 Naginderpal Singh Participated in cycle rally</p> <p>11. 24.11.2022 Rally on election awareness and right to vote by ELC members</p> <p>12. 25.1.2023 Celebration of National Voters Day</p> <p>13. 14.8.2023 Celebration of Independence Day at Central Khalsa orphanage by campus ambassador Mehakdeep Kaur</p> <p>14. 20.11.2023 Mass downloading of the voter helpline by campus ambassadors Mehakdeep Kaur and Nishan Singh</p> <p>15. 11.12.2023 Documentary on the importance of voting shown to the students by campus ambassadors Mehakdeep Kaur and Nishan Singh</p> <p>16. 25.1.2024 Celebration of National Voter's Day by Campus Ambassador Mehakdeep Kaur</p> <p>17. 23.3.2024 Awareness regarding the Voter helpline app by Campus Ambassadors Mehakdeep Kaur and Nishan Singh</p> <p>18. 6.4.2024 Bike rally organised by Campus ambassadors Mehakdeep Kaur and Nishan Singh</p> <p>19. 6.4.2024 Meeting cum Workshop for Nodal Officer Universities and colleges, campus ambassadors, and female campus ambassadors organized by Nodal Officer SVEEP chaired by AERO S. Balraj Singh, AC- 016, Amritsar West.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club at our college is dedicated to promoting democratic values and encouraging active participation in the electoral process through a wide range of initiatives. From organizing awareness drives, bike rallies, and cycle rallies to facilitating mass downloading of the Voter Helpline app and conducting voter registration camps, the club employs diverse strategies to engage students and the wider community. Additionally, the club hosts slogan writing, essay writing, and poster-making competitions, as well as short film competitions to encourage creative expression and raise awareness about electoral issues. Quiz competitions and declamation contests are organized to test participants' knowledge and foster a deeper</p>

	<p>understanding of voting concepts. The club also conducts online training sessions for campus ambassadors to further expand its reach and impact. Every year, the club celebrates National Voters Day with enthusiasm, organizing special events and activities to commemorate the occasion. Additionally, the club actively participates in meetings and sweep activities to mobilize support and ensure the effective implementation of its initiatives. Independence Day is celebrated at the Central Khalsa Orphanage as part of the club's efforts to promote civic engagement and inclusivity in the electoral process. Through these multifaceted endeavors, the Electoral Literacy Club strives to empower individuals with the knowledge and skills needed to become active and responsible participants in democracy. Amandeep Kaur conducted her M.Ed level research on "Political Awareness among Senior Secondary School Students: Relationship with Academic Achievement and Socio-economic Factors" at Khalsa College of Education, G.T. Road, Amritsar, supervised by Dr. Gurjit Kaur (2018-2021).</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club ensures that students above 18 years of age who are yet to be enrolled as voters are made aware of the importance of their participation in the electoral process. Through various initiatives, the club educates students about the voter registration process, including the utilization of the Voter Helpline app, and assists in facilitating their registration. By guiding students through the registration process, the club helps them obtain their voter IDs, empowering them to exercise their democratic rights. Furthermore, the club motivates students to actively participate in elections and cast their votes while emphasizing the principles of ethical voting. This holistic approach not only encourages students to become responsible voters but also fosters a culture of civic engagement and democratic values within the college community.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
756	756	693	574	471
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
440	440	440	440	440
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
211	211	220	220	220
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
249	227	190	186	186
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
247	227	190	183	185
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
312	344	334	323	285
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
37	34	32	30	33
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
43	43	43	43	43
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
11944129	11096569	12534560	7217200	9190444
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 55

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The College Curriculum Development Cell plans, reviews, revises and adapts the curriculum in accordance with the Program Learning Outcomes and Course Learning Outcomes designed by the affiliating university as well as the vision and mission of the college.

- *Curriculum Development Cell of the college prepares Annual Academic and Co-academic calendar for execution of the prescribed curriculum (curricular and co-curricular activities) as well as value-added courses/self-study courses to be covered in each semester. (<https://kceasr.org/calender/>)*
- *The Academic and Co-academic calendar are prepared after analyzing feedback received from various stakeholders.*
- *Class-wise/Teacher-wise timetable/Unit Plan is prepared semester-wise for all programmes.*
- *Autonomy is given to teachers to suggest new value added/self-study courses keeping in view the local needs as well as the trends of the global market.*
- *Teacher Orientation and Student Induction Programmes are planned to acquaint both teachers and students with PLOs and CLOs of all programmes offered by the college.*

Reviewing of the Curriculum:

- *Meetings are organized by the College Curriculum Development Cell where the opinions of stakeholders regarding the curriculum are sought which are put up in the meetings of Board of Studies and Faculty of Education, GNDU, Amritsar. (Refer 1.1.1 A)*
- *The College Curriculum Development Cell regularly conducts meetings with the faculty members for seeking requirements for the updation of library/laboratories and e-resources.*
- *The result analysis of previous year is conducted to review the effectiveness of the curriculum transaction.*
- *Review of the number of students enrolled and completed value-added and self-study courses.*

Revision of the Curriculum:

- *The faculty members represent the college in the meetings of Boards of Studies and Faculty of Education of GNDU, Amritsar for planning, reviewing and revision of curriculum. The faculty members of the college who have been nominated as members of Board of Studies GNDU, Amritsar for the session 2022-24 are Dr. Maninder Kaur- UG, Dr. Suman Saggi-PG and for the Faculty of Education GNDU, Amritsar is Dr. Baljit Kaur (<https://kceasr.org/bos-members/>).*

- *Organization of Workshops/Seminars/FDPs/Extension lectures by the College is also a part of planning, reviewing and revising curriculum, thus, providing an opportunity to the students and teachers to get acquainted with the latest developments in the field of teacher education.*
- *The insights of the Faculty members developed after attending orientation/refresher/short-term courses are taken into consideration while revising the curriculum.*

Adapting to Local Context:

- *The execution of curricular and co-curricular activities is done as per the identified needs of diverse student population at local and global level.*
- *The students are provided opportunities to participate in the Youth Festivals organized by GNDU, Amritsar as well as Khalsa Colleges with a view to preserve, promote and transmit the rich culture of Punjab.*
- *School Internship Programmes are organized to familiarize the students with the functioning of various school boards.*
- *Field Engagement Programmes are planned to acquaint the students with various societal issues.*
- *Facility of coaching classes for various competitive examination viz. CTET, PTET, UGC-NET is provided by the colleges.*

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

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**

3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 3.2**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	2	2	2

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 81.75**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
747	434	507	501	468

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 40.95

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
507	410	213	14	187

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

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

Response:

1. A fundamental or coherent understanding of the field of teacher education

a) The academic session of the college begins with Student Induction/Orientation Programme in which the students are made aware of:

- ***Rules & regulations, resources and Tutorial groups of the college***
- ***Programme and Course Learning Outcomes of varied teacher education programmes Internship Programme and Field Engagement Programme***
- ***Value Added Courses and Self Study Courses***
- ***Youth Festivals***

b) Workshops/Seminars/Extension Lectures are organized by the college to provide knowledge and inculcate requisite skills, values and attitudes related to various learning areas

2. Procedural knowledge that creates teachers for different levels of School Education Skills that are specific to one's chosen specialization:

a) The institution ensures to develop multiplicity of skills through participation of students in following activities:

- *Micro and Macro skills, Model lessons, Simulated teaching sessions*
- *Pre-Internship and Internship Programme followed by composite discussion lessons.*
- *Training for preparation of teaching aids*
- *Field Engagement Programmes*
- *Training in the use of evaluation tools viz. Preparation of Achievement Tests, Diagnostic Test etc.*

b) Besides this, Value Added Courses and Self Study Courses equip the students with requisite skills as per the requirements of the school.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

The institution provides ample opportunities to the students to extrapolate from what they have learnt and apply the acquired competencies to new situations in following ways:

- *Skill-in-Teaching Programme*
- *Field Engagement Programme*
- *NSS Camps*
- *Sports Day*
- *Classroom Seminars/Sessional Work/Group Discussions/Club Activities*
- *Conducting Action Research, Case Study, diagnostic test, Critical Analysis of Curriculum etc.*
- *Preparation of different types of lesson plans viz. ICT based, Value based, Model based Lesson Plans etc.*
- *Maintenance of records and registers*
- *Research Work including Synopsis and Dissertation (M.Ed and B.Ed-M.Ed. Integrated)*
- *Organization of co-curricular activities*

4. Skills/competencies such as emotional intelligence, critical thinking, negotiation and communication skills etc.

The focus of the institution is not only on providing theoretical knowledge, but also on the development of the requisite skills/competencies among the students through EPC as prescribed in the curriculum.

- *Emotional intelligence is developed among the students by:*
 - *teaching various subjects such as Understanding the Learner, Psychology, Life Skill Education*
 - *celebration of important days*
 - *organising workshops/seminars/extension lectures*
 - *visit to Blind Schools/Orphanage schools/adopted village*
- *Critical thinking is enhanced in the students by training them to:*
 - *conduct brainstorming sessions in the classroom*
 - *participate in debate and declamation contests*
 - *write different types of lesson plans*
 - *critically analyse educational policies and practices adopted by different boards of Education.*

- *Negotiation, communication and collaboration skills etc. are developed among the students through:*
- *participation of the students in various curricular and co-curricular activities*
- *peer tutoring and group projects*
- *celebration of important days and events*
- *sports meet, youth festivals*
- *team teaching, classroom seminars, project work, surveys and NSS Camps*
- *training in soft skills, resume writing, mock interviews*

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

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of School System:

The students of all the teacher education programmes running in the institution are acquainted with the diversities in the school system in India by providing theoretical as well as practical knowledge through compulsory papers like Foundations Of Curriculum Development at B.A/B.Sc-B.Ed and B.Ed level, Curriculum Development at B.Ed Level.

Functioning of Various Boards of School Education and Functional Differences Among Them:

The students are acquainted with the functioning of various boards of school education by providing theoretical and practical knowledge during the pre-internship program. During Internship programme, the schools affiliated to different boards are allotted to the students. During Field Engagement Programme, the students are asked to closely observe the schools and prepare a detailed report on admission policy, infrastructure facilities, evaluation policy, pedagogical practices, co-curricular activities, critical analysis of the curriculum etc of the schools allotted to them. Students of PG level are also familiarized with diversities in school system through dissertations.

Assessment Systems:

The methodology paper 'Assessment For Learning' caters to the various forms of assessment viz. formative assessment, summative assessment, continuous and comprehensive evaluation, classroom tests, the preparation of Cumulative Record Card etc. The students are given training for the use of various tools of assessment like rating scales, questionnaire, check lists, intelligence tests etc. under the sessional work of different subjects.

Norms and Standards:

The institution familiarizes students with diversities in the norms and standards for various school boards through core subject of M.Ed. Semester I i.e. PAPER-IV A a) Institutions, Systems and Structures at Elementary/Secondary and Senior Secondary school stage level in which the students are acquainted with the structure, functions, norms and conditions for affiliation to different boards viz. CBSE, PSEB and NIOS. Extension lectures organized in the college on the education system prevalent in India as well as abroad make the students understand the working of educational bodies at national and international level.

State Wise Variations:

The students are apprised with a multicultural learning environment, which makes it the ideal setting for increasing their cultural awareness and fostering their understanding and appreciation of those who come from different socio-economic and ethnic backgrounds. The students of the college belonging to different states are given opportunities to interact with their peers in order to acquaint them with the transaction of curriculum of their state boards. The college has signed MoUs with institutions from other states and regularly organizes various programs in collaboration with them in order to familiarize students with diverse culture, curriculum, norms and practices prevalent in their respective states

An International and Comparative Perspective:

The students are acquainted with the global perspective by providing exposure to different cultures, languages, school system and evaluation patterns, thus broadening their academic experience. The ideologies and approaches of the Indian and Western thinkers are included in the syllabus of Education and Development, Philosophy of Education, Understanding the Learner and Learning Environment to acquaint the student teachers with the foundations, functions and forms of different boards of national and international level.

In-house transaction of curriculum intentionally permeates the students to the local background realities to study different types of schools, learning styles and the diversified requirements of the State. The student teachers are familiarized with the emerging issues through dissertations, action research and case studies.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Since inception of the institution in 1954, the vision, mission and objectives have been designed to provide holistic education to the student teachers. The institution not only ensures imparting knowledge to the students but also equips them with necessary pedagogy skills before they go for the school internship programme. At the beginning of the academic session, the college prepares an Academic and Co-academic Calendar comprising of curricular and co-curricular activities. In the light of the academic and co-academic calendar, efforts are made by the college to organize various activities throughout the year, thus preparing the students for the professional field. The core subjects, electives/optional, pedagogy subjects and EPCs are taught to support interconnectedness of curriculum for improving professional competencies among the students. During simulated teaching (Micro and Macro), the students learn different skills of teaching not only through their own pedagogical subjects, but also from the performance of peers of other pedagogies. During school internship programme the students of different disciplines get an opportunity to observe the lessons of different pedagogical streams, which help them to enrich their own knowledge and skills. Besides developing the core pedagogical skills, other skills like use of reference material, library, systematic report writing, maintaining attendance register, stock register are also developed among the students. Under the guidance of the teachers, an awareness is created by the students among the masses regarding crucial social issues viz. Aids awareness, Stubble burning etc. Further, peer tutoring, cooperative learning approach and experiential learning are used to embed students with values like cooperation, responsibility, sharing, sympathy and respect towards society at large.

The interconnectedness of various learning engagements is reflected in the following performing and reflective activities organized by the institution:

1. Extension and Cultural activities through participation of students in

- *seminars, extension lectures and workshops*
- *activities for sustainable development of environment*
- *community engagement programmes under the aegis of NSS and Red Ribbon Club*
- *cultural programmes*
- *activities related to preservation and transmission of culture*

2. Professional Skills by enabling students to

- *design innovative lesson plans*
- *integrate innovative techniques viz. puzzles, stories, art and games etc. in teaching-learning process*
- *undertake research*
- *access, use and develop offline/online content on education*

3. Value-based Education through participation of students in

- *Self-Study Courses (Naitik Sikhya, Dharmik Parikhya, MOOCs, Calligraphy, Preparation of Audio-Visual Aids)*
- *Value-Added-Courses (Integrating ICT skills in Education, Life Skills, Integrated Health Care, and Personality Development, Art and Craft, Programming in C, Music and Yoga for Human Excellence)*
- *Religious activities organized by the college as well as under the stewardship of Khalsa College Governing Council*

4. Preparedness for Job by organising workshops on developing personality and professional skills, which include the following activities:

- *Resume Writing and Report writing*
- *Conducting Mock Interviews*
- *Preparing students for competitive exams like UGC-NET(Edu)/PTET/CTET etc.*

The functionalities of the above-mentioned activities extend well beyond the curriculum prescribed by the affiliating university, thus enabling the students to become ready for professional field.

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

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 72.64

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

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 27.87

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
83	94	59	42	21

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.69

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	27	5	7	9

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

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..

Response:

Assessment process is in place at entry level to identify different learning needs of the students and their level of readiness to undergo professional education programme. The systematic procedure adopted for the same is elaborated under different heads as follows:

ASSESSMENT AT ENTRY LEVEL

- *Help Desk*
- *Orientation Programme*
- *Tutorials*
- *Talent Hunt Programme*
- *Entry Level Test*

Help Desk:

For the assistance of students, a help desk has been 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 and guide them accordingly.

