



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Govt. College of Education Patiala
• Name of the Head of the institution	Dr. Charanjit Kaur
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01752217587
• Mobile No:	9815023649
• Registered e-mail ID (Principal)	gcedupatiala@gmail.com
• Alternate Email ID	gcedupatiala@gmail.com
• Address	Govt. (State) College of Education, Opposite Sadbhawna Hospital
• City/Town	Patiala
• State/UT	Punjab
• Pin Code	147001
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>				
• Financial Status	<b>UGC 2f and 12(B)</b>				
• Name of the Affiliating University	<b>Punjabi University, Patiala</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Yogita Sarwal</b>				
• Phone No.	<b>9814096980</b>				
• Alternate phone No.(IQAC)	<b>01752217587</b>				
• Mobile (IQAC)	<b>9814096980</b>				
• IQAC e-mail address	<b>gcedupatiala@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>stateiqac@gmail.com</b>				
<b>3.Website address</b>	<a href="http://gcepatiala.synthasite.com/">http://gcepatiala.synthasite.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://gcepatiala.synthasite.com/resources/AQAR%20Final%20Report%20(2021-22).pdf">http://gcepatiala.synthasite.com/resources/AQAR%20Final%20Report%20(2021-22).pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.govtstatecollege.com/files/ugd/252d5c_b12ba33d42f246e186d11bee95e64ee9.pdf">https://www.govtstatecollege.com/files/ugd/252d5c_b12ba33d42f246e186d11bee95e64ee9.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B++</b>	<b>80-85</b>	<b>2004</b>	<b>03/05/2004</b>	<b>02/05/2009</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.85</b>	<b>2015</b>	<b>19/01/2016</b>	<b>18/01/2021</b>
<b>6.Date of Establishment of IQAC</b>	<b>03/02/2003</b>				
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Govt. College of Education, Patiala	INFRA	RUSA	26/05/2022	2500000
Govt. College of Education, Patiala	INFRA	RUSA	30/08/2022	2500000

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>	<b>10</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>			

<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>			
<p>* Interactive Session: NEP 2020 and NAAC-Specifically in Context of Teacher Education with Prof. Dr. Ashwani Bhalla, Deputy Director, Department of Higher Education(Colleges), Punjab * Workshop on orientation of Digilocker and ABC system of credits for students * MOCK test for students for Teacher Eligibility test * One day workshop on ' NAAC-SSR Compilation process by Dr. Vishal Goel, Deputy Director, IQAC, Punjabi University, Patiala and Mentor, Department of Higher Education , Punjab * Value added courses and</p>			

Sufi sangeet evening to mark Punjabi month celebration and other day celebrations

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

Plan of Action	Achievements/Outcomes
<a href="https://www.govtstatecollege.com/iqac-meetings">https://www.govtstatecollege.com/iqac-meetings</a>	<a href="https://www.govtstatecollege.com/iqac-meetings">https://www.govtstatecollege.com/iqac-meetings</a>

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

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	17/01/2023

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

Year	Date of Submission
2023	14/01/2023

**15. Multidisciplinary / interdisciplinary**

Govt. (State) College of Education, Patiala is a multidisciplinary college. It is running two programs i.e. B.Ed and M.Ed. The multidisciplinary approach is followed through offering various pedagogy subjects i.e. Maths, Physical Science, Life Science, Commerce, Physical Education, Geography, Social Studies, Economics, Home Science, Music, Punjabi, English, Hindi etc. following the direction of NEP. The interdisciplinary approach is followed through enriching learning through ICT, Health and Physical Education, Art in Education, Experiential Learning, Life skills, Environment Education etc. The main focus is to integrate all these subjects for making school education effective and sharpen the skills of pupil teachers to teach the school students with humanitarian approach as per NEP 2020 guidelines. To implement New Education Policy, 2020, the institute organised a National Seminar on the theme 'Education Policy-2020: Education and Regional Languages in Globalisation' in collaboration with CTEF. M.Ed. curriculum being multidisciplinary and interdisciplinary

includes development of research perspective among students and visit DIETs and various schools for first-hand experience of research problems. The PLOs and CLOs have already been formulated by the affiliating University in the curriculum to as per the guidelines provided by NEP 2020.

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

The affiliating university offered the designed curriculum with the provision of Credit system along with marks as per NEP 2020. M.Ed. program is divided into four semesters with allotment of credits. M.Ed. Semester -I has 16 credits for theory and 5 credits for Practicum-cum-field work, Semester -II has 16+6 credits, Semester -III has 16+5 credits and Semester IV has 16+4+4 credits. B.Ed. program is divided into four semesters with allotment of credits. B.Ed. Semester -I has 20 credits, Semester -II has 20 credits, Semester -III has 12 credits whereas Semester -IV has 20 credits. The students are being motivated and made aware of ABC (Academic Bank of Credits ) through [www.abc.gov.in](http://www.abc.gov.in). by signing up for MERI PEHCHAN. The institute has taken initiative to spread awareness about Academic Bank of Credits by organising the seminar based upon the theme.

#### **17.Skill development:**

The students are motivated to pursue online and offline self study courses facilitating the students for usage of library and provision of internet. The whole curriculum is chalked out in such a manner as to develop various skills through diverse skill development experiences by organising activities to promote holistic development of pupil teachers. -Teaching skills through micro-teaching, discussion lessons and internship in schools. Pedagogy of school subjects offered theoretical and practical exposure. -Learning skills in languages through core subjects as well as certificate course are developed. -Life skills/soft skills are developed by providing exposure to the students through teaching by paedo-centric approach. -Experiential learning and guidance and counselling cell provides exposure to the students towards various experiences developing skills as self-awareness, empathy, time management, management to handle conflicts, interpersonal relationship etc. -ICT skills: Teachers and students both indulge in usage of integrating ICT in their lessons plans and class seminars lead to get skill in development of ICT usage. -Communication skills: The skill of effective communication is emphasized throughout the teaching learning process by indulging the pupil teachers into various activities like morning assembly, tutorials and different coscholastic events etc. -Dramatic &

Aesthetic skills: playing of musical instruments, debate, dance, poster making, slogan writing, nukkad natak, mime etc. are organised to mark day celebrations leading to development of skills among students. Intra and Inter College, Youth festivals etc. give exposure to the students. Improvisation skills -Fine Art skills- postermaking, calligraphy, aesthetic skills.