Orientation Programme:

The institution organises orientation programme at the commencement of the new session. During the orientation programme students are familiarized with the rules and regulations of the institute, course of study, mode of internal assessment, curricular and co-curricular activities, selection of the optional subjects etc.

Tutorials:

During the first week tutorials are conducted by the teachers and during these tutorial

sessions students are asked to introduce themselves so that their language and communication skills can be assessed. During the ice breaking sessions group discussions are held in order to assess their social behaviour, thinking and observational skills and creation of conducive environment for further learning.

Entry Level Test:

Entry level test is administered before initiating the teaching programme so that teachers can assess the level of knowledge and understanding of students in their respective methodology subjects.

Talent Hunt Programme:

A talent hunt programme is organized by the college to identify the endowments and potentialities of the students and further opportunities in the form of participation in various co-curricular activities are provided to groom their talents.

ACADEMIC SUPPORT PROVIDED

- *The different learning needs of the students which after being identified at the entry level are*

given due consideration during the actual teaching. Appropriate learning exposures and proper academic support is provided to them by adopting multiple approach to teaching learning. The strengths and weaknesses of the students which are identified during orientation and tutorials are further redressed by providing opportunities for developing competencies and skills in different areas through specially designed activities.

- *Focus groups are formed on the basis of Entry Level Test and special measures are taken to addresses their weaknesses and enhance their strengths. Special activities, remedial classes, enrichment programmes and tasks are planned according to their capabilities viz. enrolment in value added courses, self-study courses and MOOCs etc.*

ASSESSMENT DURING THE SESSION

The assessment is done through the following activities:

- *Assignments to assess note making, compiling and editing skills*
- *Class test, unit test, mid semester test, practical and viva-voce to assess their achievement in various subjects*
- *Peer observation, field visits, participation in various co-curricular activities to assess their observational skills*
- *Organising classroom competitions and workshops to assess communication skills, drawing skills, performing arts and computer literacy skills*
- *Punctuality and regularity and over all discipline is assessed through observation*

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**

6. Assistive Devices and Adaptive Structures (for the differently abled)**7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20.43

2.2.4.1 Number of mentors in the Institution

Response: 37

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

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

Response:

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 routine classroom teaching, teachers utilize experiential learning, blended learning, use of e-resources like you tube videos, e-lectures, teachers recorded lectures on KCGC (LMS), MOOCs, 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. In all the courses, students are encouraged to make power point presentations, individually or in collaboration with peers to promote self-learning. Many students are engaged in developing e-content like creation of blogs and website, uploading content on various e-platforms etc. The college organises extension lectures, quiz competitions, workshops, seminars and other curricular and co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks. 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.

The varied modes of teaching - learning adopted are:

EXPERIENTIAL LEARNING:

The main objective of this approach is to sensitize the students regarding new experimental learning techniques. The teachers taking like Social Sciences, Physical Sciences, Life Sciences, Geography, Mathematics, Psychology, Economics and Computer are employing this approach to make teaching learning more effective.

PARTICIPATORY LEARNING:

This is one of the best learner-centered approaches being used in the college. Students actively

participate in various activities such as classroom seminars, group discussions, debates, quiz, role-playing, field visits, laboratory experiments etc.

PROBLEM-SOLVING METHOD:

The faculty members use problem-solving method in order to inculcate creativity, critical thinking, reasoning abilities, logical thinking, decision-making ability, analytical reasoning and scientific outlook among the students.

SEMINARS AND GROUP DISCUSSIONS:

The students present seminars on different topics. It is compulsory for the students to use technology while presenting their seminars. Through seminars students are able to develop communication and conference skills. It also helps to enhance their participative and interactive skills. Group discussions are also conducted in order to develop critical and analytical thinking skills among the students.

PROJECTS:

Projects are undertaken by the students individually as well as in groups thus enhancing their skill to work in team as well as individually and gain in depth knowledge on any topic.

ONLINE LEARNING AND INTEGRATION OF ICT:

All the faculty members are encouraged to integrate their knowledge of ICT in actual teaching situations to optimize the learning experiences through use of e-resources like you tube videos, e-lectures, teachers recorded lectures on KCGC (LMS), MOOCs etc. Various ICT tools like smart boards, projectors, social media sites and educational apps are essential part of the teaching learning process.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 94.58

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
36	33	31	29	28

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 756

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

2.3.4

ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship

- 4. Out of class room activities
- 5. Biomechanical and Kinesiological activities
- 6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

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 made by the teachers to help the students on academic, professional and personal fronts. The description of the various mentoring efforts is given in following paragraphs:

- **Working in Teams:**

The college organizes field visits and excursions for the students in order to promote participative and group learning. Students are made to work on projects like case study, computer project and community surveys etc. during their course of study which helps in promoting group dynamics and is required for a healthy relationship among team member.

- **Dealing with Student Diversity:**

The faculty members identify, reflect and engage with diverse learners in order to cater to their diverse needs. Tutorials are taken by the teachers to help the students to overcome their difficulties and problems if any. Theoretical orientation on managing diverse learning needs of children is given to the student teachers. Various activities like field trips to special institutions, preparation of case studies and organizing extension lectures helps the students to understand the psychological needs of the special children.

- **Conduct of Self with Colleagues and Authorities:**

There are different committees and cells in the college. Student members are assigned various tasks in groups during the committee meetings so that they can learn how to behave and work in teams and with peers. They are made aware of the code of conduct, professional ethics and certain other qualities such as soft skills, body language, team spirit, co-operative and management skills which affect their decision making and guide them to discharge their duty towards students, parents, colleagues and community.

- ***Balancing Home and Work Stress:***

Number of activities are organized in the college in which students are encouraged to participate actively. These activities pave the way for the students to show their hidden talent and express themselves freely, they resort to role playing, enact a scene and show ways of resolving conflicts which ultimately help them in releasing their work and study related stress. There is provision in the syllabus in the form of course subjects which equip the students with the knowledge and strategies to deal with the various kinds of behavioral problems. Moreover, seminars and extension lectures are also organized on related to stress management.

- ***Keeping Oneself Abreast with Recent Developments:***

The faculty members of the institution make a lot of efforts to keep pace with the recent developments in education and life through participation in orientation courses, refresher courses, induction programmes, workshops, seminars etc. Teachers in turn motivate their mentees to present various seminars and take part in various debates, declamations and symposiums. College organizes various seminars, extension lectures and workshops to acquaint the students with current updates in the areas of knowledge, technology and evaluation. During morning assembly, a session on briefing with emerging issues, news updates and reading, reflection on educational innovations is included.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**

5. Use of media for various aspects of education**6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The institution provides such an environment to the student teachers where not only the academic growth of the student teacher becomes feasible but also their intellectual, moral and social growth is enhanced by nurturing creativity and innovativeness, inculcating life skills and fostering empathy among them. For this purpose, a number of activities like morning assemblies, talent hunt programme, celebration of national days and festivals, participation in community engagement activities, field visits, excursions etc. throughout the session are organized.

The description of such two cases is as follows:

Case I: Morning Assembly:

Organisation of morning assembly is a regular feature of the college. All students are divided into six houses. It is duty of one of the houses to organise conceptualised, meticulously planned and efficiently executed morning assemblies on every Saturday based on some theme. Morning assembly is the best platform in building a culture of effective communication and team work which helps in developing different skills among the students such as:

Creativity and Innovativeness:

Students act as an anchor, actor, script writer, choreographer and showcase their organizational skills

in an extraordinary way through:

- *Showcasing the value of health over money through choreography or importance of clean green environment through PowerPoint presentations etc.*

Intellectual and Thinking Skills:

Students enhance their intellectual and thinking skills through:

- *Organizing and articulating their thoughts in the form of speeches, debates, declamations, thought-provoking quotes and poem recitation etc*

Empathy:

Morning assembly organized on social and economic issues in which they highlight the plight of the victims of some evil practices tend to fill the heart of students with the milk of humanity thus helping them to embrace empathy.

Life Skills:

Students work in tandem with each other which develops 21st century life skills among them while selecting theme and executing at various stages developing interpersonal and Intrapersonal skills while interacting with each other

Case II: Performing Art:

The college organize workshops and inter house competitions on calligraphy, poster making, slogan writing, poem recitation, singing, landscapes, clay modeling, preparation of teaching aids, lesson planning based on art integration etc. through which students get opportunities to develop:

Creativity and Innovativeness:

Students communicate their emotions and ideas and express their thoughts more creatively through

- *Activities such as Poster making, Landscaping, Sketching, Collage Making, Clay Modelling, Rangoli, Mehndi etc.*
- *Hands on experience like Tie and Dye, Best out of Waste, Interior Decoration, Cooking etc.*

Intellectual and Thinking skills:

The student teachers are encouraged to integrate Art and music to teach their micro lessons as well as composite lessons which not only enhances their knowledge but also fine tune their mental abilities.

Empathy:

Preparation of charts, writing slogans or quotes on social or moral issues, developing story-based charts, collage, posters not only develop values of altruism, co-operation, truthfulness, neatness, humbleness, sense of appreciation for others but also make sensitive to the problems of others thus

helping the students to embrace empathy.

Life Skills:

Integration of performing arts in teaching leads to holistic way of learning and develop life skills viz. Problem solving, decision making, interpersonal skills etc.

NOTE: Detailed description is given under Documentary Evidence

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

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

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

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**

4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**

4. Identifying and selecting/ developing online learning resources**5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**

2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college organizes capacity building programme in the form of Pre-Internship workshop in which detailed instructions are given to the student teachers regarding various tasks to be undertaken during the internship period. The faculty meticulously conducts intensive sessions of micro-teaching, composite model lessons and practice lessons. After equipping the students with requisite skills and competencies during pre-internship period they are sent to different schools for learning the art of teaching in actual class-room. Thus, the institution follows a systematic approach for internship programme which is as follows:

1.(A) Identification of practising schools keeping in mind their

1. Location
2. Type of school
3. Availability of basic infrastructural facilities

(B) Allotment of schools

B.Ed. Course (2 Years)

The allotment of schools is done by the office of District Education, Punjab Government. At institution level, data sheet is prepared which includes student's basic information like qualification, teaching subjects, station choice, contact number and e-mail and the same list is forwarded to the D.E.O and further allotment of schools is done at their level.

B.Ed. M.Ed.& B.A./B.Sc. B.Ed.

a) Accommodating capacity of school

b) Subject wise requirement of school

c) Medium of instruction of pupil teacher

d) Subject combination of pupil teacher

2. Orientation to School Principal/ Teachers

Orientation cum consultation meetings is held with the school principals and teachers where they are acquainted with the whole internship programme and its requirements.

3. Orientation to the Students

The college organizes capacity building programme in the form of Pre-Internship workshop in which detailed instructions are given to the student teachers regarding:

- 1. Objectives and duration of the Internship*
- 2. Number of the lessons to be delivered*
- 3. Type of duties to be performed*
- 4. Maintenance of school records and registers*
- 5. Co-curricular activities to be organized*
- 6. Type of behaviour to be exhibited*

4. Role of teachers of the institution

For B.Ed.M.Ed.:

The supervisors are responsible for monitoring the work of students and the file work is checked by them from time to time and necessary feedback is given for further improvement based on the feedback.

For B.Ed:

The allotment of schools is done by the office of District Education, so in person supervision is not feasible however supervisors are allotted by the institution at its own level for regular monitoring (offline and online) of the students' performance.

5. Assessment of student performance

The performance of the students is duly observed by the supervisor, school teachers and the peer group. The remarks are not recorded in a ritual manner rather they are suggestive in nature for the further polishing of teaching skills of the student teachers. The student teachers are also made to write observations regarding teaching performance of their peers in their lesson plan note books as per the proforma developed by the faculty.

6. Exposure to variety of school set ups

The students are sent to the selected schools to observe the complete set up of the school before their

actual internship programme and take up the following activities:

- *Interaction with the principal and teachers of school*
- *Visit to library, laboratories, playground etc.*
- *Observing the schedule of school*
- *Interaction with students and analyzing their problems*

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

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.32

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 75

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**

- 7. Organizing academic and cultural events
- 8. Maintaining documents
- 9. Administrative responsibilities- experience/exposure
- 10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Student Internship in schools is a mandatory part of teacher education programme that provides a formal environment to student teachers to enhance their teaching skills. During the entire internship duration institution adopts effective monitoring mechanism to ensure optimal output of internship in schools. The detailed report of monitoring efforts with reference to the role of teacher educators, school principal, school teachers and peers is given as under:

Role of Teacher Educators

For B.Ed:

Schools are allotted by D.E.O nearest to the residence of the students, so visit by the teachers educators is not feasible but supervisors are allotted by the institution at their own level for regular monitoring of the students work. A special schedule is prepared by the internship coordinator for checking the file work of students done by them in their respective schools and proper feedback is given regarding the same. Besides this, the supervisors keep an eye on the students work through virtual and online meetings.

For B.Ed. M.Ed. and B.A/B.Sc. B.Ed.:

One teacher of the college is associated with each school who is responsible for arranging the meeting with the principal and subject teacher to acclimatize students with the school. The supervisor makes frequent visits to schools for monitoring all the activities of the students. The file work is checked by him/her from time to time and necessary instructions are given based on the feedback. The teacher educator when visiting the school, interacts with the school principal, school teachers and

pupil teachers and thus a real flow of feedback is ensured regarding the performance of the trainees.

Role of School Principal

During internship, pupil teachers are directly under the supervision of principal of the school and discharge all duties assigned by him/her. Regular meetings of the interneers with principal are held in the school wherein he ensures that the interns work as per the norms and cultural ethos of the school. He enquires about the problems being faced by the interns in the school campus. The internship file is duly certified by the head of practising school. Moreover, feedback regarding the intern's performance is also sought from the principal of the school on a duly developed proforma.

Role of School Teachers

The students are placed under the mentorship of school subject teachers and their classroom performance is observed and evaluated by them and suitable feedback is provided in the form of suggestions and corrective measures. The overall teaching performance of students is also rated by the school teachers as per the proforma provided by the institution. Various duties like checking of answer scripts, maintenance of attendance register, organising co-curricular activities etc. are performed by the students under the supervision of the school teachers.

Role of Peers

The fellow students observe the micro lessons and record their observations on the observation schedule in their lesson plan note books. They observe at least 10 lessons per subject of each student and are made to write observations regarding teaching performance of their peers in the form of positive remarks, negative remarks and suggestions.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 77.21

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

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 54.22

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 18

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 12.26

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

Response: 453.8

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

Response:

Teachers keep themselves updated professionally by participating and attending number of professional development programmes organized by various organizations and educational bodies. After attending these programmes, the institute organizes faculty development programmes through Internal Quality Assurance Cell where teachers get opportunities to share their experiences with fellow colleagues in the form of seminars, workshops and group discussions. 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 whereby they take part in discussions and deliberations held on different issues related to educational policies and regulations.

Besides this, the following are the major initiatives taken by teachers as well as by the institution for the professional development of the faculty members:

- *It is mandatory condition by the management of the college for the teachers to get enrolled for Ph.D within one year of appointment and to complete it within three years of appointment. The staff is encouraged to enhance their qualifications and are allowed to pursue any course/diploma and thus can update and attain new degrees and diplomas. As attending General Orientation Courses and Refresher Courses are mandatory for the teaching faculty for their career advancement and promotion to higher grades, the faculty is facilitated through duty leave, adjustment of workload and secretarial support.*
- *The faculty development programmes are organized from time to time at the institution level where teachers get opportunities to share their experiences with fellow colleagues in the form of seminars, workshops and group discussions. The teachers are also permitted to attend faculty development programmes organised by other institutes.*
- *The Staff is encouraged to attend seminars, workshops, extension lectures, etc. (offline and online mode). They are also encouraged to act as resource person and be the member of selection committees constituted for colleges of education/schools.*
- *Faculty is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education system. The faculty is also encouraged to try out innovative techniques, methods of teaching, ICT integration , preparing e-modules, e-lectures and MOOCS which are beneficial for their professional growth and improvement.*
- *The faculty members are allowed to travel to other states/ countries so that they can get exposure and can utilize their experiences for the welfare of the institution.*
- *The management encourages the faculty for writing research papers, books and articles and get them published in reputed research journals and books.*
- *The management of the institution recognises and appreciates the teacher's performance by*

bestowing as the best teacher educator and as the best researcher award every year. The best performance is also appreciated in meetings and in college functions.

- *A number of national and international seminars, workshops and extension lectures are organised in the institution for the updation of the knowledge of the faculty.*

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

To ensure the holistic development of the student teachers, Continuous and Comprehensive Internal Evaluation system has been adopted in the institution covering all the three domains of learning. For effective conduct of evaluation process duties are assigned to teachers as course coordinators and semester-in-charges. Performance of every student is first thoroughly evaluated by the concerned subject teachers and semester incharges and then the compiled lists of marks is evaluated by the internal evaluation committee set up at the college level and at last it is cross checked and verified by the course coordinators. An examination committee consisting of controller examination, course coordinators, examination committee members (4) and invigilators has also been set up at the institution level which is working efficiently for the smooth conduct of mid semester examination.

The details of the evaluation process adopted in the institution highlighting its major components is given below:

CONTINUOUS:

The continuous evaluation is an integral part of the teaching learning process. It is carried out in the regular classroom teaching and is a part of the daily routine of the teacher. Student's performance is continuously monitored through their performance in various curricular & co-curricular activities.

Criteria followed for continuous internal evaluation is as follows: -

- *Performance in oral test, class test, unit test and mid semester test*
- *Performance of the students in the practical work*
- *Interaction and participation of the students in the teaching-learning process. i.e. Classroom interaction and behaviour*
- *Participation in curricular and co-curricular activities.*

- *Observance of rules and regulations as well as code of conduct*
- *Self-evaluation and evaluation by peer group*

COMPREHENSIVE:

The wholesome development of students is the major concern of the institute which includes intellectual, physical, social, moral, ethical and emotional aspects that are covered under three domains of behaviour i.e cognitive, affective and conative. In order to assess the behaviour and performance of students pertaining to all these three domains a number of curricular and co-curricular activities are organised and the performance of the students in these activities is assessed.

For evaluating cognitive aspect class tests, mid semester test, quiz competitions, brain storming sessions, assessment of seminar presentations and evaluation of assignments is done. For evaluating skills, a well-planned pre- internship and internship programme is organized as scheduled in the academic calendar. Under this micro skills and composite discussion lessons (preparation and practice) workshops are organized for the internal evaluation of internees. Evaluation of attitudes and values is done by observing performance in morning assemblies, participation in co-curricular activities and various competitions as well as observation of overall behaviour of the pupil teachers.

Criteria followed for comprehensive internal evaluation is as follows:

- *Seminar presentationn*
- *Assignments submittedd*
- *Projects undertaken and completed*
- *Participation and performance in curricular and co-curricular activities like, cultural, social, theatrical etc.*
- *Participation in group activities*
- *Participation in community engagement activities/outreach activities, field visits etc.*

The major components of continuous and comprehensive evaluation along with percentage weightage are highlighted through the flowcharts and tables which are given under relevant documents.

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1.Display of internal assessment marks before the term end examination

2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college adheres strictly to the guidelines issued by the affiliating university while conducting internal and semester end examinations. An examination committee has been set up at the institution level for redressing the grievances of the students related to examination. The function of the committee is to look into the complaints lodged by the students. Anyone with a genuine grievance may approach the committee members in person. In case the student is unwilling to appear in person then the written grievance may be dropped in writing at the complaint/ suggestion box placed in the college campus.

The mechanism followed by the examination committee for redressing the examination grievances is transparent, time bound and efficient which is being depicted through the flowchart. For that, please visit: https://kceasr.org/redressal_mechanism.pdf

In the light of above mechanism, the following measures are taken by the examination committee:

1. Acquaintance with the scheme of examination

In the orientation programme, the students are acquainted about the various components of the assessment and scheme of examination. They are orally informed about the criteria laid down for the internal evaluation and the same is also given in the Prospectus. The internal assessment of the students is also displayed on the notice board of the institution.

2. Time bound redressal of the grievances

- *College level*

The schedule for MST, internal viva-voce examinations and submission of assignments is prepared well in advance and the same is communicated to the students through whats app group and also displayed on the notice board. If any of the students are not able to appear in the examination due to some reservations or emergency circumstances or submit the assignments on the scheduled dates, they can submit their request in the written form to the examination committee within 5 days whenever the notice for the same is circulated. Special tests are conducted for the students who could not appear in house tests and for those whose performance is not satisfactory.

- *University level*

Any grievance related to the university question paper like out-of-syllabus, improper division of marks, marks missed, wrong question number are addressed to the Principal which in turn forwards the representation letter to the university immediately. University decision or information, after resolving the grievances is intimated immediately to the concerned examination committee once it is obtained, through the Principal. It is also conveyed to the students through semester-in-charges and course coordinator.

3. Suggestions for improvement in mechanism

Day to day performance of the students is assessed which includes regularity, performance in viva voce and the promptness in submitting the record. The students have the freedom to use the suggestion box regarding dissatisfaction, if any, with the internal examination mechanism. The Principal and faculty in charge keep an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

An academic calendar is prepared by the institution every year before the commencement of the academic session which includes month-wise scheduling along with tentative dates of all the curricular and co-curricular activities to be carried out throughout the session. The academic

calendar is prepared strictly in accordance with the academic calendar of the concerned affiliating university. As the institution is affiliated to Guru Nanak Dev University, Amritsar so the same guidelines regarding the internal evaluation as mentioned in the syllabus framed by the university (Available on the website of university under the link www.gndusyllabus.ac.in are followed by the institution and are incorporated in the prospectus (available on www.kceasr.org).

Academic calendar of the college contains relevant information regarding

- *Commencement of classes*
- *Orientation Programme/Tutorials*
- *Scheduling of theory and practical classes*
- *School Internship Programme*
- *Semester Scheduling (submission of reports/ assignments/sessional work and practical note books/ projects/ field engagement files etc)*
- *Mid Semester Test*
- *Final Semester Examination*
- *Various events/activities to be organized (Celebration of important days and festivals/ field visits/surveys/NSS camps etc.)*
- *Summer and winter vacation*

The entire teaching learning process is carried out strictly in accordance with the activities and events as planned and mentioned in the academic calendar. For the development of knowledge, skills attitudes and work competencies among the students, a continuous and comprehensive internal evaluation mechanism is devised. For evaluating cognitive aspect class tests, house tests, quiz competitions, brain storming sessions, assessment of seminar presentations and evaluation of assignments is done. For evaluating skills, a well-planned pre- internship and internship programme is organized as scheduled in the academic calendar. Under this micro skills and composite discussion lessons (preparation and practice) workshops are organized for the internal evaluation of internees. For the implementation of the internal assessment process, an internal evaluation committee ensures that internal assessment process is transparent and objective. Evaluation of attitudes and values is done by observing performance in morning assemblies, participation in co-curricular activities and various competitions as well as observation of overall behaviour of the pupil teachers.

The semester incharges of the various courses prepare the semester scheduling and ensure that the process of internal evaluation in the form of assignment submission and conduct of viva- voce examination (internal and external) is completed well in time. All records of the attendance, internal and external examination are documented.

The review meetings are conducted by the principal of the institution on regular basis to check the implementation and progress of all the activities mentioned in the academic calendar. Based on these meetings some minor changes in the schedule of the activities are made if required.

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

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

PLOs (Programme learning outcome) and CLOs (Course Learning Outcomes) determine the learning effectiveness of any institute. The basic focus of the institute is on the holistic development of the students. This objective is achieved through the transaction of prescribed syllabus by the affiliating university as well as the organization of an array of activities in the institution. Guru Nanak Dev University has framed the PLOs and CLOs of all the courses running in the college and in the light of that curriculum development cell of the college framed detailed PLOs and CLOs for various programmes of teacher education being run in the college. The institution has set a mechanism to ensure alignment of teaching learning process with the stated PLOs and CLOs which is depicted in the following table:

PROGRAMME LEARNING OUTCOME	COURSE LEARNING OUTCOME	TEACHING STRATEGIES
<i>Understanding children's needs motives, and the process of learning.</i>	<ul style="list-style-type: none"> • <i>Understand psychology of learners</i> • <i>Develop awareness towards diverse needs of the learners</i> • <i>Develop teaching learning resources relevant to the needs of the learners</i> • <i>Selecting appropriate teaching strategy according to the need of the learners</i> 	<ul style="list-style-type: none"> • <i>Self-Paced learning</i> • <i>Blended learning</i> • <i>Peer Tutoring</i> • <i>Flipped Classroom</i> • <i>Use of ICT resources</i> • <i>Organization of extension lectures on various psychological issues</i> • <i>Surveys</i> • <i>Visit to orphanage, institutes for special children etc.</i> • <i>Guidance and counselling</i> • <i>Case study</i> • <i>Action research</i>
<i>The detailed Effective Communication</i>	<ul style="list-style-type: none"> • <i>Develop the required communication skills necessary for classroom in</i> 	<ul style="list-style-type: none"> • <i>Group Discussion</i> • <i>Debate</i> • <i>Poetical recitation</i> • <i>Questioning</i> • <i>Oral Assessment</i>

	<p><i>teraction.</i></p> <ul style="list-style-type: none"> • <i>Understand the role of communication in curriculum transaction</i> • <i>Understand different modern techniques of communication</i> 	<ul style="list-style-type: none"> • <i>Role Play</i> • <i>Students perform as anchors</i> • <i>Writing and reviewing the structure of an article.</i> • <i>Resume writing</i> • <i>Report writing</i> • <i>Writing of reflective Journal</i>
Environment and Sustainability	<ul style="list-style-type: none"> • <i>Understand the role of different agencies in the protection of environment</i> • <i>Organise different activities related to environment education</i> • <i>The role of teacher and students in the conservation of the environment</i> 	<ul style="list-style-type: none"> • <i>Awareness campaigns on stubble burning, water conservation etc.</i> • <i>Organisation of extension lectures on environmental issues.</i> • <i>Encouraging students to use ICT platforms to prepare and submit the assignments and projects promoting paperless culture in the institution</i> • <i>Celebration of days like environmental day, world Earth Day etc.</i> • <i>Tree plantation Drives</i> • <i>Dramatization on environmental issues</i> • <i>Organisation of theme-based morning assemblies</i>

So the teaching learning process of the institution is aligned to the stated PLOs and CLOs and the institution ensures that there are adequate teaching learning strategies to support the stated PLOs, CLOs and their alignment.

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

2.7.2

Average pass percentage of students during the last five years**Response:** 99.42**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
247	227	190	183	185

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Teaching is highly skilled job which can only be performed by the professionally trained personnels. To perform the task of teaching skillfully, a person should have abilities of head, hand and heart which can be grouped into two broader categories i.e. professional and personal attributes. The institution intends to produce thoroughly professional and humane teachers having the professional attributes (viz. mastery over teaching skills and competencies, content mastery, effective communication skills, understanding of teaching learning process, proficiency in using ICT etc.) and personal attributes (viz. moral and ethical values, positive attitudes, physical fitness, problem solving and critical thinking skills etc.) which are in tune with well-defined PLO' s and CLO's of the institution. For the attainment of these professional and personal attributes an array of strategies is adopted by the concerned teachers as well as by the college authorities. Some of which are given as below :

PERSONAL ATTRIBUTES**PLO: Critical Thinking**

CLO:

- *Critical Analysis of Social Structure*
- *Develop Critical Understanding about Challenges to Education*

Strategies Adopted

- *Reading*
- *Review*
- *Discussion*
- *Questioning*
- *Brainstroming*

PLO: Effective Communication

CLO

- *Understand the basics of communication*
- *Develop the required communication skills necessary for classroom interaction*

Strategies Adopted

- *Debate*
- *Declamation*
- *Poetical recitation*
- *Group discussion*
- *Seminar presentation*
- *Workshops*
- *Simulated sessions*

PLO: Physical Development

CLO

- *To learn about the effects of stress and coping strategies on physical and mental health*
- *Practice yoga and physical education games*

Strategies Adopted

- *Yoga Sessions*
- *Sports*
- *Counselling Sessions*
- *Interview*
- *Seminar presentations*

PROFESSIONAL ATTRIBUTES

PLO: Teaching Competency

CLO:

- *Develop competencies and skills related to instructional management and classroom practices*
- *Develop competence to teach subjects of their specialization*

Strategies Adopted

- *Concept Mapping*
- *Brain Storming*
- *Discussion*
- *Lecture Cum Demonstration*
- *Seminar presentations*
- *Workshops on micro skills and school internship programme*

PLO: Team Work

CLO:

- *Work as a team member and team leader as and when needed*

Strategies Adopted

- *Assignments*
- *Group discussions*
- *Workshops*
- *Field Visits and excursions*
- *Participation in group projects and activities*
- *Participation in Sports and games*

For the assessment and recording of progressive performance of students in the professional and personal attributes the following mechanism is adopted:

- *Compulsory attendance (as per the norms of GNDU/NCTE)*
- *Class tests, mid semester tests and sessional work files including practicals, assignments, projects, preparation of reports of various activities are evaluated on time and proper feedback is given to the students and marks are recorded*
- *Based on students' performance special classes and tests are conducted*

Apart from this, effective realization of learning outcomes is ensured on the basis of interaction and performance of students in a number of activities through observations such as:

- *Participation in various curricular and co-curricular activities such as debate, elocution, essay writing competition, quiz, drama, skit, dances etc.*
- *Participation in various class room activities such as group discussions, seminars, quiz etc.*
- *Participation in various activities such as celebration of important days and festivals, NSS camps, awareness drives etc.*

- *Participation in community engagement activities such as visit to Red Cross, Orphanage, Pingalwara, Meuseum, Rural and Slum Area schools and old age home etc.*

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

2.7.4

Performance of outgoing students in internal assessment

Response: 91.97

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 229

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The institution is committed to produce thoroughly professional and humane teachers. To translate this vision into reality relentless efforts are made at each and every step of the training of the students. After the admission of the students in the college their initial needs are identified and for the identification of their diverse needs the following strategies are adopted:

S.NO	NEEDS	STRATEGIES
1.	<i>Linguistic Needs</i>	<i>Observation, Interaction with students and Write ups by</i>

		<i>students</i>
2.	<i>Scholastic /Content</i>	<i>Entry level test to check the mastery over the basic concepts of their pedagogical subjects</i>
3.	<i>Non-Scholastic Needs</i>	<i>Tutorials, Talent Hunt Week, Inter house competition</i>
4.	<i>Personal Needs (Psychological, Financial, adjustment problems, cultural)</i>	<i>Tutorials, Observation, Interaction with students and scrutiny of documents</i>

After the identification of diverse needs of the students at the entry level, an array of strategies is adopted to cater to these needs and to ensure that the different aspects of the personality of the trainees are developed to the optimum level. To support the claim, following examples are being presented:

<i>S.NO</i>	<i>IDENTIFIED STUDENTS</i>	<i>CLASS</i>	<i>DIVERSE NEED</i>	<i>STRATEGIES ADOPTED</i>	<i>FINAL OUTCOME</i>
1.	<i>Mehak</i>	<i>B.Ed.-M.Ed.</i>	<i>Scholarship Needs-She had the potential to excel in her studies, which was identified on the basis of scholastic test at the entry level and academic achievement in previous classes</i> <i>Personal Needs: She is married and is blessed with boy of 2 years old and so had adjustment problem of managing the family and studies</i>	<i>Extra Coaching, Extra Books, Online Content and Teacher Notes</i> <i>The need was catered by providing online notes and extra classes by the subject teachers at their own level.</i>	<i>Cracked the UGC test , CTET/PTET and also excel in all the activities in which she participated at college and university level and bagged first position in Debate , second in Declamation. She is also the Brand Ambassador of the Electoral Literacy Club of the college.</i>
2.	<i>Kanchana Kumari</i>	<i>B.Ed.-M.Ed.</i>	<i>Cultural needs – Her need was identified through entry level test and tutorial</i>	<i>Extra Notes, Extra Classes, Reference to Library Books, Peer Tutoring, Special</i>	<i>Achieved good marks in the final examination, made good friends and</i>

			<p><i>sessions. She belongs to other states and was unable to understand the content (Due to medium of instruction) and faced the linguistic problem and cultural gaps during tutorial sessions and interactions. Her scholastic needs were identified through entry level test.</i></p>	<p><i>assistance by the teacher and students of Teaching of Hindi, E encouraged her to participate in the activities of the class and the college.</i></p>	<p><i>completed her dissertation as well.</i></p>
	<p><i>Lovepreet Singh</i></p>	<p><i>B.Ed (2 years)</i></p>	<p><i>He had the potential to excel in the literary (writing and recitation of poems) but never got a platform to showcase his talent. His need was identified in the talent hunt programme.</i></p>	<p><i>Talent was nurtured and groomed by the college literary team, Opportunities and exposure was provided, Correction in spellings and pronunciation, Special coaching</i></p>	<p><i>Excelled in the poetical recitation bagged first position in all the competitions organised at college level and in Youth Festival organised at university level.</i></p>

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.8

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 80000

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
120228	0	400000	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed**

innovations

2.Encouragement to novel ideas

3.Official approval and support for innovative try-outs

4.Material and procedural supports

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 2.08

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	8	10	26

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 6.78

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
66	43	20	73	23

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 16.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
34	18	11	9	12

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 99.72

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1185	669	406	524	457

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 87.26

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1013	448	426	622	327

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Khalsa College of Education, G.T. Road, Amritsar actively fosters awareness amongst the students regarding social issues by actively organising and taking part in a variety of outreach programmes and extension activities that benefit the society and the college on a regular basis. In addition to promoting social and community events to raise awareness among the masses, the college is dedicated to transforming both students and faculty members into responsible community members and fostering holistic development across all areas. A variety of extension programmes are organised regularly by the college as follows:

- *Adult Literacy Campaign on 12/10/2018*
- *Literacy Campaign on 6/11/2018*
- *Voter Awareness Campaign on 6/11/2018*
- *Swachh India Campaign on 11/11/2018*
- *Bhagat Puran Singh, Pingalwara, Amritsar on 16/11/2018-21/11/2018*
- *Andh Vidialya, Amritsar on 16 to 21/11/2018*
- *Central Khalsa Orphanage, Amritsar on 16/11/2018-21/11/2018*
- *Water Conservation Rally on 6/8/2019*
- *Blood Donation Camp on 9/8/2019*
- *Campaign for motivating Mothers to educate a Girl Child on 4/9/2019*
- *Stop Stubble Burning Campaign on 4/10/2019*
- *Save Water Awareness Campaign on 4/10/2019*
- *Bhagat Puran Singh, Pingalwara, Amritsar on 29/30-11-2019*
- *Central Khalsa Orphanage, Amritsar on 29/30-11-2019*
- *National Webinar Series on 16-22/5/2020*
- *Online Awareness Program on World Environment Day on 5/6/2020*
- *Voter Awareness Campaign on 25/1/2021*
- *Campaign for Promoting Girl Education on 15/5/2021*

- *First Virtual Conclave on Health in Covid Times on 29/5/2021*
- *Awareness Drive Rally on 5/6/2021*
- *Second Virtual Conclave on Health in Covid Times on 22/6/2021*
- *Awareness Rally against Drugs on 26/6/2021*
- *Tree Plantation Drive on 16/7/2021*
- *Azadi Ka Amrut Mahotsava on 13/8/2021*
- *Pehal Resource Centre, Amritsar on 27/8/2021*
- *Best Out of Waste on 8/12/2021*
- *Water Conservation Awareness Rally on 22/6/2022*
- *Swachh India Campaign on 10/8/2022*
- *Pehal Resource Centre, Amritsar on 25/8/2022*
- *Bhagat Puran Singh Pingalwara, Amritsar on 18-19/9/2022*
- *Rally on 115th Anniversary of Shaheed-E-Azam Sardar Bhagat Singh Ji on 28/9/2022*
- *Tree Plantation on 18/10/2022*
- *Voter Awareness Rally on 6/11/2022*
- *Bhagat Puran Singh, Pingalwara, Amritsar on 27/12/2022-29/12/2022*
- *Blood Donation Camp on 21/2/2023*
- *Water Conservation Awareness Rally on 22/3/2023*
- *Pehal Resource Centre, Amritsar on 27/3/2023*
- *Andh Vidialya, Amritsar on 29/3/2023*
- *Interaction with Youth on 4/4/2023*
- *Cleanliness Drive on 17/4/2023*
- *Bhagat Puran Singh, Pingalwara, Amritsar on 21/4/2023*
- *Swachh India Campaign on 25/4/2023*
- *Tree Plantation Drive on 10/5/2023*
- *MOOC on Digital Detox on 10/5/2023*
- *Bhagat Puran Singh, Pingalwara, Amritsar on 18/5/2023*

Organizing such events creates awareness amongst the students regarding society and their social responsibility. All these mentioned activities have a positive impact on the students. These activities helped to enrich student community relationships and developed leadership skills as well as self-confidence among the students.

The college provides various opportunities to the students for their maximum participation in various social activities that promote citizenship roles. Additionally, the college plans more events as per the requirements and available time, all while upholding academic standards. The students are enchanted with the spirit of volunteer work through-going community involvement and the connection between college and community, which influences the development of their personalities through community service.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 66

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
27	23	7	4	5

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 10.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	13	12	11

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

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 8

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 8

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

The college established in 1954 as a B.T. department and took the shape of a full-fledged independent college in 1959 with a campus spread of 8.75 acres of land, is equipped with ample infrastructure and physical facilities for teaching and learning. The institution provides an effective and conducive learning environment to the students for overall personality development, so that they can be trained enough to face the challenges of the modern era. The details of infrastructure facilities available in the college are as follows:

- 1. 21 ICT-Enabled, Spacious and well-ventilated classrooms including two smart classrooms for providing ICT access in classrooms*
- 2. Three ICT Enabled Seminar Halls*
- 3. Seven laboratories are available, including the Physical Science Laboratory, Life Science Laboratory, Psychology Laboratory, ICT Laboratory, Computer Laboratories, Technology Laboratory and Language Laboratory. These facilities enable students to conduct experiments, prepare teaching aids, and enhance their computer skills, for language learning and other academic activities.*
- 4. ICT Enabled Multipurpose Hall (Bhai Ram Singh Hall) with 200 seating capacity.*
- 5. The college has a library with a huge collection of books (30267), Encyclopedias (151), reports and commissions (14), surveys (22), dissertations (860), journals (16), and magazines (11). Other facilities available in the college library include:*

- Librarian room*
- Technical Section*
- Two reading halls*
- Resource room*
- Archive*
- Pantry*
- Separate cabins for teachers (8)*
- Journal room*
- Reprographic cum record room*
- Storeroom*
- Student dealing room*
- Computer cabin*

1. Creative Art Bhawan include:

- Art Museum*

- *Exhibition Room*
- *Art Workshop Area*
- *Classroom*
- *One storeroom*

1.Sports Room

2.Canteen

3.Principal office includes:

- *Guest Room with attached Washroom*

1.Administrative office includes:

- *Superintendent cum Recording Keeping Room*
- *Account office*
- *Administrative store room*
- *Reception room*
- *Pantry*
- *Reprographic area*

1.Separate Common Rooms for boys and girls

2.Music Room

3.Lunch Room

4.Separate toilets for staff, students (boys and girls) and class IV

5.Parking area

6.Store Rooms & Record Keeping room

7.Multi-purpose Play Fields

8.NSS room

9. Controller Examination Room

10.IQAC Coordinator Room

11.Alumni Room

12.Anti-Ragging and Anti-Sexual Harassment cell

13.Competitive Examination Center and Dean Students Council

14.Infirmary

15.Yoga and Meditation Room

16.Virasat Bhawan

17.Tagore Open Air Theatre

18.Multipurpose Playfield

Some of the infrastructure facilities which are shared with sister concern are:

- *Science Laboratories*
- *Boys and Girls Hostel*
- *Open Gymnasium*
- *Heritage Guest House*
- *Swimming Pool*
- *Dispensary*

- *Physiotherapy Centre*
- *Botanical Garden*
- *Play Grounds*
- *Nursery*
- *Auditorium*
- *KCGC Studio*

The college always intends to update the infrastructure, keeping in mind the changing needs of the education system in the present scenario.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

4.1.2

Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 100

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

Response: 25

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 25

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 12.21

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1032658.00	1464823	600110	928639	2319708

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

Our library works on a hybrid model that is manual as well as automated. Integrated Library management system (ILMS) used in our library is 'Orbit's EzLib' (offline) installed in the year 2015. Another ILMS used in our library is Khalsa College Charitable Society (e-governance) (online) since 2014.

Following are the modules of 'Orbit's EzLib' (offline):

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

Following are the modules of 'Khalsa College Charitable Society Management System (e-governance)' (online):

- 1. Accession*
- 2. Library Masters*

- *Add Publisher*
- *Add Supplier*
- *Master Setting*

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

- *Issued Books Branch Wise*
- *Issued Books Category Wise*
- *Issued Books Returned*

1. *Search Book*
2. *Add Periodicals*

The Online Public Access Catalogue is a tool provided to explore library resources through Khalsa College Charitable Society Management System (e-governance). Every member of the college has his/her own User-ID so that s/he can track bibliographic details of the resources available in the library at his/her doorstep through Book in Library module with search options: Subject, Book category, Book title, Publisher, Author & Accession number. All the active book collection is updated in the library software. E-governance link is shared on the college website under ABOUT tab. Currently, we are shifting our whole data to the Khalsa College Charitable Society Management System (e-governance). In future, we are planning to shift over to e-governance completely for better functioning of the library as this software is providing more features as compare to the orbit software.

E-governance makes it easy and hassle free for the library staff to maintain book records, identifying the current book borrowers and provide information on availability of library resources in the upcoming future.

The Khalsa College Charitable Society Management solves issues/queries related to software and proactively checks for the bugs in the software that may cause trouble.

Online Public Access Catalogue (OPAC) is shared with other sister institutes.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The college had subscribed DELNET for the period 2016-2017 with membership no. IM- 6430. Afterwards, now the college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under College ID: 6264, which is jointly executed by e-shodhsindhu consortium, INFLIBNET Centre and INDEST-AICTE consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to 6,150 electronic journals and 31,64,309 electronic books available through national subscription (As per N-List brochure 2020). The college has also availed free services of e-shodhsindhu, e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability of e-resources in open access and used by our students, researchers and faculty of the college. The college library provides 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 following conditions:

- All terms and conditions for the access and licensing restrictions imposed by INFLIBNET from time to time for e-resources uploaded on N-List are subject to applicable.*
- Users can access online journals and e-books as per guidelines (rules) created under e-resource access policy and remote access policy by INFLIBNET.*
- The information retrieved from these e-resources through remote/campus access facility is used only for educational and research purposes and not for any commercial gains.*

If a user is found violating the above-mentioned conditions, s/he is liable to face strict disciplinary action as decided by the Principal of the college.

Khalsa College Charitable Society Management System (e-Governance) provides user- friendly interface for accessing the availability of the library resources. The Book in Library module allows the users to find if a certain book or any reference material is available in the library or not. The suggestions module gives teaching faculty access to give recommendations for purchasing new books or other reference materials for the betterment of the library and the users.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: A. Any 4 or more of the above

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

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.66

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.69240	0.80123	0.73444	0.52528	0.53329

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 33.13

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 6599

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 6555

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 5883

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 4060

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 3176

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college ensures its ICT facilities are regularly updated to meet the evolving digital landscape. These facilities are integral to the smooth execution of daily academic and administrative tasks efficiently and transparently. The college provides an adequate number of computers, printers, scanners, smart boards, interactive boards with a projector, etc. to help students and faculty to carry out academic activities effectively. The college has well well-established mechanism for upgrading and deploying ICT to ensure an effective teaching-learning process. Every year, a sufficient budget is

allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff to maintain hardware and ICT infrastructure on the campus.

- *The college has seminar rooms, laboratories and classrooms with ICT facilities which are well equipped with ICT like smart boards and projectors. (please refer to the data template- 4.1.2)*
- *There are 60 computers in the college which are loaded with the latest versions of essential software. Out of 60 computers 53 are exclusively for students' use.*
- *To address the digital requirements of students, faculty members, and other stakeholders, the institution offers complimentary Wi-Fi access. The college used connects lease line bandwidth 20mbps in Feb. 2019, which upgraded its internet connectivity from 20 Mbps to 30 Mbps in April 2021. Subsequently, in the same year May 2021, internet connectivity in the campus was raised to 40 Mbps. From Oct. 2023, the available bandwidth for net+ is 50 Mbps.*
- *The college library is partially automated with "E-governance" software set up by Khalsa College Charitable Society and operates under the "Open Access System", which gives a user-friendly interface for accessing e-resources. The college has subscribed services of N-LIST under ID 6264, which provides access toe-journals and e-books. The college has also availed services of e-shodhsindhu, e-Shodhganga, which is a digital repository of Indian e-theses and e-dissertations.*
- *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. Intending to promote education and celebrate the rich Punjabi culture and heritage, the Khalsa College Charitable Society (KCCS) launched KCGC TV in July 2020. This web-based TV channel focuses on broadcasting educational seminars, conferences, as well as cultural and spiritual activities related to all educational institutions under the Khalsa College Charitable Society. The college has its own YouTube channel (KCE GTROAD OFFICIAL) which is regularly updated with different lectures delivered by the faculty members. The users can visit and find digital resources as per their needs.*
- *The administrative office utilizes "E-governance" software and Wi-Fi/LAN facility for tasks such as admission, fee collection, accessing students' results, and managing accounts. The college shares official letters, and documents related to the students, teaching and non-teaching faculty with the management of the college through "e-governance" software. Additionally, The college employs an enhanced Biometric attendance and recording system for teaching and nonteaching staff that offers an advanced verification of human identity for recording the daily attendance.*

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 13.75

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response: 50

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 50

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

4.3.4

Facilities for e-content development are available in the institution such as

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 0

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.888732	0.713449	0.432810	0.400187	0.434076

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

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

Response:

Khalsa College of Education has state-of-the-art infrastructure. To retain its grandeur and undertake its extension as per changing requirements of the system, a well-oiled mechanism has been developed,

which function- at two levels- one is at the management level and the other is at the college level. At the management level, E-governance has been created if the college has any requirement physical, academic or any other support facilities college forwards its demands through E-governance which is gratified by the management. For creating new infrastructure and maintenance of all the institutions that come under the Khalsa College Charitable Society, there is a separate PWD department which is comprised of five members' viz. Project Officer, SDO, Overseer, Draftsman and storekeeper.