-Organizational skills: Morning Assembly, Events and Day celebration. -Cultural sensitization- Cultural sensitization is promoted through the participation focused on the guidelines of EBSB. -Reading skills: best library reader is encouraged by providing him/her the appropriate recognition during annual day event. -Skills to be job-ready: Placement cell assures to organize extension lectures by resource persons to develop vocational skills among students. To apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, value crisis, buddy programs dealing with saying no to drugs contributing to the society at large.

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

The curriculum has the provision of situating educational practices in historical, political and sociocultural contexts both locally and globally. Enriching Learning through ICT is a subject in which the students are familiarized with the new trends in ICT. The college has smart boards, projectors and a virtual classroom to prepare the college for NEP 2020. Yoga and Physical Fitness is the course offered by the college. Various online lectures in the form of webinar series were organized and more such initiatives are in the pipeline. Outreach programmes and morning assembly are inseparable part of our curriculum and morning assembly has now been conducted on the basis of particular theme associated with Indian culture and moral / social issues in which the students make use of Hindi, Punjabi and English languages. Eco-club of the college is active and plans to put iron plates near the plants adopted by students in NANAK BAGICHI in native language mentioning their significance. The faculty members are already teaching in bilingual and trilingual mode in the classrooms. The Music and Fine Arts departments of the college prepare the students for participation in various cultural events in Youth Festival and Inter college activities to promote Indian culture and our students win laurels too. Online Workshop "Akharkari" on writing Punjabi (Gurmukhi Lipi) was organized to promote Punjabi language. The college plans to conduct more such activities. The faculty members have already running bilingual podcasts and plan to float more. An online course i.e. E-Governance is running in the college. The students have

freedom to write their dissertation, do research work, write their exams, give classroom seminars and write assignments in any of the languages (Hindi, Punjabi, English). The library has huge collection of books, journals, magazines, theses and newspapers in all the three languages.

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

The college being a professional Teacher Training Institute, the affiliating University has already formulated the COs (Course Outcomes) and POs (Program Outcomes) as well as PSOs (Program Specific Outcomes) for B.Ed. and M.Ed. The college follows those objectives and outcomes for each subject and the whole teaching learning process is directed towards these. The objectives formulated are aligned towards vision and mission of the college. The institution keeps striving towards possession of attributes by the Pupil teachers as per guidelines by NEP-2020.

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

COVID-19 pandemic was a compulsive factor to switch over the teaching learning process from offline to online mode which the college teachers could carry out effectively. This time was taken as an opportunity to update online teaching skills by making use of online platforms by the faculty members. Many online seminars/webinars and MOOCs were attended by the faculty members. B.Ed. and M.Ed. programs could successfully run in online mode later on switching over to blended mode. The institution conducted a series of webinars on diverse topics to provide exposure to the students and faculty members in the field of education. Our faculty members have enrolled themselves in SWAYAM/DIKSHA MOOCs and the students have also been motivated to do so. The college has sufficient infrastructure to conduct online education and updates itself from time to time with requisite infrastructure. Smart classrooms, Computer lab, Educational technology lab/ seminar hall and Virtual classroom provide enough room to facilitate online education. The faculty members avail the opportunity to watch programs as per guidelines provided by GOI from time to time like 'Pariksha Pe Charcha' etc. The students are provided Google Classroom platform to share notes and important information with the students. As per NEP 2020, more expansion of digital platforms will be initiated by the college to face challenges in education. E-governance and office automation course is already offered to the students and more such courses will be started off quite soon. College students are encouraged to enroll in skill building courses offered by JGNDPSOU Punjab through ODL Mode.

## Extended Profile

<b>1.Student</b>	
2.1	<b>269</b>
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	<b>300</b>
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	<b>60</b>
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	<b>101</b>
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	<b>101</b>
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	<b>166</b>
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>



<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	76.90698
4.2 Total number of computers on campus for academic purposes	36
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	15
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	19
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Government (State) College of Education, Patiala has a clearly stated and communicated purpose, vision, mission and values. The academic programs of the College are in tune with the NCF-2005 and follows the curriculum prescribed by the affiliating University i.e. Punjabi University, Patiala. College tries to cater to the emerging needs of the society, by introducing the concept of smart classes and computer learning. The institution has set objectives with major considerations addressed by them through the B.Ed. &amp; M.Ed. programme.</p> <p><b>Objectives:</b> To prepare the trainees to be competent teachers with better acquaintance of teaching skills.</p>	

To adopt inclusive and equity-based approach of both the scholastic and co-scholastic activities.

To teach and train the trainees about the constitutional values for practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged in the constitution of India.

To enable the trainees for facing the challenges of globalization, liberalization and privatization.

To prepare the trainees for becoming good social human beings. Provision for skills of teaching for better pedagogical competence with appropriate methods of teaching for different subjects and practice of innovative methods, approaches and activities. To provide special facilities to the under-privillagedcategory of trainees.

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

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**B. Any 5 of the above**

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

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.govtstatecollege.com/_files/ugd/252d5c_d4e87e02f4eb4709b9714b35a69e719d.pdf">https://www.govtstatecollege.com/_files/ugd/252d5c_d4e87e02f4eb4709b9714b35a69e719d.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

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

02

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

97

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

97

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

11

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

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

The college provides opportunities for students to acquire and demonstrate knowledge. Lesson plans, formats for presentation and content were provided to students. The micro teaching and all skill development instructions were given by the pedagogy teachers. Academic calendar was formed and implemented in the college. Cocurricular activities were organized. Student performances are also evaluated by teachers. Internal and university examinations and qualifying guidelines were provided to the students by the institution. Inside the classroom slow learners and fast learners are evaluated, and special guidelines are given to them by teachers. Teachers guide their students at their level best to know their individual specialties, concerns, and attitudes. Institutions provide freedom and flexibility and choices are made in the case of students. Feedback from students is formally and informally collected. The analysis of feedback was conducted by the committee and members of the institution and action was taken, where reports were provided. The effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation. Different committees are constituted for the purpose of conducting academic and administrative work in a rightful manner for the development of the students.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Government (State) College of Education familiarizes students with the diversity in the school system because teaching is a very noble profession that shapes character. So, this institution always wants and works hard to produce good teachers with good teaching qualities who will provide our society and new generation a lot of power, strength, and new ideas to develop in a very effective way. The institution provides value-based education, and organize awareness programmes. Important days celebration, co-curricular activities according to syllabus provided by Punjabi University, Patiala. The action plan, indicating the way students are familiarised with the diversities in the Indian school system, was as follows:-

- Teachers always need to know their students because each and every child is individual.
- Co-curricular activities.
- Maintain consistent communication with them.
- Physical strength must be increased with exercise and sports.
- Respect and sensitivity must be given to the students.
- Art and cultural programmes were organised.
- Diversity in lesson plans but cultural awareness in the classroom are suggested.