A proper mechanism has also been adopted by the college to ensure efficient function related to the maintenance of the college campus. A committee of three senior teachers has been constituted to take care of the infrastructure requirements of each block. The members of the student council submit their requirements regarding physical, academic and support facilities to their respective block in charge, which were carried forward to the higher authority for compliance. All the blocks in charge have developed a checklist to ensure the proper functioning of all the logistics of different classrooms. For the effective working of the library, an advisory committee comprised of the principal, four teachers and three student members is constituted. Meetings are held to improve the functioning of the library from time to time.

Different teachers have been assigned the duties of maintaining and updating their respective assigned laboratories and rooms. Housekeeping staff is also employed for the campus cleanliness and beautification. An ex-serviceman named S. Gurvail Singh is also appointed to monitor the overall functioning of the College and to supervise the housekeeping staff as well.

As the college has state-of-the-art facilities and to ensure that these bear desired fruits by creating a conducive environment for teaching-learning their optimum utilization is ensured and for this purpose following steps have been taken:

- *For utilizing the various laboratories, specific rooms and library, brochures, flyers, manual and log books are maintained by the respective in charges.*
- *The college library is used by research scholars, teacher educators and other faculty members from various institutions of Punjab state.*
- *There is allocation of library period mentioned in the regular time table for all the courses during which students undertake supervised study.*
- *Language lab is used to improve the communication skills of students*
- *The available infrastructure is optimally utilized for organizing various curricular and co-curricular activities such as seminars/workshops/conference/cultural programs and awareness campaigns.*
- *College building is also used for conducting various university exams, competitive and bank examinations like ITBP/ISBT/NEET etc.*
- *The college building is rented for shooting of films, used as polling booth during election.*
- *The college legal aid cell established in collaboration with Punjab Legal Authority is used to provide free legal help to students and other needy and deprived people of the society.*

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** A. Any 5 or more of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 25.29**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	56	54	41	50

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 34.82

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 86

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 20.06

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	38	10	21	24

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

Student council is active and plays a proactive role in the institutional functioning

Response:

Optimum administrative and academic growth of the institution requires genuine participation of the students. The development of comprehensive programmes to ensure this participation is the sole aim of student-teacher committees, which significantly influence the institution's smooth functioning and growth. Our institution has a well constituted student council that convenes both formally and informally. Under the guidance of Dean Student Welfare and with the active participation from student representatives, the council serves as the collective voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership skills by organizing and executing an array of activities. The members of the student council are nominated on the basis of unbiased approach by giving equal opportunities to all the class representatives of different courses. This nomination is purely based on the leadership skills demonstrated during session. Class representatives are nominated by the semester in charge and course coordinators, while the cultural coordinator and sports coordinator of the institute are responsible for nominating the cultural activities representative and sports activities representative respectively. All enrolled students of the institution are eligible to be nominated.

The Dean Student Welfare convenes the student council to discuss about various academic programs and other activities of the college, effectively decentralizing the decision-making process and endowing discipline and decorum. The student council representatives voice the concerns and suggestions of all the students during their meetings to resolve the conflicts. Student Council is actively involved in planning, organizing and managing various curricular and co-curricular activities of the college. The council is also a critical forum for deliberating over curricular issues and concerns. Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that student grievances are communicated to the concerned authorities, but also serves as the students' representation in the decisions making process. This Council collaborates with various clubs/committees, as well as faculty in-charge to facilitate the organisation of various co-curricular activities. Through these collaborations, they develop sense of responsibility and leadership. Student's representatives are a part of various committees/cells and clubs. The following list enumerates committees/cells and clubs that include both teacher and student representatives:

- *Literary Committee*
- *Cultural Committee*
- *Sports Committee*
- *Library Committee*
- *Discipline Committee*
- *Campus Beautification and Cleanliness Committee*
- *NSS Committee*
- *Refreshment Committee*
- *Alumni Association Committee*
- *Internal Quality Assurance Cell*
- *Publicity Committee*
- *Hostel Committee*
- *Purchase Committee*
- *Medical Committee*
- *Religious Sub-Committee*
- *Techno Hub Club*

- *Red Ribbon Club*
- *ELC Club*
- *Shilp Kala Club*
- *Placement Cell*
- *Anti-Ragging Cell*
- *Guidance and Counselling Cell*
- *Grievances Redressal Cell*
- *Anti-Sexual Harassment Cell*
- *Hardship, Distress Cell*
- *Legal Aid Cell*
- *SC/ST/OBC/PWD Cell*
- *Energy Conservation Cell*
- *Waste Management Cell*
- *College Canteen Committee*
- *Student Welfare Committee*
- *Fee Concession & Financial Aid Committee*
- *Social Welfare Club*
- *Knowledge Hub Club*
- *Curriculum Development Cell*

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 24.4

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	34	14	24	26

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni association of KCE, Amritsar, established in 2003 on its Golden Jubilee Year eve's celebration, was registered in 2023. For alumni association's membership, the college has developed a registration form (<https://kceasr.org/alumni-registration-link/>). The institution encourages last year students to continue with college WhatsApp groups and follow the Facebook page to communicate for longer time. The Institute also invites them to participate in alumni meetings in multitude so that they can provide suggestions for the institute's betterment. Alumni are also members of the institution's IQAC, hence, contributing to the improvement of the institution.

Alumni members have contributed significantly in effective functioning of the institution during the last five years in the following ways:

- *Motivating New Entrants: Every year alumni of the institute encourage the new entrants, through online and offline modes, to participate and flourish, availing the provided opportunities. Dr. Gourav Mahajan, Ms. Preetika, Mr. Manpreet Singh, Mr. Daljeet Singh, Ms. Raman Sandhu, Ms. Navdeep Kaur inspired new entrants to perform their best.*
- *Re-defining the Curriculum: Representatives of alumni are also members of the institution's Curriculum Development Cell hence, they contribute in re-defining the curriculum. Contributing alumni were: Dr. Pritam Singh, S. Mohinderpal Singh, S. Jagdish Singh, Dr. Mandeep Kaur and Dr. Surinder Kaur.*
- *Organization of Different College Activities: Apart from the curricular part, co-curricular activities like workshops and extension lectures were organized by alumni, namely Ms. Jaspreet Kaur, Ms. Jagdeep Kaur, Ms. Kiranpreet Kaur, Ms. Livjot Kaur, Ms. Shamita, Ms. Richa, Mr. Jaspreet Singh and Prof. Mandeep Kaur.*
- *Supporting Curriculum Delivery: The alumni play a significant role in supporting curriculum delivery through lectures. Prof. Mandeep Kaur, S. Harmeet Singh, Ms. Shikha and Ms. Ramandeep Sandhu imparted their services for same.*
- *Support in Mentoring: Every year alumni contribute in process of youth festival participants.*

Ms. Rupali, Ms. Pallavi, Ms. Magandeep Kaur, Ms. Amandeep Kaur, Mr. Madan Veera, Mr. Jasmail Singh, Mr. Ishtpreet Singh, Mr. Raghbir Singh mentored youth festival participants with their invaluable dedication.

- *Providing Financial Contribution: Alumni played an irreplaceable role in the financial contributions of the college. Session wise from 2022-23 (Rs.17,55,600/-), 2021-22 (Rs.7,61,600/-), 2020-21 (Rs.2,11,100/-), 2019-20 (Rs.34,000), 2018-19 (Rs.65,800) amounts were contributed by alumni.*
- *Support in Placement: Alumni play a pivotal role in supporting students' career journeys through mentorship, and valuable insights. S. Harmeet Singh, S. Gurinder Singh, Ms. Tajinder Kaur, Ms. Mahima Puri were the alumni supporting placements.*
- *Donating Books: The generosity of our alumni extended beyond financial contributions. Many of them donated books to enrich our library and enhance the academic experience of current students. Total 1375 books were contributed by the alumni in last five years.*

Two significant contributions by the alumni:

- *Support in Mentoring: Alumni members regularly rendered their services for refining the skills of youth festival participants. The students' success in youth festivals is a testament to their outstanding efforts and dedication.*
- *Providing Financial Contribution: Alumni always played an irreplaceable role in supporting the college's finances. They made a tangible difference in shaping the future of the institution by contributing Rs. 28,28,100/- in the last five years.*

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**

5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 8

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	1	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

It is a matter of pride that the college has a highly competent and active Alumni Association. Alumni association of Khalsa College of Education, Amritsar was established in the year 2003 on the eve of celebration of its Golden Jubilee Year and was registered in 2023. A remarkable addition of new alumni members is a common practice every year. Regular meetings offer a platform for alumni to devise strategies to enhance functioning of the institution.

Alumni Association of the college acts as an effective support system to the college in its functioning by providing student mentoring, student support, financial support, and recognizing talent early and 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 strategies to enhance the overall personality of the students. Alumni organizes events to inculcate confidence among students to take up responsibility and successfully meet the challenges posed to them and encourage them to participate enthusiastically in personality-grooming events like music competition, debate competitions, performing arts etc.

The regular mechanism of institute involves inviting expert alumni from diverse fields to render their services for refining the skills of students for upcoming youth festival. Under their guidance and mentorship, the participants were able to not only showcase their skills but also imbibe the essence and actual spirit of a specific item. Their efforts over the last five years played a crucial role:

- *Jaspreet Kaur, Jagdeep Kaur, Kiranpreet Kaur, Livjot Kaur, organized a workshop including activities related to different fine art categories (Meandi, Phulkari, Rangoli, Cartooning, Slogan Writing, etc.) (May 27, 2023)*
- *Rupali gave invaluable contribution in refining the Giddha skills of the participants of youth festival (November 11, 2022)*
- *Mr. Madan Veera evinced exceptional dedication and commitment to motivating and nurturing students for the poetic symposium at the youth festival (November 9, 2022)*
- *Pallvi provided invaluable contribution in refining Giddha skills of youth festival participants (October 4, 2022)*
- *Jasmal Singh evinced his dedication in training students for Poetic Symposium for the Youth Festival (October 4, 2022)*
- *Magandeep Kaur provided invaluable contribution in refining the Giddha skills of the youth festival participants (September 23, 2022)*
- *Ishtpreet Singh contributed in refining acting skills of youth festival participants (November 11, 2021)*
- *Jagdeep, Shamita, Richa, Jaspreet Kaur organized a workshop related to different items and nurtured the artistic skills of students (October 13, 2021)*
- *Amandeep Kaur, offered her expertise in refining Giddha skills of the youth festival participants (February 8, 2020)*
- *Ishtpreet Singh contributed in refining acting skills of youth festival participants (October 20, 2019)*

Eminent alumnus, Dr. Gurnam Singh who was the founder Principal of the College, under his name 'Student of the Year Award' being introduced and funded by his son Dr. Gurmohan Singh Sandhu from the year 2022. The Award comprises of prize money of 21000/, a memento and a certificate. This award motivates and ignites a new spirit in the students to perform better in all their curricular and co-curricular endeavours.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

Khalsa college of education is a premier college of education in the region and is one of the 19 educational institutions run under the aegis of Khalsa College Charitable Society. This non-profitable organization was established in 1892 by the Leaders of Singh Sabha Movement. Inspired by ideals of Great Gurus, they planned it to be a growing institution which would strive to achieve high degree of excellence of mind, body and soul for the welfare of the youth. Right from its establishment, apart from the Royalty, highly intelligent, renowned and hardworking personalities have remained associated with this institution. Since its inception, the society has worked on democratic principles and has representation from various clans of stakeholders and has an explicit and organized structure.

The managing committee appointed by the Khalsa College Charitable Society is highest apex body in the administrative set up and looks after all educational institutions under its tutelage. The Organizational Structure of Khalsa College Managing Committee, Amritsar includes President, Vice-President, Honorary Secretary, additional secretaries, administrative heads of educational institutions and representatives of teaching faculty. The proposal for the day-to-day functioning of the institution, improvement, infrastructure enhancement and maintenance, and initiatives for quality assurances moves from the bottom to top for decision-making. The execution of the decisions moves from top to the bottom as depicted in the organogram of the college. Well-conceived perspective plans, periodically revised and efficaciously executed make the institution to keep pace with the changing scenario of teacher education. Currently the institution is executing the Perspective plan 2020-2030 based on the provisions of NEP 2020.

The management committee entrusts decision-making autonomy regarding academic and administrative spheres to the Principal and IQAC committee. The teaching and non-teaching faculty members, and students are given opportunity to express their ideas and perceptions regarding curricular, co-curricular and administrative aspects. Their inputs are valued to make the most informed decisions. The entire functioning of the institution is student welfare centric. The students remain at the helm of affairs and are given due representation in decision-making process. Apart from students and faculty members, other stakeholders viz., Alumni, School principals, Parents, and members of IQAC are also made part of decision-making process. To ensure the smooth and efficient functioning of the institution, academic and co-academic calendar is prepared on the basis of planning and review mechanism and is implemented after its approval by the managing committee. The management committee has also installed MIS software (e-governance system) to monitor the teaching and learning activities, student details, financial transactions, human resource management. Apart from holding regular meetings, the managing committee also expresses its keen interest and concerns in the functioning of the institution by paying formal and informal visits as well as by being part of the college functions and celebrations. Thus, the managing committee provides effective

leadership to the institution by providing quality decisions, support and academic autonomy to stride progressively and to translate its mission of preparing passionate, innovative, and secular teachers having commitment to excellence and professional outlook, in reality.

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

6.1.2

Institution practices decentralization and participative management

Response:

The institution practices decentralized and participative management to implement the comprehensive scheme of planning of scholastic and co-scholastic activities in the college. To ensure efficacious functioning of the college, the, have been created for various domains viz., curriculum, administration, library, student council, alumni, student support and outreach activities.

To undertake the quality initiatives and to keep a strict vigil on the quality indicators, the college has constituted IQAC comprising representatives of all the stakeholders. To review plans and policies of the institution, the IQAC meetings are held at regular intervals. IQAC works as per the well-defined mechanism. The annual feedback and suggestions are obtained from the stakeholders which is further used for system analysis and different plans and strategies are chalked out by the IQAC and these are implemented after their approval by the principal and the managing committee. Thus, the consent and opinions obtained from the grass-roots level flow upwards through a well-structured line of communication to the highest level of hierarchy.

Institutional decentralization and Participatory management gets reflected in the following ways:

- 1.The Khalsa College Charitable Society appoints a managing committee headed by the President for the administration of various educational institutions under the tutelage of KCCS.*
- 2.The President assigns autonomy to the Honorary Secretary for the execution of academic and administrative activities.*
- 3.Effective leadership and academic autonomy is provided by the managing committee to the Principal of the college.*
- 4.The principal selects two representatives from the staff who represent academic, administrative, and financial matters of the institution in the meetings of Khalsa Charitable*

Society.

5. *The principal further delegates powers to the IQAC committee and also constitutes various committees, cells, and clubs.*
6. *IQAC committee conducts meetings at regular intervals and collects feedback from stakeholders to formulate different plans and policies, and to update and strengthen the college functioning.*
7. *The course-coordinators and teacher-incharges of various committees, cells and clubs are assigned well defined responsibilities and are also involved in decision-making process for the steady growth of the institution.*
8. *Various committees, viz., research, skill-in-teaching, examination etc. hold meetings periodically to discuss upcoming events and present their proposals in the joint meetings conveyed by Principal and IQAC.*
9. *Various clubs/ cells are also constituted in the college viz; Anti-sexual and anti-harassment cell and Anti-ragging cell, etc. These cells and clubs hold meetings periodically to discuss the academic and personal problems of the students.*
10. *Student council is an integral part of the college functioning and is given due representation in the policy-formation.*
11. *The college has a registered Alumni Association. The notable alumni of the college is serving the society in the various roles and capacities ranging from teachers to vice-chancellors and legislators. The Alumni meetings provide a useful platform to seek the worthwhile suggestions and feedback for improving the functioning of the institution and widening the scope of its outreach activities.*
12. *Parent-teacher meetings are held at regular intervals to seek valuable inputs for the planning and smooth functioning of the institution.*

Decentralized and participative management is also reflected in diagram 2 (<https://kceasr.org/organogram-of-the-college/>)

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Transparency is an important aspect in the governance framework because it contributes to quality in decision-making and accountability.

1. Financial Transparency

To ensure the financial transparency, all the revenue and expenditure are processed through the e-governance. institution conducts internal and external financial audits at the end of each financial year. The chartered accountant visits the institution to verify financial transactions done during the year.

- *The internal audit is conducted half-yearly and external audit is conducted at the end of the financial year.*
- *As the college is under 95% and 75% grant-in-aid, the officer of Director Higher Education, Punjab Government, also conducts the institution audit every two years or as per instructions of the Punjab Government.*
- *Another external audit is done by the department of Audit General (AG) after four years. The external auditors sent a report for gap compliance to the college.*

2. Academic Transparency

Transparency is ensured in academic activities of the college. The coordinators and teachers in-charges of various courses and classes ensure proper accountability on academic issues, viz., syllabus, time-table, students' attendance, examinations, etc. All the guidelines issued by University Grants Commission, NCTE, and Guru Nanak Dev University are adhered to ensure academic transparency by the college.

- *The rules and regulations for academic functioning are made clear in the college prospectus.*
- *The college academic calendar is prepared and all the academic activities are scheduled before the commencement of the session and same is uploaded on the college website for the information of the students. The faculty members discuss and plan the academic activities in the staff meetings.*
- *The timetable, workload of teachers, schedule for examination and periodic tests are prepared and circulated through notices.*
- *The class coordinators and semester teacher in-charges prepare the schedule for assignment submission, internal and external viva-voce of students, practical, and for field engagement.*
- *The examination committee of the college prepares date sheet, teachers exam duty roaster, and provides guidelines for submission of question paper*
- *The internal assessment committee headed by the senior teachers of the college is responsible to ensure unbiased internal assessment and incentives for extraordinary performance in co-academic activities. The trio of principal, coordinators, and members of various committees' plan and work together to execute the tasks of institution well in time.*
- *The social media groups (whatsapp) are used for prompt intimation of duties and monitoring the progress.*

3. Administrative Transparency

- *The admission process of students is transparent and fair. The college prospectus showing admission process, fee structure and instructions related to admission process is uploaded on college website.*
- *Staff recruitments and career promotions are also undertaken with utmost transparency. All the vacant posts (teaching and non-teaching) are advertised in the reputed newspapers. The merit list of all the candidates who have applied for the post is uploaded on the college website to ensure transparency. The screening and selection process is done by the constituted*

committee as per the UGC norms. After the interview, the list of selected candidates is also uploaded on the college website and e-governance.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The students of an institution are its greatest stakeholders and all academic and co-academic activities are organized in the college for their holistic development. As a leading institute of Teacher Education in the region, our mission is, to prepare passionate, innovative, secular teachers having commitment to excellence and professional outlook. A holistic and catalyst approach is one of the basic strategies that the college employs to develop these competencies among the students. A strategic plan was chalked out to motivate and ignite a new spirit in the students and to help in creating a strong sense of purpose, persistence and accomplishment to work hard and perform better in all their endeavors. The strategic plan deployed for the same is discussed as under:

One activity implemented based on the Strategic Plan

An award named ‘Principal S. Gurnam Singh, Student of The Year Award’ was instituted (with a corpus deposit) on 27th Dec 2022, by his son Dr. Gurmohan Singh. S. Gurnam Singh was the founder principal of the college. The main objective of introducing this award was to motivate and ignite a new spirit in the students. A committee of four members (Dr. Bindu Sharma, Dr. Maninder Kaur, Dr. Parul Aggarwal, Dr. Manpreet Kaur) was constituted in the college for the transparent selection of the students and for conformation of the award. Proforma and eligibility criteria were decided by the committee in consultation with the head of the institution. The brochure of the Student of the Year Award was uploaded on the college website and information was also disseminated through WhatsApp groups.

Total 28 students applied for the award. After scrutiny of the applications by the committee, 13 students were shortlisted. The shortlisted students were called for face-to-face interview on October 14, 2023. The winners for the award were decided by the committee members based on their final scores.

Award ceremony was conducted on December 18, 2023 to honour the winners. In this award ceremony, Dr. Gurmohan Singh (son of S. Gurnam Singh), Director, Dialysis Centre Chandigarh was

invited as a chief guest to honour the winners. Mrs. Babbu Teer (W/O Dr. Gurmohan Singh), member PPSC, and Dr. Seerat Gill (D/O Dr. Gurmohan Singh), Professor, Evergreen College Western Campus, University of Toronto were also invited.

The award was given to the best student of the outgoing batch from each course (M.Ed., B.Ed., B.Ed.-M.Ed., B.A.-B.Ed., B.Sc.-B.Ed.). Naginder Singh, (3 Years Integrated B.Ed.- M.Ed., Roll No. 20405), Hemandeep Kaur, (B.Ed., Roll No., 21044) and Jashanpreet Kaur (4 Years Integrated B.A.-B.Ed., Roll No. 19513) were the winners of the award and they were awarded with cash prize of Rs.21000 each, Trophy, Citation and Certificate.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Policies:

The college has clearly outlined policies for its academic and administrative functioning. The governing council's policies and guidelines are followed by the college. The Khalsa College Charitable Society approves the financial plans for administrative, academic, and research projects. The Society also provides endowments, fellowships, and scholarships for the smooth functioning of research, co-curricular and extracurricular activities. The college principal has the authority to constitute committees and cells as per the requirements in the college. The college has numerous committees and cells for the smooth and efficient functioning of the college viz: academic, cultural, examination, finance and development, research and e-governance, divinity and extension activities, etc. The coordinators and in charges of cells and committees plan and execute policies under the guidance of college principal.

Administrative Setup:

The institution follows democratic form of governance for the effective utilization of the human as well as material resources. The institution ensures the active participation of all the stakeholders in its administration and decision-making process. The governing body delegates authority to the Honorary Secretary and the principal who, in turn share it with different levels of functions in the college under

1. Organization Structure and 2. Planning and Execution structure shown in diagram 1 and 2 (<https://kceasr.org/organogram-of-the-college/>).

The Governing Council examines and assesses the college needs and performance and approves the prospective plans and the budget. Institution practices decentralization and participative management keeping in mind the vision and mission of the college. Decisions are taken by the teachers in consultation with principal regarding preparation of the year plan, purchase of equipment for the respective labs, seminars to be planned for their own subjects. All the administrative functions such as admission, examination, curricular and co-curricular activities are organised in consultation with the members of various committees. Student representatives are elected from every class and they put forth the demands and problems of the students before the principal of the college through the Dean of Student Welfare. The students are also members of various committees. Responsibilities and duties are assigned to staff in decentralized manner as mentioned in committee list (<https://kceasr.org/committees-permanent-and-need-based/>)

Service guidelines:

The administrative and service manual is available in the institution and all guidelines are explained to all staff members. The conditions of service, responsibilities, discharge of duties, types of leave, code of conduct, rewards for participating in faculty development programmes, rewards for achieving academic excellence, increments and career advancement scheme for faculty are well defined and put in public domain (<https://kceasr.org/cas-proforma/>).

All of these policies are also uploaded on college website to make the system transparent.

Appointment:

The norms of NCTE, UGC, and the affiliating university's rules and regulations serve as the sole basis for the selection criteria used for the appointment of teaching and non-teaching employees. Advertisements regarding vacant posts are published in both local as well as National newspapers. All eligible applicants are shortlisted and called for an interview as per the Apex bodies norms. The interview schedule is prepared and intimated to the college by the affiliating university and interview is conducted by the constituted committee as per UGC norms. Proforma for the same is available on (<https://kceasr.org/perfoma-for-selection-of-principal-associate-professor-assistant-professor/>).

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, and to decide plan of action and implementation. The institution conducts its day to day working through the committees.

These committees conduct meetings monthly/biannually/quarterly to discuss various issues of concern for the growth and development of the institution and take necessary decisions and minutes of meetings of committees are duly recorded.

Being a premier teacher education institution, it is the prime responsibility of the college is to acquaint its trainees about the latest trends introduced in teaching-learning process. To achieve this objective, Skill-in-teaching committee of the college organized various activities to develop teaching competencies among the teacher trainees. The skill-in-teaching also conducts hands on experience sessions to provide necessary guidance for preparing lesson plans and to acquaint the students with different types of lesson plans.

Due to paradigm shift in teacher education, Guru Nanak Dev University, Amritsar revised the curriculum of B.Ed. (two years) program. The entire program got changed. Internship program is the

core element of teacher education program. Guru Nanak Dev University introduced various new types of lesson planning in B.Ed. semester (III) syllabus. In the light of revision, the Department of Education (School of Education), GNDU, Amritsar organized workshops under Pandit Madan Mohan Malviya Mission for teacher educators to acquaint them about different teaching strategies in subjects like social science, sciences, and languages etc.

Keeping in view the revisions made by GNDU, the college Skill-in-teaching Committee conducted a meeting in Principal office on May 04, 2019 to discuss the concerns and issues related to teaching practice program. The meeting was presided over by the coordinator of the committee Dr. Nirmaljit Kaur and co-coordinator Ms. Poonampreet Kaur. Teachers were encouraged to participate in various activities organized by different universities across the India. The committee prepared schedule for the teachers to attend the workshops to be organized by GNDU in the coming days.

The college Skill-in-teaching Committee makes continuous efforts to work on the latest teaching patterns. National Education Policy (2020) introduced Toy-based, Joy-based, Activity-based, Sports Integrated, and Art Integrated based lesson planning. In order to sensitize the pupil teachers about new trends in lesson planning, first teacher educators should be well-versed with the new patterns. So, in this light, Skill-in-teaching Committee planned in-house orientation sessions in which teacher educators were acquainted with new patterns of lesson planning.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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

1. Service Rules:

1(a) CAS is implemented as per the UGC/CSR rules.

1(b) Regular annual increments are given as per UGC/KCGC norms.

1(c) Gratuity is provided to employees after completing the service as stated in the administrative and service manual.

1(d) Scheme of (EPF) provident fund is provided to teaching and non-teaching staff.

1(e) Staff is facilitated for achieving state and international awards by the institution.

1(f) ESI facility is provided to the non-teaching staff.

1(g) Residence facilities(quarters) are provided to the teaching and non-teaching staff.

1(h) Fee concession is provided for the wards of the staff studying in any institution under the Khalsa College Charitable Society as per KCGC Policy.

1(i) Free uniforms are provided to housekeeping staff.

2. Leave Rules:

2 (a) Faculty members avail casual leaves, earned leaves, and medical leave as per state Government/KCGC rules.

2 (b) Maternity leave is given to female faculty members as per GNDU norms.

2 (c) Duty leaves are provided for attending workshops, orientation programs, refresher courses, national and international conferences/ seminars/ workshops.

2 (d) Ex-India leaves are provided to teachers to participate in the international conferences and for their personal purpose.

2 (e) With pay leave facility is provided to attend pre-Ph.D. coursework.

3. Professional Support:

3(a) Research facilities are provided to teachers for carrying out research work.

3(b) Personal rooms and cabins are available to teaching and non-teaching staff.

3(c) The facility of medical check-ups is provided to teaching and non-teaching staff on discounted rates.

3(d) Yoga camps are organised from time to time.

3(e) Staff can use unlimited with access ICT facilities for their research work.

3(f) There are CCTV cameras installed in the campus for the security of faculty and students.

3(g) INFLIBNET is available for easy access of books, journals for research work.

3(h) Free parking facilities for teaching and non-teaching staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years****Response:** 39.16**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	19	16	9

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

6.3.3

Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 52

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	7	8	6

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4

Percentage 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

Response: 81.33

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	32	21	29	20

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance appraisal for teaching staff:

A detailed and well-documented performance-based appraisal system (PBAS) of the UGC endorsed by state government and affiliating university is employed to evaluate the teaching faculty of the college. Promotions under career advancement scheme and increments are given as per the UGC norms endorsed by state government and the affiliating university from time to time. Performance of each employee is assessed annually. The objective of performance appraisal mechanism is not only to objectively evaluate the performance as per established norms, but also to identify potential for improvement that can eventually lead to further progress and growth of the employee.

The performance of teaching staff is evaluated based on number of factors including their academic background, teaching abilities, research contributions, publication of papers in journals, book publications, paper presentation in national and international seminars, conferences and workshops, teaching and evaluation experience, total teaching experience, courses taught and duration. Evaluation experience includes: paper setting, invigilation, evaluation, and centre superintendent.

The faculty members are also assigned additional student support and administrative responsibilities. These responsibilities are also taken into consideration while assessing their overall performance of the employee. Student feedback is also taken into account for appraising a teacher. The performance appraisal proforma is filled by the faculty members annually, checked and verified by the expert committee and forwarded to the head of the institution for approval. The faculty members whose promotion cases are due, these are forwarded to the governing council by the institutional head with his remarks.

The better performing temporary and part time teachers are continued even after the completion of their service.

Performance appraisal for non-teaching staff:

Increments and promotions of non-teaching staff are also completely based upon performance appraisal system. Performance appraisal of non-teaching staff is based on the competence and quality of the work performed. Every non-teaching staff member is assigned with specific set of duties and responsibilities. Their overall assessment is based on the same.

The various parameters for the assessment of non-teaching staff members are departmental abilities, capacity to do hard work, discipline, reliability, relations /co-operation with superiors/ subordinates, colleagues, students and public, drafting abilities, efficient organization of documents and technical abilities. The assessment of the non-teaching staff is done on the basis of the remarks from immediate supervisor or superintendent of the concerned employee. Then their performance is evaluated by the principal on the basis of these remarks and the feedback that has been collected from the students as well as from the co-workers.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Khalsa College of Education, G.T. Road Amritsar follows a transparent and efficient mechanism to ensure judicious utilization of the funds. The college has a mechanism for periodic internal and external financial audits for both government and non- government funds to ensure financial accountability. All the accounts are maintained on e-governance having server at the office of the management i.e. Khalsa College Charitable Society, Amritsar.

Internal Financial Audits:

The college has its own internal audit mechanism to verify and certify the entire income and expenditure of the institution every year. Record of income and expenditure is maintained on e-governance. The management sends a team to conduct the internal audit of the accounts every year. The team verify bills, vouchers, and cash books etc. The internal auditors after verification of the records submit a report both to the principal and the management.