- Important days must be celebrated and their importance should be understood by students.
- Give students freedom and flexibility.
- Students must gain a better understanding to become open minded and feel confident and safe and will become good citizens.

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

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

The goal of teacher education programmes is to create professionals, who are capable of tackling the difficulties that come while working and teaching in the 21st century. In order to educate pre-service teachers to teach effectively in the educational system, the teacher education programme must focus on developing their knowledge, abilities, and personality traits. Therefore, it is suggested that the school based experiences, or practicum, which give students supervised experiences and aid student-teachers in understanding the full breadth of the teacher's responsibility, should be paired with the academic curriculum of teacher education. Many have also argued that because these experiences are authentic in contrast to the artificial atmosphere of university education courses, they have a significant influence on how pre-service teachers are shaped.

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

#### 1.4 - Feedback System



<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>Four of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed and action taken</b>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

166

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

166

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

100

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

100

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

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

00

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

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

Relevant information regarding the admission procedure is conveyed through the college prospectus. The admission is carried out through the Centralized Counselling process as per the Punjab Govt. notification provided by the three universities, Punjab University, Punjabi university, and Guru Nanak Dev University in rotation for two years each. As per the Punjab Govt. and NCTE norms. Seat matrix Allocation of seats per subject is also displayed on college and university website. The list of students who are allotted seat in our college according to merit is put on the website of the university. Counselling sessions are carried out by the University. The rest of the seats are filled by the college as per instructions given by the university by giving advertisement in newspapers/college website. The selection is done purely on merit. The documents are verified along with teaching subject combinations in the college. Economically weaker and needy students are given fee concessions. Scholarships are also arranged for needy students from NRIs, Student Aid Fund, PTA, College Staff, OSA and NGOs. Special attention is given to slow learners while teaching. Guidance and Counselling Cells guide and counsel the students as per their needs from time to time.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Six/Five of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>One of the above</b>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

19.21

### 2.2.4.1 - Number of mentors in the Institution

14

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

## 2.3 - Teaching- Learning Process

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

Different teaching methodologies are adopted according to the prescribed syllabus & individual requirements. Syllabus is covered by approaches including experiential learning, problem solving, group discussion, online & blended mode etc. Experiential learning, Morning Assembly & Engagement with Community are mandatory components of B.Ed. programme. The main focus is on Learning by Doing. The students are prepared for life skills by games and sports, activities, surveys etc. The students also gain experiences by visiting rural areas/ villages/basti areas etc. and spread awareness regarding various social issues. M.Ed. students visit various schools for collection of data for research work and DIET

i.e. District Institute of Education and Training as per the ordinances of the syllabus. Classroom seminars through power point presentations provide them exposure to develop experiences to teach effectively by using ICT skills. Day celebrations are done through various activities like poster making, slogan writing, quiz competitions, poem recitation, debates, declamation etc. The students of pedagogy subjects prepare improvised apparatus. The students of various clubs/societies as Eco/ Swachhata Club, Red Ribbon Club, Fine Arts Society, Science Society, Buddy groups etc. carry out activities. Microteaching, peer observation & action research are mandatory for internship.

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

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/c/NTM5NTgwODcwNTU1?cjc=uxdnk6s">https://classroom.google.com/c/NTM5NTgwODcwNTU1?cjc=uxdnk6s</a>
Any other relevant information	<a href="#">View File</a>

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

154

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Four of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://classroom.google.com/c/NTM5NTgwODcwNTU1?cjc=uxdnk6s">https://classroom.google.com/c/NTM5NTgwODcwNTU1?cjc=uxdnk6s</a>
Any other relevant information	<a href="#">View File</a>

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

**Tutorial groups/ mentoring groups are an integral part of the college. The time table has the provision of mentor-mentee interaction. Research and 'School Internship' is the pivot of teacher education programme. The students work in teams during micro-teaching .**

The following features add to the quality enhancement in the institute: Providing classroom facilities on the ground floor for PWD (Persons With Disabilities) students. Permission for scribe for blind students in MSTs and final examinations. Special attention, care and support for hostellers and students with diverse needs. Slow and advance learners identified through Psychological and routine classroom tests (written and oral) Advance Learners are involved in leading various groups, organizing institutional programs, performing special responsibilities, preparing lessons using ICT and helping the students with diverse needs. When Pupil Teachers need any help or guidance in academic areas, it is discussed in the tutorials/mentoring groups and remedial help is extended to them. Slow learners are extended extra facility of attending remedial classes, tutorials and visiting library during free time. Library books are procured on demand of students from time to time. Extra classes are arranged for the students who face difficulty in the learning process.

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

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

Four of the above

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



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

The college organized a series of events dedicated to celebrate the 400th Birth anniversary year of Shri Guru Teg Bahadur ji, as per the instructions issued by the Department of Higher Education, Government of Punjab. Varied activities in this regard like special lectures, quiz competitions, essay writing, slogan, calligraphy, kavishri (poetry), poster making, illustrations were organized along with a special assembly. Faculty of the institution uses wide range of techniques, materials and experiences to engage students' interest and ensure effective learning. These are as follows:

- Promoting Self-learning Approach, the college library is open from 9 a.m. to 4 p.m.
- Internship Approach to Practice Teaching
- Pedagogical analysis of method course, lesson planning and practice of teaching skills in micro-teaching and macro-teaching. Pupil-teachers go for internships to schools for 120 days, for real teaching experience, according to NCTE norms.
- School Experiences: (Field/ First Hand experiences) ,pupil-teachers participate in school programs
- M.Ed. students have Practicum-cum-Dissertation work in their curriculum during the entire program.
- The college has established links with the local community in order to appraise student-teachers with the local issues and problems.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement**

Five/Six of the above

### Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Four/Five of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for**

Three of the above

**effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving**

All of the above

<b>learning sequences (learning activities) for online as well as face to face situations</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</b>	Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Selection/identification of schools for internship: participative/on request:** The Teaching Practice (TP) schools are identified by the TP Incharges on duty. They visit those schools and ask for the required subject Pupil Teachers . as per the need of the schools , the pupil teachers

residing in the vicinity of the school are chosen and listed.

**Orientation to school principal/teachers:** The supervisor teachers personally visit the schools to meet the school principal and school mentors for distribution of time table and other activities to be carried out in the school.

**Orientation to students going for internship:** All the pupil teachers are oriented to follow the code of conduct, punctuality, maintaining discipline and positive attitude while teaching in the school.

**Defining role of teachers of the institution:** The supervisor teachers of the college maintain attendance register of the students/pupil teachers in the allotted school. They guide them and check their records of mega lesson plans.

**Streamlining mode/s of assessment of student performance:** During TP/Internship, the teacher supervisors coordinate with the mentor teachers of the school and assess pupil teachers as per their performance on the basis of criteria as per syllabus guidelines.

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

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

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

101

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Seven/Eight of the above

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

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

teachers and peers.

The entire process of each Teaching Practice school is evaluated by the teacher educator/supervisor teacher, school principal, school subject teacher/mentor and peer teacher trainees. The supervisor teacher regularly visits the school and a register is maintained for the same. The functional time table is provided by the school for trainees to follow. The mentor teachers of the school remain in the class to impart feedback to improve teaching skills among pupil teachers. These mentors help the pupil teachers to organise various functions i.e. rallies, morning assembly, day celebrations, seminars on social issues related to the subject or school in general. The pupil teachers carry out action research in their subject area from the allotted classes and keep record of the results. if a need arises, remedial teaching is provided to the school students There is a provision of observation lessons and micro teaching skills with rating scales to evaluate the process. Discussion lessons are also observed by the subject experts as well as teacher educators.

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

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

Three of the above

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

**2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for**

Three of the above

**assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

10

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

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



140

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

140

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The teaching faculty is keen to keep themselves professionally updated and strive to develop professionally. They take initiatives to add on existing stock of knowledge in their respective fields. The institute builds academic environment by organizing various academic activities on regular basis. The teachers regularly attend various seminars, conferences, workshops, extension lectures and faculty development programs etc. in offline and online modes. The college teachers have written books and research papers too. They present and publish papers in various journals including the list of journals as specified by UGC-care list. The institute has various journals in the library which have been subscribed. The teaching faculty regularly visit the library to update their knowledge and keep themselves abreast with new trend and research in the field of education and teaching. The institute has provision of Master in Education (M.Ed.). In the curriculum of M.Ed., dissertation and practicum work is an essential component of the syllabus. It provides opportunity to the students as well as teachers for professional growth. Besides this, the teaching faculty also update their academic qualification. Overall, the teaching faculty always try to grab any opportunity for their professional development.

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

**2.6 - Evaluation Process**

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

The internal assessment test schedules are prepared as per the norms of Punjabi University, Patiala and dates for the same are announced and displayed on the board for the students and shared with them through online groups well in advance. The internal assessment criterion of Panjabi University is followed for the distribution of marks in each subject. The students are informed about the various components in the assessment process during the semester at the onset of the semester itself. Special remedial classes are arranged in the time table for the students with low performance. The students are encouraged to participate in various curricular, co-curricular activities, class discussions, community engagement activities, activities arranged by various clubs and societies of the institute, responsible behaviour, punctuality, life skills, NSS, class seminars, sessional work and assignment submission etc. and then evaluated on these bases. Mentoring/ tutorial groups/ buddy groups are there to provide cordial environment to the students so that they can discuss their academic and non-academic issues with the mentors. There is provision for writing their assignments or exams in Hindi, English or Punjabi as per their medium opted.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

The college has an operationally effective and efficient mechanism for Grievance Redressal regarding examination. The students can approach Subject Teachers, Registrar (House Examination) and Principal for redressal of their examination related as per the requirement and jurisdiction of the grievance. There is transparent internal assessment process. At the beginning of the semester the respective subject teachers communicate to the students about the criteria of external and internal assessment. For internal assessment, two MST schedule are prepared as per university and communicated to the students well in advance. MSTs are conducted in proper way and one invigilator is deputed to each classroom where the examination is held. The answer sheets are evaluated by the respective subject teachers and shown and distributed to the students to keep transparency if any grievance pops up, it is resolved immediately. Daily performance of the students is also observed (as per CCE) which includes regularity, timely submission of assignments, projects, participation in discussion, seminar. College has a provision of reconduct of MSTs for students who are unable to appear for their MSTs on the scheduled dates. Students with shortage of attendance too can avail the college grievance process. Genuine cases are considered, addressed and resolved.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Annual Academic calendar is the pivot of the institute. The affiliating University i.e. Punjabi University, Patiala sends University Academic Calendar providing the information and schedule related to the date of commencement of the session/ semester, total number of working days, holidays during the semester, schedule of Teaching practice/Internship and dates for semester-end examination etc. The University calendar is followed by the college and all the activities for the college are planned accordingly in the form of College annual academic calendar. College Annual Academic Calendar carries the detailed preview of orientation programme, day celebrations, workshops, MSTs, Internship schedule etc. The students are oriented in the beginning of the session about college academic calendar. Various activities, both academic and co-curricular, are planned and executed by various department incharges keeping in view the Annual academic calendar. The process of internal evaluation is conducted by the concerned individuals who are assigned the duty in that academic year. The whole process is executed in keeping with the affiliating university's prescribed curriculum and syllabi of the particular subject. Academic calendar helps in planning, supervising and monitoring the curriculum and in completing the syllabus well in time.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The Program Learning Outcomes (PLOs) and the Course Learning Outcomes (CLOs) have been clearly stated in accordance with the syllabi prescribed by Panjabi University, Patiala. The curriculum of graduation and post-graduation level i.e. B.Ed. and M.Ed. reflect the learning objectives which serves as a light house for the conduction of the entire teaching learning process both at UG and PG levels. These are inclined towards making the Teaching Learning Process of Teacher Education Program a holistic pursuit for the

pupil teachers. These objectives are intended to be achieved by providing and developing life skills among them through theoretical and practical experiences both as per the curriculum guidelines. The learners are envisioned by the institution by providing them the ample scope of opportunities to get familiar with the world of education. The students are apprised of these PLOs and CLOs during orientation program at the onset of classes. The faculty of the Education and Community Service Department of Punjabi University, Patiala are contacted from time to time as and when the need arises to clarify any point in this direction. The institution always strives towards achieving the PLOs and CLOs to maintain the academic and co-curricular standards.

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The progressive performance of the students and attainment of professional and personal attributes aligned with the stated PLOs and CLOs is monitored regularly through various curricular and cocurricular activities. The entire session gives an excellent exposure to the pupil teachers by ensuring their participation in school internship, practicum-cum-field work, co-curricular activities like poster making, slogan writing, essay writing, quiz contest, community work through NSS, Red Ribbon club, Red Cross, Legal Literacy cell, extension lectures, youth festival, morning assemblies and various other works of moral and social values. The

institution plays a pivotal role in disseminating its social responsibilities by conducting different awareness and vaccination campaigns like NSS, vaccination camps for differently abled person during the pandemic etc. Proper records of different activities are maintained by the different department or clubs/ cells/societies etc. School internship, micro-teaching, action research etc. prepare the pupil teachers for exceling in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

95

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution puts in practice the multiple tools of assessment to evaluate the performance of the students to attain PLOs and CLOs as per academic and non-academic aspects. The learning needs are identified by using one of the classical and direct methods i.e. observation and besides this, various activities are effectively in

place like seminars, assignments, mid semester tests, projects. Psychological testing etc. All these activities are evaluated by the concerned teacher educators and remedial measures are provided as per the need and capability of the learners. The assessment of academic performance is carried out through assignments, class tests, MSTs, project work, sessional work, field visits and University Examinations. The scope for improvement is discussed through class discussions and feedback is provided to the students to improve the same. There is provision of remedial classes in the time table for the students who need them. Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the faculty of the same. External Assessment is done by the external experts for the practical examinations appointed by the University through Viva-Voce, practical files and thesis for the M.Ed. program. A regular feature of the institution is to collect feedback from the students, their parents and Alumni to identify the impact of teaching learning process.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

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

Yes

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

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

Two of the above



**try-outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

02

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

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

01

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

### 3.3 - Outreach Activities

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

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

72

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

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

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

250

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

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

248

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

248

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The College is in touch with society for better involvement of students in society related tasks. The college provides students with all the assistance and motivation they need to become better citizens. The students are encouraged and stimulated through NSS, Youth club/Red Ribbon Club, Swachh Bharat, Beti Bacchhao Beti Padhao and other such programs and initiatives that support community development. The students' efforts to organise awareness drives, medical camps, blood donation camps, cleaning activities, discouraging stubble burning, safe drinking water campaigns, rallies to encourage celebration of green Diwali, environment protection campaigns, tree planting campaigns, and career counselling campaigns

at the nearby localities were supported by social organisations and hospitals. Through Voters Day celebration, alcohol prohibition drives, HIV/AIDS awareness drives etc. students make efforts to uplift and benefit society. Campaigns for Health and Hygiene awareness were also undertaken.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

01

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

### 3.4 - Collaboration and Linkages

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

01

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

Govt. College of Education, Patiala is a premier Institute of northern India. The college has a vast campus spread over 41.74 acres. The portion where the Govt. In-Service Teacher's training centre was being run is currently being used by Jagat Guru Nanak Dev Open University as transit campus. The college in its campus has an auditorium with the seating capacity of 500 people fitted with latest sound and projection system, fire extinguishers etc. It is used for various workshops, seminars, morning assembly and for intra/inter college competitions. Appropriate space for indoor and spacious grounds for outdoor games with required facilities is also available, an upper lecture theatre with the seating capacity of 200 people. Moving with the technological advances the college has 10 smart classrooms, a virtual classroom, computer labs with internet facility. The institute boasts a rich Spacious library with over 42,000 books of different subjects, journals, encyclopaedias etc. It also has a child care centre, playgrounds, hostel facility for boys and girls, fitness centre, Art room, music room and various lab facilities like Science Lab, Psychology Lab, Language Lab, Educational Technology Lab etc.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.govtstatecollege.com/facilities">https://www.govtstatecollege.com/facilities</a>
Any other relevant information	No File Uploaded

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

75.71495

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

Government College of Education has adopted KOHA integrated library management software (ILMS) Koha is an open-source integrated library software (ILS) used worldwide by all kinds of libraries from public, academic and special libraries. Its growth and development is guided by a nurturing community of libraries and users across the world, who collaborate together to achieve its technological objectives and goals. Koha facilitates the users with the Online Public Access Catalog which can be viewed 24 x 7 anytime anywhere. It allows the OPAC users to search with the fields like Keyword, Subject, Title, Class, Barcode, author, publisher, ISBN, Series etc. KOHA is a very useful library management system in providing various library services to users including circulation of library material, cataloguing, new arrival etc. Primary aim of Koha is to provide an integrated library management tool, covering all major functions in a library, such as Acquisitions, bibliographic database management, user management, transactions, serial control, online end user

searching on local and external bibliographic databases and library portal. The most crucial element about the uses of KOHA is that it is available free of cost. Therefore, the institute need not to incur any expenditure for its usage.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.govtstatecollege.com/library">https://www.govtstatecollege.com/library</a>
Any other relevant information	<a href="#">View File</a>

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

The institution is equipped with the state of art library. The library has vast inventory of more than 42,000 books, periodicals, research journals, dissertations, theses, newsletters etc. at its disposal along with the facility of access of various on -line books, research journals, magazines, newsletters etc. The institution has user friendly e-catalogue facility and internet access to library resources which are readily available for the frequent use of students and teachers as well. The library provides an excellent resource access especially for the research scholars of the M.Ed, M.Phil and Ph.D etc. from different educational institutions who are granted access to the college library.

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

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

Four of the above



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

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

0.39099

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

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

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

685

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://www.govtstatecollege.com/files/ugd/252d5c_5c0b8398bc52468fac2dc1770036f77d.pdf">https://www.govtstatecollege.com/files/ugd/252d5c_5c0b8398bc52468fac2dc1770036f77d.pdf</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

The college has fully functional computer Labs which are equipped with latest IT equipment and has optical-fibre internet connectivity. The college also have fully equipped 10 SMART classrooms with Projectors and interactive boards that are placed for the optimal utilization of ICT facilities during teaching learning process. It provides the vital and up to date training for the forthcoming teachers. Besides this an ICT Resource Centre is

also available which is the need of the hour. Moreover, the college library is equipped with 8 computers with internet connectivity to provide better learning environment to the students. As the institute has provision for the Masters in Education, the students are required to fulfil the essential conditions of dissertation as per the curriculum. The students utilize this facility for the successful completion of their research projects.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

7.47

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

**(LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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

76.90698

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

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

The institute has excellent infrastructure in terms of physical, academic and support facilities which includes enriched Library, sports grounds, college hostels for both boys and girls, various laboratories, virtual classrooms and fully ventilated smart class rooms. The college has a spacious auditorium to hold various kinds of activities and at times holds State and District level functions, which generates additional revenue for the institution. The institute is bound to follow the governmental guidelines and policies to maintain all the entities. Funds and grants are provided

by the government under different schemes and utilization of the same was done and reported accordingly. Being the public funded organization, the financial audit is done by the concerned authorised bodies.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.govtstatecollege.com/">https://www.govtstatecollege.com/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Four of the above

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid**

Nine or more of the above

<b>Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Two of the above</b>

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
03	101

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

47

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

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

Transparency and fairness are the cornerstones of our democratic process for selecting council members through open nominations and democratic voting; students exercise their right to choose their representative's fostering a sense of civic duty among them.

Our monthly student council meetings are more than just gatherings they are forms for evaluating the college's academic and support services. These meetings also serve as platforms for students to organize domain specific events, extracurricular activities, competitions and expert talks, all while honing their leadership skills. College has various clubs/societies like Eco Club, Science Society, Mathematics Club etc.

Within the student Council, two members serve as representations in the IQAC Cell and across all college committees & Clubs.



**Hierarchy of students Council****President****Vice President****Secretary****Members****Key Roles and Responsibilities**

The student council of this college has a vivid role which goes beyond governance such as -

1. Help in maintaining discipline and order during different events.
2. Organizing assemblies and events.
3. Facilitating faculty and student bonding.
4. Vigilantly addressing student concerns.
5. Representing students activates / interest where necessary.
6. Dedicated services towards betterment of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**5.3.2 - Number of sports and cultural events organized at the institution during the year****07**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 5.4 - Alumni Engagement

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

The Alumni Association is a registered body under the name "Old Students Association, Govt. (State) College of Education, Patiala" registration number 058 of 2023-24 under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act. 1957 Alumni's active role The purpose of an Alumni Association is to foster a spirit of loyalty and to promote the general welfare of your organization. Alumni associations exist to support the parent organization's goals, and to strengthen the ties between alumni, the community, and the parent organization. Maintaining good relationships with alumni over time is crucial to the success of all the higher education institutes. Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word-of mouth marketing. For instance, positive posts on social media can create buzz and increase application rates. Colleges also rely on alumni to provide mentoring, internships, financial help and career opportunities to students. The Alumni Association of Govt. State College of Education, Patiala has always worked towards achieving above mentioned objectives. Association has organized seminars, extension lectures, provided infrastructural facilities, funded convocation functions etc.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support</b>	<b>One/Two of the above</b>
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File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<b>No File Uploaded</b>

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

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**Alumni Association has been working for nurturing and furthering any special talent/s in the students. During the year 2022-23, the Association has borne the expenses of sponsoring two students of M. Ed for a course and spend the amount for number of other activities wherever college was falling short of funds.**

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### VISION

To produce 'The Recognized Leaders' for excellence in all areas of student education. To develop a program which is complete in itself, keeping in view the diverse settings. To increase commitment for creating an atmosphere for educational excellence and equity to learners, in particular those from rural areas. To strengthen and intensify culture of 'Earn While You Learn' among pupil teachers. To promote the spirit of teamwork and collaboration among faculty members so that they help the colleagues from diverse areas of specialization across the campus as well as the state. To keep pace with the global world, our college is trying its level best to well equip our students with the latest technology in Teaching Learning Process. To enhance efficiency in teaching and to meet the needs of the student community regarding placements. A collaborative planning and consultation with the stakeholders of society is always promoted to 'Educate and Graduate' each student.

#### MISSION

The Mission of our college is to produce high quality teachers who have the necessary knowledge, skills, know how and interest for effective teaching as well as regard for human and national values.

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

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

Institution practices decentralisation and participative management. The institutional administration allocates duties and each committee has been provided with specific functions such as Anti ragging committee, cultural committee, placement committee, hostel committee etc. The administration takes care of infrastructural facilities which fulfil the required needs of higher education bodies to reach the set goals of the institution. The administration, bursar, college council takes care of financial management and the implementation of the facilities for the institution to update the standards of amenities which support effectively the teaching learning and research aspects. Discipline committee is available in the college to take care of students throughout the sessions. The administration of our institution is functioning as per norms of the government and affiliating Punjabi University, Patiala. In addition to this academic committee has a vital role in accelerating the different decisions regarding institutional development through the meetings. The Principal and Heads of various departments unanimously decided the flow of organising the conclave and shared the responsibilities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial,

academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in its financial, academic, administrative and other functions regularly. The institution is in regular practice of having an audit by a competent chartered accountant in each financial year on a regular basis. The college adopts a transparent academic functioning system as per the direction of its affiliating university and state government as well. The admission process is online. The college administration follows a transparent administrative approach. In consultation with the principal, teachers, office staff, and students on a regular basis. Before every activity, the discussions between the principal, teacher, along with students, is organised. The discussion is held cordially and peacefully as the administration promotes sharing the opinions by every section.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The main objective of the institution is to provide affordable and inclusive quality education for all. In light of this, all the strategic and operational plans have been prepared and executed in the past. At the operational level, several steps have been taken to improve the college infrastructure. At a strategic level, targets have been fixed regarding improvement in teaching quality, education delivery, and the extension of financial support to needy and deserving students. Furthermore, the teachers have been motivated to explore avenues for funded research. Various Government Grants are utilized optimally and the infrastructure of the Institute is further strengthened in the interest of the students.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The functioning of the bodies is effective and efficient. The institution has duties assigned for all the aspects of governance. The principal of the college in collaboration with the college council and staff participated actively in the relevant assigning of duties. Therefore, through the structures, processes and practices of the governance, all the members of the college work as a team for the development of the institution. Principal of the college is the academic and administrative leader of the college. The tasks of the planning and supervision of the execution of annual academic plans, co-curricular and extra-curricular activities are performed by the principal in consultation with the faculty and office staff of the college. The institution thus has various committees to ensure the execution of all activities like IQAC cell, Anti Ragging Committee, Grievance redressal committee etc.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.govtstatecollege.com/copy-of-e-content">https://www.govtstatecollege.com/copy-of-e-content</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

The principal frames the committees namely IQAC, Academic Committee, Scholarship (SC/ST/OBC) Committee, Anti Ragging committee, Grievance Redressal Committee, Examination Committee, Cleanliness Committee, Discipline Committee, Sports Committee, cultural committee etc. which support the students to enrich the leadership skills, interpersonal skills and intra personal skills and soft skills which leads to a holistic development in their future.

**House Examination Incharge:-**

The designated personnel planned and circulated the various duties to hold the convocation of the students passed out from the institute since 2017 to 2021 for both B.Ed and M.Ed courses. This was in the interest of the students after post COVID-19 pandemic.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

**There are numerous welfare measures provided by the Govt. of Punjab**



for the Teaching and Non- Teaching staff of institution. The institution is committed for effective implementation of the welfare measures of the staff irrespective of any discrimination on the grounds of gender or class. As per the civil services rules applicable to the staff members as per their designation, several welfare measures have been envisaged in the past for the staff members which includes teaching, non-teaching and technical staff as well. Welfare measures availed by Teaching Staff:

- Medical leave
- Special Study Leave (SSL) to pursue higher education.
- Stress free work environment where in they are given a free hand in subject selection.
- Welfare measures availed by Non-Teaching Staff:
  - Maternity leave

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Performance appraisal system for the teachers is on the basis of a well-structured Performa which takes into account various factors like academic performance, results of students, remedial teaching for poor learners, research work, punctuality and regularity, attendance of students in class and extra responsibilities shared by the teacher. Teacher fills the self-appraisal form and submit it to the head of the department. This form is recommended by the principal and final approval is given by the Directorate of Higher Education. A non-intrusive feedback is obtained from various stake holder for the betterment of the performance of the teaching and non-teaching staff. It further proves very beneficial for the capacity building for the staff members and overall development of the human resources of the institute.

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

## 6.4 - Financial Management and Resource Mobilization

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

Auditing is a process of examining an organisation's financial records to ensure that all departments are following a documented system of recording transactions in an organisation. Auditing by

qualified independent persons ensures unbiased check on the accounts and their authenticity. Auditing being mandatory ensures proper usage of funds and acts as a moral check. During the course of Internal Audit, all required steps are taken to regularise the accounts and to obtain confirmations for the credit balances, to collect documentary evidences wherever necessary in respect of payments, compliances of T.D.S. and statutory formalities and reconciliation of unit-wise balances with the control accounts and bank reconciliations. The Cash Book is well maintained with all the payments being done through cheque or cash by the accountant and signed by the principal and treasurer/bursar of the college. The Internal Audit covering all matters related to maintenance of accounts is done by an internal committee. The final audit is done by an independent Chartered Accountant. The final audit report with audit findings is submitted to the department.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

- 200 words.

Being a state institution, the Institutional strategies for mobilization of funds and the optimal utilization of resources are strictly in place with the financial rules and regulations of the funding agencies of state govt. as well as union govt. The institute gets the grant under the scheme of RUSA (Rashtriya Uchchatar Shiksha Abhiyan). Rashtriya Uchchattar Shiksha Abhiyan (RUSA) is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India. The centrally sponsored scheme aims at providing strategic funding to higher educational institutions throughout the country. Funding is provided by the central ministry through the state governments for the betterment of academic, administrative and financial advancements taken under the scheme. Mobilisation of funds through self-financed type of for the purpose of providing salary to staff members; Miscellaneous funds mobilised through canteen rent, sale of trash or donations by Society members. Austerity is a thumb rule, which is followed everywhere to optimise the resources without sacrificing the quality.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

College constituted an Internal Quality Assurance Cell in the year 2003. This cell is an important organ of the college and plays a significant role in improvement of academic and administrative qualities of the institution. It has 16 members:

Chairperson - Principal of the College,

5 representatives from college staff,

2 administrative office members,

2 student representatives

2 nominees from local society and alumni,

2 nominees from industry,

2 advisors from the University

All the above mentioned members contribute to the Planning, Execution, and Evaluation of policies and programs for quality enhancement. The external experts were, Dr. Pushpinder Kaur (Prof. Distance Education, Punjabi University Patiala), Dr. Jasraj Kaur (Prof. Department of Education and Community Service, Punjabi University, Patiala), who played an important role in the process of making plans for the introduction of new courses and chalking out various programs for the development of the faculty. The IQAC meeting is held at the beginning of the session to discuss the quality initiatives for the session. Regular Meetings are held during the session.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The IQAC regularly evaluates the teaching-learning process and takes action to raise its quality. The Institute rigorously adheres to the Academic Calendar, which is developed in advance, published and distributed. Exam schedules, results announcements, and admission to B.Ed. and M.Ed. programmes are all announced on the institution's website. All newly admitted students are required to attend the mandatory Orientation Program, where they learn about the Institute's philosophy, distinctive educational system, teaching and learning process, continuous evaluation system, required core courses, various cocurricular activities, discipline, and culture. Additionally, all students receive a guided tour of the campus and its facilities. The Prospectus, which contains all information pertaining to students, is with every student. Before classes start, students are informed of the schedule, programme structure, and course syllabi. The principal keeps an eye on student behaviour and attendance while making important announcements during the morning

assembly. The students are allowed to approach for feedback, criticism and advice. Feedback is thoroughly examined and communicated to the principal and specific faculty members. Based on the IQAC's recommendations, the teaching-learning processes are examined, and changes are made.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.govtstatecollege.com/iqac-meetings">https://www.govtstatecollege.com/iqac-meetings</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.govtstatecollege.com/aqar-reports-1">https://www.govtstatecollege.com/aqar-reports-1</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The updation of all the parameters for academic and administrative domains is done from time to time. The college library has been updated. The faculty of the college attended many seminars/webinars and FDPs. The faculty members wrote research papers too. Internal assessment was made more transparent, the marks list was uploaded through online portal as per affiliating university norms. Research work is done by M.Ed. students under allotted supervisor as prescribed by the university curriculum. All labs are well equipped and in working order. Alumni are associated always there to help financially and physically .We are in a process of signing MOUs with various schools .Placement cell is actively working and the students are guided from time to time to clear competitive teacher eligibility tests at various levels like; CTET,TET level I and II and NET etc.



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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institute has already made a proposal for installation of Solar Power plant pertaining to the grant received under RUSA.

#### PREAMBLE

Government College of Education, Patiala is committed to minimizing its environmental impact and promoting sustainability. College has developed an energy policy to reduce energy consumption and creating a culture of energy efficiency in campus. The Policy outlines goals, strategies and responsibilities to ensure the efficient and responsible use of energy resources within college premises.

#### STATEMENT OF THE POLICY

Our Energy Policy applies to the whole campus including college hostels. It will help to incorporate energy efficiency and environmental awareness using energy efficient measures as switching off lights when not in use, minimizing waste, plastic free campus, promotion of use of bicycles, etc.

#### WAYS TO MAKE CAMPUS ENERGY EFFICIENT

- Replacement of existing conventional lighting with LED bulbs in phased manner.
- Fine tuning of temperature setting of air conditioners.
- Provision of natural day light for indoor.
- Complying requirements regarding energy consumption and energy efficiency.

- Switching off lights when not in use.
- Minimizing waste and plastic free campus.
- Spreading awareness regarding energy conservation through various clubs' activities.
- Paperless office.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Swachhata and Eco Clubs are properly functional under Swachh Bharat Mission. Eco Club is functioning under National Green Corps (NGC) Program by Ministry of Environment, Forests and Climate Change (MoEFCC). Various eco-friendly activities are carried out in the college premises and neighbourhood areas. Some activities are tree plantation, awareness drives, exhibitions, online quiz, cleanliness drives which are conducted from time to time. There is proper management of waste segregation. Different coloured dustbins are placed in the college campus at various corners. The segregated waste is picked by Garbage collecting vehicles (Hari Bhari) by Municipal Corporation, Patiala. Pupil teachers participate in various eco-friendly activities in their assigned schools to spread awareness to save environment. Social internship programs are attended by B.Ed. students on regular basis. The campus has compost pits where wet garbage is turned into compost which further has been taken up by community people from neighbourhood areas, students and teachers. The students and teachers follow eco-friendly practices. Eco Brick preparation is demonstrated and students are encouraged to follow the same.

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

**7.1.3 - Institution waste management practices** | Two of the above

**include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

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

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

Three of the above

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

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

**The institution is committed to maintenance of Cleanliness, sanitation, green cover and providing a pollution free healthy environment. For this purpose, the institution has following provisions:**

**1.Swachhata Club: Organising cleanliness and awareness drives, segregation of waste etc.**

**2.NSS Units: Promotes greener and cleaner India, participation in various campaigns as 'Meri Maati Mera Desh' etc, organising camps**

**3.Cleanliness camps**

**4.Availability of separate washrooms for teaching, nonteaching staff, girls' and boys' students**

**5.Segregation of waste**

**6.Green Belt of the campus: Campus is enriched with various medicinal plants and a novel step of setting up 'Nanak Bagichi' to commemorate the 550th birth anniversary of Guru Nanak Dev Ji**

**7. Polythene free zone**

**8. Activities against stubble burning**

**9. Plogging**

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

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

**Four of the above**

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

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)****0.20552**

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

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

The institution carries out various activities in which local community and resources are engaged from time to time. These include Extension Lectures (Health Issues, Plantation, against stubble burning, Anti-drug campaign, Fitness etc.). Road safety Awareness drives, Cleanliness Drives, Youth Festival, Social Awareness Rallies, NSS Camps, Distribution of sanitary pads to local women, distribution of compost, blood donation, AIDS & Drug deaddiction, Day celebrations, Red Cross Society Camp, Door to door contact Program by Red Ribbon Club etc. are there to name a few. Engagement with Community is a part of Internship Programme. The students spread awareness and move into the community to make them aware of social issues etc. For example Y-20 activities were successfully carried out.

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

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

**B. Any 3 of the above**

**teachers, administrators and other staff  
Annual awareness programmes on the Code of  
Conduct are organized**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

### Practice 1

**Title:** Mock Test

**Objectives:**

Provide the real time experience to the students before appearing in the actual Teacher Eligibility Test.

Introduce the students how to fill OMR Sheet and to reduce element of error.

**Context:** Mock test on pattern of Punjab State Teacher Eligibility Test (PSTET 2023).

**Practice:** The institute conducted a Mock Test on 09-03-2023. It was organized on Punjab State Teacher Eligibility Test (PSTET) pattern.

The various subject question papers were prepared by the subject

experts of college. Besides the students of the current session, there were 16 students from various other TEIs of the region and old students of our institute.

Positive feedback was received by the participants

## Practice 2

**Title:** Extension Program

**Objectives:**

To create awareness, disseminate knowledge.

**Context:** To promote outreach activities as prescribed in curriculum of Teacher Education.

**Practice:** The institution has diverse clubs, societies and cells like Red Ribbon Club, Youth Club, Eco Club, Maths Club, Literary Society, Guidance and Counselling, legal literacy cell etc.

**Evidence of Success:** Report of activities and annual report of institute.

**Problems Encountered:** Time constraint proves an obstacle due to the admission schedule of Teacher Education Programme.

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

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The Govt. College of Education, Patiala was an ambitious 35 lacs project conceived by the Education Department of the PEPSU Govt. There are currently two hostel buildings, one is meant for boys and other for girls. These two buildings are situated away from one another. But both the hostels are in proximity to the college campus. There are open grounds inside the hostel buildings and rooms are encircled around this ground in such a way that leaves a good impression of its construction upon the minds of visitors.

In the boys hostel, there is a capacity of 170 students. Rooms are provided according to the strength of the students. Rooms are also given to students of various other educational institutes of Patiala like Govt. Mohindra College, Govt. Bikram College of Commerce, Khalsa College, Govt. Physical College of Education, Patiala etc.

The girls hostel has the accommodation of 200. Both the hostels boast of beautiful well maintained lawns and grounds for playing.

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