External Financial Audits:

Furthermore, the external audits are conducted by M/s Sehgal, Khanna, Mundra, Mehra and Co., a reputable Chartered Accountant firm. The firm meticulously examines all relevant documents in compliance with the govt. rules and submits audited financial statements with audit report for every financial year to the institution.

Khalsa College of Education, G.T. Road, Amritsar receives 95%/ 75% of grant in aid from the Punjab government and the external audit of the same is carried out by the statutory auditors appointed by the DPI colleges periodically. External audit of all the funds and fee is also done by the Audit General (AG) Govt. of Punjab.

The funds received from the other funding agencies are also subject to the internal as well as external

audits. The utilization certificates are prepared and are duly audited by the official chartered accountant and the same are also sent to respective funding agencies.

Any errors and objections if ever raised by the auditors are attended to and rectified.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document

6.4.2

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

Response: 0.4

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.251020	0.123335	0.972062	0.113760	0.540100

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

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Following strategies are deployed for fund mobilization:

- *Students' tuition fee is the primary sources of funds generation.*
- *The college gets financial support from government of Punjab for Teaching and non-teaching posts under grant in aid scheme.*
- *Another source of funds is donation by the philanthropists, NGO's and alumni of the institution*
- *The college allows various agencies to conduct examinations in the campus. These manoeuvres attract periodic generation of funds for the college.*
- *Contractual lending of canteens also mobilizes funds.*
- *The college has created enough corpus which attracts funds in the form of savings account and fixed deposit interests.*
- *The college faculty also generates staff fund and contributes in donations for the economically weak students.*
- *Funds are also received in the form of scholarships for the socially disadvantaged; minority; wards of ex-servicemen, railway employees and meritorious students under centre and state Govt. schemes.*

Optimal Utilization of resources:

The college has a well-established procedure for the effective and efficient utilization of funds. Every year annual budget is prepared in advance as per the needs and requirements of the college and presented in the annual budget meeting of Khalsa college Charitable Society by the principal of the college.

The college has developed a sizeable infrastructure over the last five years as per the academic and administrative needs. As per the priority, the funds are utilized for infrastructural development and beautification of the campus, digital devices and up-gradation of various labs (Technology lab, Science labs, ICT lab etc.), student development and purchase of necessary equipment for the value-added courses.

Funds are utilized through proper channels, such as quotations are called from the contenders. Purchase committee takes sanctions from the college principal for every purchase. The utilization of government grants is routed through PFMS, Government of India.

Stock checking is done at the end of academic year to check pilferages and to ensure the proper maintenance of college infrastructure.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

The college established the Internal Quality Assurance Cell on 15.01.2001, with the goals of quality assurance, upgrading, assessment, accreditation, and institutionalization. The IQAC was established with the purpose to implement the ways to improve and maintain quality assurance strategies in the college. The IQAC directs efforts towards comprehensive academic success. The process of quality enhancement and sustenance is done through following strategies.

- *IQAC of the college plays very important role in improving the scholastic and co-scholastic quality of the institute. To keep a strict vigil on the quality indicators as well as to bring further improvement in the process, periodic meetings of IQAC are held twice a year. The agenda of these meetings is decided in light of the feedback obtained from the stakeholders and also in light of the paradigmatic shifts in the field of teacher education and the latest developments in the field of education.*
- *The college is committed to make relentless efforts to enhance its quality of teaching learning. In this direction, a well-devised mechanism has been evolved to get feedback from its various stakeholders viz. students, teacher educators, principals of the practicing schools and alumni. Thorough feedback is obtained from the stakeholders with the help of proformas devised by the institute covering all the major curricular and co-curricular areas.*
- *After the analysis of feedback, suitable actions or strategic plan is chalked out for the implementation of suggestions or observations made by the stakeholders. A number of committees, cells, and clubs are constituted in the college to plan and monitor the activities to achieve the formulated goals and objectives. Efforts are made for the effective implementation of the perspective plans. SWOT analysis is also carried out to bring efficiency in the academic and administrative functioning.*
- *In order to assess the efficacy and efficiency of the academic and administrative measures, the practice of audit of the same has been initiated by the Institute. The main purpose of Academic and Administrative Audit (AAA) is to examine and review the teaching-learning process, administer mechanisms to monitor and enhance academic quality and its standards which are necessary to achieve aims/objectives of the college. Academic and Administrative Audit also examines the extent of effective implementation of procedures and reflects on best practices to maintain quality culture in the institute. Academic and Administrative Audit is conducted at regular intervals by the External and Internal committee constituted by Khalsa College Governing Council.*

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

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC remains at the helm of the academic and co-academic affairs of the institution. It steers the college through appropriate planning and efficient review mechanism for designing, developing, analyzing, and evaluating the teaching-learning process in the institution.

- *Each session begins with the IQAC meeting for the preparation of academic and co-academic calendar, which is in tune with the academic calendar of GNDU.*
- *To monitor the timely completion of the syllabus and other curriculum-related tasks, teachers are engaged in preparation of the unit plans based on the principles of Gestalt. Also to cater to the diverse needs of the learners, multi-method approach of teaching is adopted including brainstorming, cooperative learning, use of e-resources, group discussions and assignments. Further to ensure the holistic development of the students, they are also involved in a variety of co-curricular activities, community activities, field visits, and experiential learning.*
- *After the admission of the students, their entry behavior is assessed through observations, discussions, tutorials, and content tests for tailoring strategies to meet their diverse learning needs effectively. Analysis of the performance of students in assignments, midterm tests, provides a base for categorization of students as Bright, Average and Below Average students followed by Enrichment/ Improvement and Remedial classes are specially designed by the respective teachers.*
- *To monitor the teaching learning process course coordinators and semester in charges identify any shortcomings and the same are promptly identified and addressed, contributing to a more efficient and effective educational environment.*
- *Regular parent-teacher meetings serve as a vital platform for sharing students' performance with parents and gathering their valuable feedback on the institution's functioning, activities, and curriculum relevance. Also alumni meetings are regularly conducted, during which valuable suggestions are sought from alumni to continually improve the institutions quality.*
- *The IQAC's initiative to introduce need-based value-added courses for students represents a proactive step towards enhancing the quality of the teaching-learning process. These courses are tailored to meet the specific needs and interests of students, providing them with additional skills and knowledge beyond the standard curriculum. By offering such courses, the institution aims to enrich students' learning experiences and better prepare them for future challenges and opportunities.*
- *IQAC also conducts staff meetings from time to time to review and enhance the teaching learning process. Matters related to curriculum and syllabus of different courses are discussed*

and if required deficiencies are discussed in board of studies meeting at Guru Nanak Dev University by the respective faculty member of the college to further improve the teaching learning process.

- *The IQAC of the college conducts workshops for the teachers to broaden the range of teaching approaches that they employ in their regular classroom activities.*
- *The analysis of university exam results is also a reflection of the attainment of course outcomes. The college students have bagged numerous positions in university merit lists. Additionally, their remarkable performances in youth festivals and cultural programs highlight their talents beyond the academic sphere. Moreover, their praiseworthy achievements in sports signify a well-rounded development. Overall, these accomplishments speak volumes about the holistic growth and achievements of college students.*

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 15.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
21	15	12	15	16

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

It is a matter of pride that Khalsa College of Education, Amritsar has been accredited as an 'A' grade institution in three consecutive cycles of assessment by NAAC (2003, 2010 & 2016) and now it has applied for fourth cycle of assessment. In the light of observations and suggestions by the peer team the following measures have been initiated by the institution for further strengthening its academic environment and to set new bench marks in the field of teacher education.

For the First Cycle:

1. Appointment of Permanent and Regular Teachers

After the first cycle of NAAC, a concern was expressed by NAAC peer team that no recruitment of teachers made by the college against grant-in-aid posts. The posts were not duly filled since Government had imposed ban on the recruitment against the grant-in-aid posts in government aided colleges across the Punjab. However, after continuous persuasion, the situation changed and the banned was lifted by the Punjab government. After the decision of Punjab government, the college filled posts in the grant-in-aid category in the phased manner:

Phase I: Three teachers were recruited against the grant-in-aid posts in the year 2015

(Dr. Deepika Kohli, Dr. Satinder Dhillon, Dr. Suman Saggu)

Phase II: Three teachers were recruited against the grant-in-aid posts in the year 2016

(Dr. Manpreet Kaur, Mrs. Rajwinder Kaur, Dr. Jyotpreet Kaur)

Phase III: Two teachers were recruited against the grant-in-aid posts in the year 2018

(Dr. Baljeet Kaur, Dr. Avneet Kaur,) and

Phase IV: One teacher was recruited against the grant-in-aid posts in the year 2020

(Dr. Ramanpreet Kaur)

Apart from the filling of posts against the grant-in-aid category, the college also made regular recruitments under management posts as per the requirement of existing and new courses.

2. Academic and Administrative Audit

The NAAC peer team also expressed concern about the mechanism to assess the efficacy and efficiency of the academic and administrative measures. In order to keep track of the administrative and academic improvements, the college took initiative to evaluate academic programmes and activities. Academic and administrative is conducted in the college at regular intervals. The main purpose of Academic and Administrative Audit is to examine and review the teaching-learning and

administrative mechanisms, to monitor and enhance academic quality and standards which are necessary to achieve aims and objectives of the college, and to comment on the extent of effective implementation of procedures and reflect on best practices to maintain quality. Academic and Administrative Audit (208-2019) held at Khalsa College of Education, G.T. Road, Amritsar on 15th and 16th April, 2019 by the External and Internal committee constituted by Khalsa College Governing Council (Management). This process of AAA became the regular feature for the quality assessment and improvement since 2018-2019. All the AAA reports for the previous five years are annexed at <https://kceasr.org/naacdata/Governance-Leadership-and-Management/6.5.4/C.Pdf>

For the Second Cycle:

1) Strengthening of Internship Program:

A) In order to develop teaching skills among the prospective teachers, a rigorous program of Micro teaching is undertaken in a scheduled manner.

- The faculty meticulously conducts intensive session of micro-teaching and the students practice micro lessons under their seasoned supervision. The students are made to practice the particular skills till the mastery level is attained.*
- To ensure that all the students have acquired proficiency in the core teaching skills, feedback is given on the basis of their performance on the basis of rating scales, annexed in the lesson plan notebook of the students. The feedback is given by the method masters orally and also in writing. The remarks are recorded in the form of suggestions for further improvement in their lesson plan notebooks.*

B) The internship program is systematically planned at the institution level, before sending the students for their internship in the schools. Sessions are organised to acquaint the students with the various tasks and responsibility to be performed by a teacher. A systematic mechanism has been devised for pre internship programme of the students in the college.

- The faculty members are acquainted with latest trends in lesson planning by organising in house workshops as well as by giving them opportunities to attend seminars and workshops organised by various institutions and universities. During the last five years number of teachers of the college attended workshops on Pedagogical trends organised at GNDU Amritsar under Pandit Madan Mohan Malvia Teacher Training Program.*
- 3 weeks pre-internship workshops are organised in the college for the students in which detailed instructions are given to students regarding:*
 - Objectives and duration of the internship*
 - Maintenance of attendance and record registers*
 - Training and preparing different types of lesson plans (Model Based, ICT Based, Value Based, Toy Based etc.),*
 - Preparation of achievement and diagnostic tests,*
 - Preparation of template-case study,*
 - Organization of co-curricular activities in schools etc.*
- Planning and execution of 4 months internship program under the supervisor teacher of the school and the method master of the college.*

2) Registration of Alumni Association

Alumni of an institution play a significant role in the formation of educational policies and transformation of education. The reputation of an institution depends upon its students- past and present. Alumni Association of Khalsa College of Education, G.T. Road, Amritsar was registered in the year 2023. The association was registered under society registration act 1860 under section 20 only for charitable purpose for general public. The executive members of the association were selected unanimously. The President of the association is Dr. Gurjit Kaur (Associate professor, Khalsa College of Education, Amritsar), Dr. Bindu Sharma (Assistant professor, Khalsa College of Education, Amritsar) is the secretary and Dr. Manpreet Kaur (Assistant professor, Khalsa College of Education, Amritsar) is elected as cashier. The list of notable alumni of the college and registration link are available on <https://kceasr.org/alumni-registration-link/>.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - 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

Response:

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 due attention are habitually given to all our activities to ensure sustainable use of resources, discouraging waste generating practices, minimizing pollution and employing renewable energy sources for the benefit of individuals and society at large. In its attempt to design and establish a rudimentary institutional commitment with responsibility towards the environment, the institute established an “Energy Conservation Cell”, framed an energy conservation policy with objectives and an action plan in the beginning of the session and sensitized the staff and students about it. Different club members and the discipline committee implemented the action plan.

Beautifully architected building: The college boasts of naturally ventilated infrastructure with adequate natural light, thus playing a significant role in energy conservation.

Solar panel: The college focuses on the policies to minimize wastage of energy, efficient use of energy and has installed solar power panels in the college campus. The institution has installed Rooftop Solar PV System which produces 700kwp as an alternate source of energy.

The electricity generated through this plant is first supplied to Government Electricity power house then the institution consumes the power supplied by the Grid according to its consumption. As a result, the electricity bill is zero. Due to high production of electricity calculated and adjusted on an annual basis, the electricity bill is nil.

Energy Efficient Appliances: LED lighting is a green way to improve energy conservation at campus. The institution has replaced all the lights with LED bulbs because these consume less energy and are less expensive. To operate and maintain our institute by choosing energy efficient star-rated refrigerators, ACs, and LED monitors in computer labs, we are trying to conserve the energy efficiently.

Green Audit: Green audit is the process of assessing environmental performance. To evaluate sustainability, the internal team (Khalsa Charitable Society) and external teams from the Department of Higher Education, Ministry of Education, Govt. of India evaluate the environmental sustainability of the college campus annually.

Sensitization of Staff and Students: Our institute sensitizes staff and students about energy saving by displaying sign boards at appropriate locations.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Our institution realizes the importance of sustainable and holistic waste reduction management in reducing its environmental footprint and providing a safe complaint and healthy work environment for all of its stakeholders i.e teaching and non-teaching employees, students and visitors. The institution's "Waste management Cell" has framed its 'Waste Management Policy' with objectives and action plans that provides orientation, guidance and defines responsibilities for the staff and students about clear standards for appropriate waste segregation and disposal. The institution focuses on sustainability of environment by reducing the waste by following the motto, Reduce, Reuse, Recycle and Recover waste materials with active involvement of the teaching and non-teaching staff, students and visitors. Meetings of 'Waste Management Cell' and 'College Beautification Committee' are conducted regularly regarding orientation of rules & regulations, facilities and observations or follow up of the actions taken.

Segregation of the waste: The Institution has adopted the process of segregation of the waste according to their nature. Waste bins for dry and wet wastes are placed at different places in the campus so that waste is segregated easily and can be managed accordingly to keep the campus clean and green.

E- waste Management: The college tries to minimize the production of the e-waste by reusing the repairable electrical equipments, and manages its e-waste by collecting them at specified place. The E-waste and defective items from computer laboratory are being stored properly. Workshops on best out of waste by Dr. Indu Sudhir are organized from time to time to encourage the students to play their role to save environment. Beautiful decorative items are made from the used CDs. Old CPUs are repaired by our technicians and are reused.

Vermi composting: The institute has constructed compost pit in the college campus for making compost from the garden waste such as leaves and grass clippings. Manure, thus, produced is used for gardening purposes in the institution itself. Every year students make visit vermi compost centre situated in the Agriculture Department of the Khalsa college, Amritsar, so that they would become familiar with the importance of biodegradable materials and the practices done in this light.

Solid Waste Management: Procedures are adopted to dispose obsolete and unusable items preventing accumulation of junk and allowing optimum utilization of space. The institute has signed an agreement with Municipal Corporation for collecting waste from the campus once a week. An incinerator machine is installed in girl's washroom to decompose used sanitary pads. Plastic utensils like serving cups, plates etc. are banned in college canteen. Instead of plastic, students are encouraged to use biodegradable disposals. Solid waste in the form of old newspapers, magazines, old used files of the students are sold from time to time for the recycling process of paper. Solid waste in the form of

used teaching aids like models, charts, flash cards etc. are donated to the neighbourhood school.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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**

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Cleanliness and Sanitation

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for the overall sanctity of “Body, Mind and Soul”.

Initiatives for cleanliness and sanitation:

One day orientation programme is organised in the beginning of the session every year for sensitizing the students with the motto ‘Cleanliness is next to Godliness’ and to give them information about the maintenance of cleanliness in the campus. Morning Assemblies, Seminars and Campaigns on awareness and responsiveness among students about cleanliness, sanitation and conservation of environment are also organized. Institution takes active participation in the Swacchh Bharat Abhiyaan launched by Govt. of India. During both phases of the Abhiyaan, cleanliness drives were launched by the institution inside and outside the campus. Students are encouraged to make decorative items from waste materials. Moreover, full time sweepers are also employed in the institution for the cleanliness of the college campus including the washrooms on daily basis. Proper sewage system has been installed in the college and routine follow up, mechanism is adopted by the concerned authorities. Quality of drinking water is checked on regular basis for maintaining health and hygiene of everyone in the campus and water filters are serviced quarterly. An incinerator machine has been installed in the lady’s washroom.

Initiatives for Green Cover campus:

The college campus is serene green with varieties of plants. Campus is located in vicinity of various trees of different species to maintain the biodiversity. Different Clubs and Committees are working actively for this purpose. This college NSS unit organizes campaigns to conserve environment as ‘Jan Shakti for Jal Shakti’ and Rallies etc. Environment day is celebrated every year by planting different

types of plants. Practice of presentation of plant saplings as souvenirs to the guests at various college events has been adopted.' College Beautification Committee' including students, teachers and other employees work to make campus eco-friendly. College is maintaining the nursery of plants with the help of students. Pictures and name of the plants grown in the campus are displayed in the corridors to make the students familiar college's flora. Instructions are displayed on Display boards of the college ensuring the campus to be clean and more eco-friendly. The institute's authorities are taking sensible initiatives to make campus paperless.

Initiative For Pollution Free Environment:

Our institution takes a number of initiatives, to protect the environment and safeguard human health. Campaigns on issues like air pollution, water pollution and plastic pollution are organised to create awareness among students about their adverse effects on environment, health of human beings and aquatic animals. Use of plastic bags and single use plastic items are banned in the campus. The four-wheeler vehicles of students and outsiders are not allowed in the college campus. Students are encouraged to use Steel Tiffin instead of plastic so to reduce the pollution caused by plastic. College Campus is declared as No Tobacco Zone and No Plastic Zone.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.601505	0.439756	0.247080	0.419755	0.444581

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge. The institution works in collaboration with community for its effectiveness.

Following are community-based activities that help in improving the society as well as education:

Organization of Extension lectures, Seminars and Workshops: As a regular feature of the college activities, Extension lectures, seminars and workshops are organized by the college which proved extremely beneficial to students since these enabled them to evaluate, stay up to date on current events and provides them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities at large. One day seminar on Awareness about Coronavirus, Yoga practices and mental health, State level seminar on celebration of 150th Birth Anniversary of Bhai Vir Singh, Extension lecture on Road Safety Rules, legal services, Eradication of Social evils, First aid, Digital India Investor Awareness Program. Workshop on Digital marketing, Physical fitness and Yoga. These lectures make a connection and a responsibility for their local environment.

Campaigns, Camps and Drives: Stubble burning campaign, Campaign for promoting girl education, Water conservation campaign, Swachh Bharat Campaign, Adult literacy Campaign, Blood donation camp, First aid training camp, Tree plantation drive, Cleanliness Drive are organized regularly to sensitize the students about local historical demographic and biodiversity of the surroundings.

Home-School-Community Communication: To develop a system that facilitates home-school-community communication, our institution arranges alumni meets, assemblies, parent -teacher meeting, etc. It Provides opportunities to work together with neighbouring schools and community members by helping in providing them resources and facilities for their use which directly fosters social connectivity, trust, bond, and network between students and communities. The Institution 'strengthens ties with the Community and helps the Marginalized' by raising relief funds many a times with the help of staff and students

Celebration of Important Days: Days of national and international importance are celebrated annually in the college like World AIDS Awareness Day, World Environment Day, Human Rights Day, National Voter awareness day, World Health Day, World Forest Day etc. are celebrated in the college to make students aware about the environmental issues and current social issues.

Field Visits: 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. Institution organizes annual visits to orphanages and old age homes as a part of community service and to inculcate values among the students. Visits to museum, historical monuments are organised to make them familiar about their own culture and history to develop professional ethics and leadership

skills. Teachers and students visit orphanage, slums, rehabilitation centres, schools for disabled and work their voluntarily.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice I- PUNJAB TEACHER OF THE YEAR AWARD

(The nomenclature has changed to “TEACHER OF THE YEAR OF PUNAB AWARD” w. e. f Nov 2, 2023 after the registration of the award) Context: The Award is 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.

Objectives:

- *To improve the quality of school education, especially in the rural, backward and border areas of Punjab*
- *To recognize their contribution towards the upliftment of society*
- *To motivate school teachers to make use of innovative teaching techniques*
- *To develop and strengthen school-college community linkages*

Practice:

Realizing the importance of Guru in shaping the life of a student and in the transformation of a society, Khalsa College of Education, G.T Road Amritsar signed an MOU with Khalsa Global Reach Foundation to introduce ‘Punjab Teacher of the Year Award’ since the year 2020.

The College identifies, selects and confers three awards on teachers having minimum 5 years of teaching experience.

- 1) *The Best Teacher of the Year Award: The award comprises of Prize Money of Rs. 1 lakh, a Shawl and a citation*
- 2) *Appreciation Award I: It comprises of Prize Money of Rs. 25 thousand, a Shawl and a Citation*
- 3) *Appreciation Award II: It comprises of Prize money of Rs. 15 thousand, a Shawl and a Citation.*

The Best Teacher of the Year Award:

- *Dr. DINESH KUMAR, Govt. Victoria Sen. Sec. School, Patiala 2022*
- *S. AMRITPAL SINGH Govt. Sen. Sec. School ,Chappar, Ludhiana for the year 2021*
- *S. HARMEET SINGH, Baba Sohan Singh Govt. Sen. Sec. School Bhakna Kalan Amritsar for the year 2020*

Roles and Responsibilities:

The Khalsa Global Reach Foundation, a philanthropic NGO bears the financial burden of the scheme whereas Khalsa college of Education having a good network of in-service teachers through alumnus takes responsibility of propagating and promoting the same. Information about this award is circulated through SCERT. The applicants from Punjab State are shortlisted and selected on the basis of Criteria https://kceasr.org/Application_Form_&_Evaluation_Criteria_2022.pdf

Impact of the practice:

An award ceremony makes the teacher feel that their work is recognized and valued. It not only gives further impetus to their efforts but also prevents professional burn out syndrome. This also helps in boosting the image of teaching community in the society

Resources required:

Sufficient budget, Human resources for circulating and promoting the schemes for optimum outreach, dedicated and impartial team for selecting the entries in a transparent way, selecting, screening, evaluating, shortlisting and finalizing.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Institutional distinctiveness sets a central theme in light of its vision around which excellence is built, which strengthens its bond with the society. Educational Scholarships act as incentives for highly committed students who want to excel educationally and professionally. We are the institute that was established in pre partition times in a culturally rich area of undivided Punjab. But the partition of the country at the time of independence of India, unfortunately, drew the cruel Redcliffe line impacting adversely the culturally, economically and socially richest area. As a result, the city and the surrounding areas are termed as the economically backward as well as border areas. This locational disadvantage makes it prone to international border disputes and wars, leaving it with few opportunities for the progress of the city and the area. The resultant is large number of mentally and physically fit and socio-politically awakened youth but who are economically disadvantaged. Such youth has a potential to progress with a little support and hand holding. In this context and background, the KCE under the patronage of KCCS Amritsar provides variety of scholarships to the meritorious and socio-economically disadvantaged students under schemes initiated by government, management, non-government organizations as well as some institutional scholarships in the form of fee waivers/concessions as envisioned in our vision and mission statement with the following objectives in mind.

Objectives:

- *To create egalitarian society by spreading education among the masses*
- *To provide financial assistance to brilliant but socially and economically weaker sections of the society*
- *To groom the talent of the youth to enable them to excel educationally and professionally*
- *To inculcate humanitarian values among the students so that they set an example for the society*

Scholarship schemes:

- *Govt. Scholarship schemes*

Dr.BR Ambedkar Scholarship for SC/ST/OBC

Post Matric Scholarship Schemes for SC and OBC

Post Matric Scholarship for Minority Communities

Post Matric Scholarship for Dependant wards of Central Armed Police

Post Matric Scholarship for students with Disability

- *Scholarships and freeships by Khalsa College Charitable Society (College Management Committee)*
- *Khalsa Global Reach Foundation Scholarship (NGO)*
- *Teaching faculty/Alumni support for student fee/Third party support (SAF)*

Scholarships help the students not only complete their studies but also help them to achieve their career goals. The scheme has helped them uplifting the life of students over the years by enabling them to pursue higher education, earning their livelihood and excelling in their professions. The list of beneficiaries of the last 5 years is given below:

YEAR	NO. OF BENEFICIARIES	AMOUNT
	<i>(Including SAF)</i>	<i>(In Rs.)</i>
2022-2023	333	30,21,973
2021-2022	356	24,90,612
2020-2021	243	20,79,392
2019-2020	120	21,48,489
2018-2019	92	15,11,359

There is a dedicated team of teaching and non-teaching staff who identifies the students and recommends for the benefits and also generate resources from NGOs and philanthropists. They encourage, counsel, and help the eligible students to register themselves for scholarship schemes and take the follow up also.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

With the introduction of NEP-2020, Teacher Education in India has witnessed paradigmatic shifts. The entire structure of Teacher Education has been revamped replacing the traditional programmes with Integrated Teacher Education Programmes - ITEP. The ITEP emphasizes the multidisciplinary approach to teacher education, recognizing the necessity for broad inputs from diverse disciplines. The college has applied for these courses and has already initiated the projects for the extension of the infrastructural facilities as well as the enrichment of the academic environment by developing more e-resources and organizing intensive FDPs to enable our faculty to take the challenges of teacher education head-on. Moreover, the college intends to complete the project of digitalization of its library shortly. Digitalization will enable us in the preservation and efficient management of vast information, making it easily accessible and searchable and transferable across platforms and networks. These initiatives will not only promote research culture in the college but will also create rich academic environment in the college, essential for the introduction and success of integrated programmes of Teacher Education. Khalsa College of Education, Amritsar is not only gearing itself to embrace the futuristic trends in Teacher Education, it is at the same time striving hard to conserve the glorious culture of Punjab, A museum has been set up in the college to preserve Punjab's Cultural treasure. Every year cultural heritage fair is organized in collaboration with Khalsa College, Amritsar to develop a sense of appreciation among the students for their culture. For the revival of the indigenous games and sports of Punjab, every year competitions are held at the college level. The college is making relentless efforts for the promotion of Punjabi language. From the year 2023, Punjabi Bhasha Ratan Award has also been introduced in the institution which is awarded to those School Teachers who have done commendable work for the promotion of Punjabi language.

Concluding Remarks :

Khalsa College of education, Amritsar established in 1954, is housed in a unique marvel of architecture. The College affiliated to Guru Nanak Dev University ,Amritsar , is recognized by the UGC under section 2(F)and 12(B) and is covered Under 95% Grant -in -Aid .The college is running MEd, BEd, BEd-MEd, BA/ BSc-B.Ed and PGDCA programs .The college has been accredited as 'A' grade institution in three consecutive cycles of assessment by NAAC . The College intends to prepare passionate, innovative, secular teachers with commitment to excellence and professional outlook. The college has a democratic and decentralized policy to ensure the optimum utilization of its resources. The admission process is transparent and centralized, in tune with the Reservation Policy of the State Government. A majority of the students hail from rural/border areas, especially from socially and economically weaker section of the society. Financial help is provided to the needy students. The college strives hard to nurture creativity, develop and chisel Professional Skills and competencies among students through innovative strategies of teaching, The IQAC reviews the curriculum from time to time and prepares strategic plan in the light of the feedback from its stakeholders and also keeps a strict vigil on the quality indicators of the college. The college has notable alumni. The institution fully conscious of its roles and responsibility towards the community, organizes various outreach, activities for community development. The college is also playing significant role in various government initiatives and has created in the campus Electoral Literacy Cub, Red Ribbon Club, Free Legal Aid Cell for carrying forward the message of these initiatives to the masses. Green practices and Energy Conservation practices are given the highest priority to create eco-friendly campus .The college provides support services for teachers and students to promote research culture. To set new benchmarks in

the academic, cultural and research areas, the college has signed MOUs with National and International institutions. The college has been making tenacious efforts to fulfil the dreams of its forefathers to change the knowledge landscape of the region by providing quality education, laced with secular moral and ethical values.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has selected the B. Any 6 or 7 of the above as per shared supporting document by HEI.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Answer before DVV Verification : A. Any 8 or more of the above
 Answer After DVV Verification: B. Any 6 or 7 of the above
 Remark : DVV has selected the B. Any 6 or 7 of the above as per shared supporting document by HEI.

2.4.9 Average number of students attached to each school for internship during the last completed academic year

2.4.9.1. Number of schools selected for internship during the last completed academic year

Answer before DVV Verification : 89

Answer after DVV Verification: 75

Remark : DVV has made the changes as per shared data template document and excluding the duplicates .

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has selected the B. Any 6 or 7 of the above as per shared supporting document by HEI .

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
43	22	12	15	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	18	11	9	12

Remark : DVV has made the changes input as per shared supporting document by HEI .

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69240	80123	73444	52528	53329

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.69240	0.80123	0.73444	0.52528	0.53329

Remark : DVV has made the changes input in lakh .

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8887325	7134490	4328103	4001870	4340764

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.888732	0.713449	0.432810	0.400187	0.434076

Remark : DVV has made the changes input in lakh.

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**

10. Toilets for girls

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : DVV has selected the B. Any 7 of the above as per shared supporting document by HEI

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : DVV has selected the B. Any 5 of the above as per shared supporting document by HEI

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	45	24	38	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	34	14	24	26

Remark : DVV has made the changes as per shared data template document and excluding the duplicates ,days ,workshop and yoga .

5.4.2 Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has selected the C. Any 2 or 3 of the above as per shared supporting document by HEI .

6.3.2 **Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	16	28	25	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	19	16	9

Remark : DVV has made the changes input as per shared data template document excluding the duplicates .

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

6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2510200	1233350	972062	1137600	540100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

0.251020	0.123335	0.972062	0.113760	0.540100
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Remark : DVV has made the changes input in lakh .

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
601505	439756	247080	419755	444581

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.601505	0.439756	0.247080	0.419755	0.444581

Remark : DVV has made the changes input in lakh .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations