



Yearly Status Report - 2016-2017

Part A

Data of the Institution

| | | |
|---|--|--|
| 1. Name of the Institution | | GURU TEG BAHADUR KHALSA COLLEGE OF EDUCATION DASUYA DISTT HOSHIARPUR |
| Name of the head of the Institution | | Dr. Gita Verma |
| Designation | | Principal |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 01883287967 |
| Mobile no. | | 9888373050 |
| Registered Email | | gtbkcedasuya2005@gmail.com |
| Alternate Email | | dr.gitaverma@gmail.com |
| Address | | Guru Teg Bahadur Khalsa College of Education Dasuya Distt Hoshiarpur Pin Code 144205 |
| City/Town | | Dasuya |
| State/UT | | Punjab |

| Pincode | 144205 | | | | | | | | | | | | | | | | | | |
|--|---|------|---------------------------------------|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|---|------|------|-------------|-------------|
| 2. Institutional Status | | | | | | | | | | | | | | | | | | | |
| Affiliated / Constituent | Affiliated | | | | | | | | | | | | | | | | | | |
| Type of Institution | Co-education | | | | | | | | | | | | | | | | | | |
| Location | Semi-urban | | | | | | | | | | | | | | | | | | |
| Financial Status | Self financed | | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | Sandeep Kaur Boski | | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | 01883287967 | | | | | | | | | | | | | | | | | | |
| Mobile no. | 9188376986 | | | | | | | | | | | | | | | | | | |
| Registered Email | gtbkcedasuya2005@gmail.com | | | | | | | | | | | | | | | | | | |
| Alternate Email | bharajsandeep030@gmail.com | | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | http://www.gtbkce.com | | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | Yes | | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | http://gtbkce.com/aca-aca-calendar-2016-17.html | | | | | | | | | | | | | | | | | | |
| 5. Accrediation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.31</td> <td>2013</td> <td>25-Oct-2013</td> <td>24-Oct-2018</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accrediation | Validity | | Period From | Period To | 1 | B | 2.31 | 2013 | 25-Oct-2013 | 24-Oct-2018 |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | |
| 1 | B | 2.31 | 2013 | 25-Oct-2013 | 24-Oct-2018 | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | 03-Sep-2010 | | | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | | | |
| Item /Title of the quality initiative by IQAC | Date & Duration | | Number of participants/ beneficiaries | | | | | | | | | | | | | | | | |

| | | |
|---|------------------|----|
| World AIDS Day | 01-Dec-2016 1 | 95 |
| Departmental Seminar on the topic Need of Moral Values in Modern Era was organized. | 07-Apr-2017 1 | 96 |
| View File | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/ Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| Nil | 0 | Nil | 2017 0 | 0 |
| No Files Uploaded !!! | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

1. World Aids Day was observed. 2. National Voter Day was celebrated. 3. Spreading Awareness on the 'Importance of Blood Donation'. 4. Very Tuesday Morning Assembly was conducted on a specific theme by different houses. 5. IQAC meetings were conducted at regular intervals. A Comprehensive record of all the academic and cocurricular activities for holistic development of B.Ed. Interns in the form of Campus Reporter is uploaded.

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| • Academic calendar | Academic calendar was finalized. |
| • Composition of committees | Standing committees were formed. |
| • Hindi Diwas | Hindi Diwas was celebrated on September 14, 2016. |
| • Participation in Youth Festival | Youth Festival duties were assigned and participation was ensured. |
| • Digital India Program | Digital India Program was organized on October 25, 2016. |
| • Teachers' Day Celebrations | Teachers' Day was celebrated with full zeal on September 05, 2016. |
| • Student Council | Student Council was formed on August 08, 2016. |
| • Talent Hunt | Talent Hunt was organized on August 05, 2016. |
| • Curriculum Planning | Curriculum Planning was done. |
| • Admission strategies for next session | Admission strategies were implemented and admission process accomplished. |
| View File | |

| | |
|---|----|
| 14. Whether AQAR was placed before statutory body ? | No |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No |
| 16. Whether institutional data submitted to AISHE: | No |
| 17. Does the Institution have Management Information System ? | No |

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Institution follows the curriculum prescribed by Panjab University, Chandigarh. The curriculum is productively executed by the action plans developed by the Academic Core Committee supervised by the Principal to ensure effective academic performance. Academic Core Committee prepare the institutions Academic Calendar as per the issued University Calendar which comprises the specifications of number of working days, internal house examinations, semester end examinations, evaluation plans, co-curricular activities and same is communicated to all the faculty members. The time-table in-charge gives professional orientation to faculty members and distributes their respective

subjects. Allotment of the subjects depends on the subject in which they are interviewed, experience, results, their preparedness and feedback. Faculty members are motivated for successful implementation of curriculum through innovative teaching methods, seminars, assignments, educational trips, sessional activities etc. aside from regular teaching methodologies. Planning is done in accordance with the psychological needs of the students interns.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| NIL | NIL | Nil | 0 | NIL | NIL |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------------------------|--------------------------|-----------------------|
| No Data Entered/Not Applicable !!! | | |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BEd | General | 18/07/2016 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | Nil | Nil |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------------|----------------------|-----------------------------|
| Life in Yoga | 14/09/2016 | 11 |
| Personality Development | 14/09/2016 | 7 |
| View File | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|-----------------------------|---|
| BEd | School Internship Programme | 99 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |

| | |
|---------|-----|
| Parents | Yes |
|---------|-----|

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

The students' feedback improves the quality of content dissemination of B.Ed. curriculum. Every teacher takes their own subject feedback at once in semester. After that teacher(s) analyse given feedback. It helps the teacher of that particular pedagogy/subject to adopt some new teaching strategies and guidance to the student interns. After that all information given by student interns examined and analysed by the related pedagogy/subject teacher and submitted to Principal Office. All the data has been kept confidential and use only for institutional development. For academic development of the institution teacher feedback always provide positive guidance. Internship and placement cell continuously working all the time in the institution and takes the feedback on regular basis from the Principals/Headmasters and mentors of the teaching practice schools to improve the quality work of internship programme. They also provide the assessment to the student interns according to their participation in the school internship programme. Alumni are most important representatives of the institution. Alumni meet is conducted by the institution every year on their suggested activities. Alumni are called by the institution for delivery of lectures and provide motivation to the student interns. Feedback received from the alumni for the consistent development of teaching-learning and evaluation. Parents exchange opinions concerning institution policies and practices promoting the development of the institution along with academic performance of students and their participation in different co-curricular activities. Parents put forward their valuable suggestions in academics and C.C.A .in their feedback proforma and institution analyse the feedback and use it for the institutional development.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEd | General | 100 | 137 | 100 |
| View File | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2016 | 100 | Nil | 14 | Nil | Nil |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e- | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
|----------------------------|---------------------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------------------|
|----------------------------|---------------------------------------|-----------------------------------|----------------------------------|---------------------------|---------------------------------|

| | | | | | |
|--|------------|----|---|---|---|
| | Resources) | | | | |
| 14 | 6 | 11 | 3 | 2 | 7 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Yes, a strongly knitted Teacher-student-guidance and mentoring system is available in the college as a student support measure. At the beginning of the academic session, the admission committee conducts orientation programs for the students whereby they are acquainted with the its goals and mission of the institution. Student counselling committee provides primary Psychological and academic counselling to those who need them.. The institution caters to students from different geographical backgrounds. Therefore, mentoring of students becomes an essential feature in order to provide unbiased guidance and opportunities to all the students. Mentors provide counselling to the students for their educational, personal, psychological, vocational, emotional problems. The tutors collect personal information from the students without touching sensitive issues or forcing any information out of the students and then provide the needed counselling to them, as and when required. The practices have enhanced the confidence among the students' and encouraged them to set higher goals. Individual recognition, encouragement, psycho-social support, advice by the mentors on balancing of academic and professional responsibilities at the time of need, has gone a long way in building their personalities. Each faculty member is the tutor of a group of 10 students allocated to him/her. The tutor-tutee list is displayed on notice boards so that students are informed. In this process of counselling services, tutor meets the group of students and continuously monitors, counsel, guide and motivates the students in all academic matters. Students are advised on projects that are assigned to them for a particular session. Tutors also contact parents/guardians if situation demands e.g. academic irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc. there is a provision of tutorial classes in the Time table also where the meeting between the Tutor and tutee take place. Apart from the curriculum a number of special mentoring sessions, special guest lectures by eminent academicians for the students are organised for overall development and growth of the students. Students are sensitised to undertake various extra-curricular activities such as such as participation in cultural and sports activities, Swatch Activities, Tree plantation etc. Such activities also act as good ice breaking sessions under relaxed environment and giving them opportunity to grow and spread their horizon. Apart from this, various committees such as Guidance and Placement Cell, Women Grievances and Redressal Cell, Morning assembly, Academic Monitoring Cell, Cultural committee, and Remedial Teaching develop positive attitude and participate in curricular and co-curricular activities.

| | | |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| 100 | 14 | 1:7 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| | | | | |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| 16 | 14 | 2 | 6 | 2 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| | | | |
|-------------------|---|-------------|--|
| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| 2016 | NIL | Nil | NIL |
| No file uploaded. | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|--|---|
| BEd | General | III Semester | 07/12/2016 | 31/05/2017 |
| BEd | General | II Semester | 31/05/2016 | 20/09/2016 |

[View File](#)

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Mentoring: - The faculty (mentor) regularly interact with the assigned students to access and monitor the progress of each student and the same is communicated to the parents. • Parent teacher meeting/monitoring - Parents are invited at least once in a semester to discuss the progress of their wards. This is in addition to the regular monitoring of the student's progress by their mentors.

- Student's feedback - The Institution conducts student feedback process every semester to improve Teaching quality, infrastructure and the entire learning experience for the students during their tenure. The college has organised manual student's feedback system to obtain feedback on teaching, coursework and various academic activities. The student's feedback is considered as a valuable source of information to measure their level of satisfaction. •The College has to follow the Panjab University guidelines for evaluation of both continuous internal evaluation systems as well as semester end exams. However, with a view to making the evaluation student oriented, some novel initiatives have been taken by the institution. Assessment strategy is followed by the institution after evaluating the students' performance in academic, cultural and sports activities. All the subject teachers have been directed to make sure that towards the end of every theory classes there must be: a) Internal Exams : Subject wise internal exams are taken to figure out the level of learning of the students. Teachers will be able to figure out the students with better understanding of the subject and accordingly can give grading to them. (b) Class Assignment: Regular class assignments are given to the students to evaluate their level of learning. (c) Group discussion: Group discussions are regularly done at the end of every Unit/ Lesson. This is a very useful tool to accesses the grasp of a student on a subject. (d) Unit test: Unit tests are conducted at the end of each unit to accesses the performance of a student. Moreover the evaluation process is very transparent. However, the nature of assignments is more field based and experiential learning reports. Additionally every student has to report for two weeks of Pre-Internship both in first and second semester and 4 months of internship or work experience in Semester 3. The college has moved beyond the conventional method of evaluation. There is a provision of continuous evaluation of the student's progress which is monitored by keeping the records of the performance of each student in the each activity. Assessment strategies Measurement of the academic progress of the students is also done by internal assessment, result analysis, attendance and project through academic units and functionaries.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Yes, tentative academic calendar is prepared on the basis of University calendar of previous year. We always prepare our academic calendar in the month of March on the basis of Panjab University calendar. Small changes are done for House tests. Web Link of Tentative academic calendar is attached in the Part A. Other curricular and co-curricular activities are organised as mentioned in the academic calendar.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.gtbkce.com/data-NAAC/Programme-Outcomes-2016-17.pdf#toolbar=0>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---------------------------|----------------|--------------------------|---|---|-----------------|
| 1 | BEd | General | 99 | 99 | 100 |
| View File | | | | | |

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.gtbkce.com/data-NAAC/SSS-Report-2016.pdf#toolbar=0>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Any Other (Specify) | 0 | Nil | 0 | 0 |
| No file uploaded. | | | | |

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|------------------------------------|-------------------|------------|
| Need of Moral Values in Modern Era | Education | 07/04/2017 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| Nil | Nil | Nil | Nil | Nil |
| No file uploaded. | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| Nil | Nil | Nil | Nil | Nil | Nil |
| No file uploaded. | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| Nil | Nil | Nil |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| NIL | Nil |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National | Education | 5 | 0 |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|--|-----------------------|
| Published Books | 7 |
| Education (Papers in National Conference Proceedings) | 8 |
| Education (Papers in International Conference) | 2 |
| Education (Papers in Books) | Nil |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NIL | NIL | NIL | 2016 | 0 | NIL | Nil |
| No file uploaded. | | | | | | |

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NIL | NIL | NIL | 2016 | Nil | Nil | NIL |
| No file uploaded. | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 2 | 8 | Nil | 8 |
| View File | | | | |

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such | Number of students participated in such |
|-------------------------|--|---|---|
|-------------------------|--|---|---|

| | | | |
|------------------------------|--|------------|------------|
| | | activities | activities |
| Moral Education Competiton | Punjab People Welfare Organization Patiala | 12 | 99 |
| Importance of Blood Donation | IQAC | 8 | 95 |
| World AIDS Day | Red Ribbon Club | 10 | 95 |
| Digital India | Union Government | 10 | 96 |
| Hindi Diwas | Hindi Department | 9 | 90 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|--|-------------------|-------------------------------|------------------------------|
| PU Zonal Youth Festival | Awards | Panjab University, Chandigarh | 8 |
| PU Inter Zonal Youth Festival | Awards | Panjab University, Chandigarh | Nil |
| Zonal Model Making and/Skill-In-Teaching | Awards | Panjab University, Chandigarh | 6 |
| Inter Zonal Model Making and/Skill-In-Teaching | Awards | Panjab University, Chandigarh | 1 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|------------------------------|---|---------------------------------|--|--|
| Importance of Blood Donation | Red Ribbon Club | Inter House Declamation Contest | 4 | 8 |
| World AIDS Day | Red Ribbon Club | Slogan Writing | 4 | 99 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|--------------------|-------------|-----------------------------|----------|
| Nil | 0 | Nil | 0 |
| No file uploaded. | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---------------------------|----------------------------------|---|---------------|-------------|-------------|
| Field Base Experience | (1st Semester) School Internship | 5 Senior Secondary Schools of neighbouring areas | 01/10/2016 | 14/10/2016 | 95 |
| Field Base Experience | (2nd Semester) School Internship | 5 Senior Secondary Schools of neighbouring areas | 01/03/2017 | 14/03/2017 | 95 |
| Internship Programme | Teaching Practice | 5 Senior Secondary Schools of neighbouring areas | 01/08/2016 | 07/11/2016 | 99 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-------------------|--------------------|--------------------|---|
| Nil | Nil | Nil | Nil |
| No file uploaded. | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 1100000 | 1101840 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|-------------------------|
| Campus Area | Newly Added |
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| Others | Newly Added |
| Others | Newly Added |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS | Nature of automation (fully) | Version | Year of automation |
|------------------|------------------------------|---------|--------------------|
|------------------|------------------------------|---------|--------------------|

| | | | |
|-----------------|---------------|----|------|
| software | or partially) | | |
| Library Manager | Partially | 00 | 2016 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|----------|-----|-------------|-----|-------|-----|
| Text Books | 405 | Nil | Nil | Nil | 405 | Nil |
| Reference Books | 49 | Nil | Nil | Nil | 49 | Nil |
| Journals | 15 | Nil | Nil | Nil | 15 | Nil |
| CD & Video | 36 | Nil | Nil | Nil | 36 | Nil |
| Others(s pecify) | 50 | Nil | Nil | Nil | 50 | Nil |
| Others(s pecify) | 5 | Nil | Nil | Nil | 5 | Nil |

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| NIL | NIL | NIL | Nil |

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------------|--------|
| Existing | 24 | 1 | 1 | 1 | 1 | 1 | 1 | 300 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 24 | 1 | 1 | 1 | 1 | 1 | 1 | 300 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|----------------|
| 300 MBPS/ GBPS |
|----------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| CCTV Camera, Projector | NIL |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| | | | |
|--|--|--|--|
| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
| 400000 | 418177 | 140000 | 142057 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Institution has a well-documented and checked mechanism for maximum usage of infrastructural facilities. Few of the main features of the policy includes:-

1. Weekly confirmation of the care and maintenance of the infrastructural facilities including the computer lab, laptops, LCD projectors, electricity, generator, water coolers etc.
2. It follows the precautionary measures via regular checks of working of different equipment.
3. Emphasis on the stock entry on receipts of goods and maintenance of records digitally.
4. Internal finance pre-audit is conducted under financial economical policies.
5. At the end of the financial year annual stock checking is done by the institution.
6. Regular meetings of academic core committee, administrative and technical committee are conducted to resolve the issues and problems of students, faculty and administration.
7. Tentative academic and activity calendar prepared with the discussion of faculty and students.

<http://www.gtbkce.com/data-NAAC/Procedure-And-Policies-2016-17.pdf#toolbar=0>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|---|--------------------|------------------|
| Financial Support from institution | Financial Support from Institution | 2 | 10000 |
| Financial Support from Other Sources | | | |
| a) National | Post Matric Scholarship Scheme for SC/BC Students | 39 | 2656700 |
| b) International | Nil | Nil | 0 |

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Mentoring (Tutorial Groups) | 18/08/2016 | 100 | Institution |
| Personal Counselling | 06/10/2016 | 1 | Institution |
| Life in Yoga | 14/09/2016 | 11 | Institution |
| Language Lab | 18/08/2016 | 76 | Institution |
| Remedial Coaching | 15/10/2016 | 13 | Institution |

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|------|---|--|--|--|---------------------------|
| 2016 | Teacher Eligibility Test (CTET/PSTET) B. Ed | 45 | 27 | 2 | 4 |
| 2016 | National Eligibility Test (NET) Education | Nil | Nil | Nil | Nil |

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| Nil | Nil | Nil |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|---|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Dashmesh Public school, B.S.T public school, Deffodil Public School, GTB khalsa public school | 25 | 2 | Dashmesh Public school, DAV public school, sant baba Meehan singh public school, GTB khalsa public school, Sant arjun public school | 25 | 2 |

[View File](#)

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2016 | 11 | B.Ed | Education | G.T.B | M.Sc/M.A |

Khalsa
Institute
for Women,
J.C. DAV
Institute
Dasuya ,
Govt
Institute
Hoshiarpur,
SPN
Institute
Mukerian,
Dashmesh
Girls
Institute,
Govt
Institute
Tanda, Sant
karam jot
Majha
Institute
miani, Govt
Institute
Talwara

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-------------------|---|
| NET | Nil |
| SET | Nil |
| SLET | Nil |
| GATE | Nil |
| GMAT | Nil |
| CAT | Nil |
| GRE | Nil |
| TOFEL | Nil |
| Civil Services | Nil |
| No file uploaded. | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---------------------|-------------|------------------------|
| Voter Awareness Day | Institution | 36 |
| Basant Panchmi | Institution | 98 |
| Moral value Paper | Institution | 98 |
| World Aids Day | Institution | 95 |
| Blood Donation Camp | Institution | 95 |
| Digital India | Institution | 96 |
| Diwali | Institution | 94 |

| | | |
|---------------------------|-------------|----|
| Hindi Diwas | Institution | 90 |
| Teacher's Day | Institution | 90 |
| Talent Hunt | Institution | 94 |
| View File | | |

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ International | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|-------------------|-------------------------|-------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2016 | Nil | National | Nil | Nil | Nil | Nil |
| 2016 | Nil | International | Nil | Nil | Nil | Nil |
| No file uploaded. | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Institute has a student council whose members are elected by the students for a period of one academic year. The student council represents students of the Institute, work with the Institute administration and the IQAC. It arranges meeting with the IQAC as protocol to discuss different issues related to students and the IQAC accordingly discuss the matters with the authority to deal with the issues as per necessity. The council observes different occasions in the Institute such as Teachers day, Welcome party, Farewell party, other student related issues, meeting regarding different occasions of national and international significance. It also organises the Annual day function where and the council keeps records of matters related to student welfare, safety, security, grievance etc. The student council maintains healthy rapport between the student community and the Institute administration which is visible in the outstanding performance of the students both in scholastic as well as non scholastic areas. Separate committees function under the guidance of teaching staff. Overall, the students take the responsibility and initiatives for the successful completion of the programs organised by the Institution.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Our institution has an effective alumni association which is functioning not only in our country but also in U.K and Canada. Annual meetings are organised in the alumni association of our institution in which the old alumni designated on the higher posts of teachers, heads, administrators or living abroad give effective suggestions for the betterment of the institution as a result of which the IQAC works for the building development and ensuring quality measures for the students.

5.4.2 – No. of enrolled Alumni:

153

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

As we know that the alumni meet aims to foster a sense of community among alumni while supporting a sense of association back to the institution feeling. The annual alumni meet of the college was held on every year. During the alumni Meet, the alumni in-charge welcomes the alumni .The alumni established and renew friendships and acquaintances in this meet. From the professional point of view, the well settled alumni shared their precious views about their educational career, rich experiences during their college life and suggested the students of the college to develop their all skills by participation in different co-curricular activities of the college. A cultural programme was also organized in which the alumni showed their performances by singing songs, poetry etc. In the end, all the alumni shared their positive gestures by a common point of providing financial assistance and donating books to the institution in the future. In the end the Principal gave a vote of thanks all alumni.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

A decentralised administrative system is having a potential benefit in terms of its accountability to the institution resources resulting in the improved efficiency. In our institution there are effective practices of decentralisation and participative management during the last year both on the part of faculty and students which are described as follows : (a) There is proper transfer of decision making authority, responsibility and tasks from higher to lower streams as the effective cells and committees are operating in the institution as Admission Cell, IQAC, Placement Cell, Student Grievance Cell, Anti Ragging Cell, Academic Core Committee, Internship Committee, Tour and Travel committee etc. working smoothly in the institution in which all the faculty members are equally involved and they work with full dedication under the guidance and encouragement from Management and Principal. (b) There is an effective student council formed in the institution which works with full dedication under the guidance of principal and faculty. In it, the representatives from the four houses are elected and under their direction the other students participate in different co-curricular activities like celebration of various days, festivals, wall magazine and heritage competitions house wise. Therefore the student council works together for the betterment of the institution. In the nutshell, the practice of decentralisation and participative management during the year 2016-17 has provided the best facility to the teachers and students promoting qualitative upliftment.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|---------------------------|--|
| Human Resource Management | The institution exercises organizational powers and excellence through various administrative and standing committees. Different committees are nominated by IQAC Members to ensure academic and administrative experience of faculty members. To enhance the quality of |

education, the management recruits well qualified staff through panel interview. The staff is encouraged to attend various faculty development programs. Students are also encouraged to participate in seminars, extension lectures, fieldtrips, quiz competition, youth festivals and skill-in- teaching competitions etc to improve their skills and experience.

Research and Development

Research and Teaching mesh together seamlessly - one is incomplete without the other. Keeping this in mind research activities are given due importance in our institution. The faculty is very much aware of the growing importance of the research based education. The institution encourages the teachers for research work. The institution is already having two Ph.D. and many teachers of the institution are engaged in active research work. Student interns are provided with money and time from the institution for extension activities. Institution encourages staff to take up research activities, guide students and encourages both staff and students to attend conferences, workshops, publish papers. Duty leaves are given by the institution to the respective faculty members to attend/participate in seminars/conferences. Institute follows innovative practices to support research and development activities.

Examination and Evaluation

There is an Examination committee at institution level which ensures smooth conduct of examination and the external examination at undergraduate level is conducted by Panjab University Chandigarh at the end of semester in the institution campus, house test was conducted by the institution in the mid of session. The schedules for Internal and external exams as well as other activities according to the guidelines are categorically mentioned in the academic calendar and are conducted accordingly. Internal evaluation is done by conducting house exams, assignments, formative assessments, viva voce, projects, seminars and online submission of assignments. A final exam of B.Ed. is conducted by Panjab University, Chandigarh in the centre given by University for examinations. The answer scripts of

internal examinations at all B.Ed. is shown to the students and necessary suggestions are given by the teachers so that students feel confident and can do better in their examinations

Curriculum Development

The curriculum is designed by Panjab University, Chandigarh for B.Ed. classes. However, for effective curriculum delivery, subject allocation is done on the basis of specialization of teachers. Orientation programme is conducted to orient students about institution and course curriculum. Curriculum enriched programmes and value added courses are conducted in each semester. Extension lectures are also organized by the institution for students so that they can update their knowledge and enable them to actively participate in the communication session. Feedback from all stakeholders are collected, analyzed and submitted to the administration for necessary action. Remedial classes are conducted for weak students.

Teaching and Learning

In the teaching and learning area, our institution ensured its maximum dedicated efforts to incorporate new knowledge, behaviors and skills adding to rich learning experiences. In the classroom teaching, chalk and talk method is blended with the use of ICT to make the teaching learning process more learner centred. The classroom teaching is appended with seminars, extension lectures, group discussions, tutorials, demonstrations, Quiz Competitions, assignments sessional works, house tests, educational trips and field visits, In the various pedagogies, societies and clubs, important subject days as Science day, Hindi Diwas, Punjabi MaaBoli Divas etc. are also celebrated to generate awareness regarding the significance of different disciplines. Overall, teaching learning situations are well managed at the institutional level.

Library, ICT and Physical Infrastructure / Instrumentation

In the beginning of every academic year, our institution sets its qualitative objectives in relation to curricular, co-curricular and extracurricular activities. Our institution designs its prospectus, institution magazine and campus reporter. The Institution library is equipped with the CCTV cameras, and has

modern facilities including internet connectivity and reading room. Purchase of new books is done in the starting of each academic year also as when the need arises, by taking the list of books from each subject teacher. Library has 5528 Books, 145 Reference Books, 17 Journals- Magazine, 05 Newspaper, 50 Encyclopedia and 36 E-resources. The Institution has well-established and equipped Infrastructure- multipurpose hall, fully equipped laboratories, girls hostel, computer lab, languages lab, physical lab, science lab, S. St. lab, mathematics lab, music room, art and craft room, Curriculum Lab, seminar room and campus beautification also done. Our institution makes efforts in the forms of proper disciplinary procedures and policies for maintaining and utilizing the physical, academic and support facilities. The classrooms are equipped with all the essential facilities like ventilation, spacious seating arrangements, green Board and Provision of proper light and Fans.

Industry Interaction / Collaboration

The institution conducts guest lectures by inviting university level resource persons and educationists to update the students with the recent developments relating to course curriculum. Institution also organizes seminars, workshops and faculty development programmes with other societies working in the field of education. Institution has association with practicing schools for B.Ed. classes, the excellent rapport with our practice teaching schools helps our student teachers to experience directly the functioning of a full-fledged school. This makes the internship programme effective and fruitful. Development of skills for students by inviting experts on advanced technologies.

Admission of Students

Admission to B.Ed. course is done as per the Panjab University Academic calendar and our institution strictly adheres to the university rules and regulations and help desk is also formed by our institution every year for the smooth functioning of the admission process. Pre-admission counseling is conducted for the students for their queries regarding

admission to the course and selection of suitable pedagogies along with that the institution prospectus helps the students to have a thorough vision of the B.Ed. curriculum.

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|---|
| Finance and Accounts | <p>The accounts of the institution are audited regularly. There is internal and external audit system of the account. The institution has an inbuilt system of the internal audit of the accounts. Management and Principal look after each and every bill of the expenditure. The institution accounts are regularly verified by the chartered accountant of the institute. In case of any discrepancy found at any level, it is rectified immediately. All the records of the account are properly maintained and updated frequently by the institution.</p> |
| Student Admission and Support | <p>Admission to B.Ed. course is done as per the Panjab University academic calendar and our institution strictly adheres to the university rules and regulations and help desk is also formed by institution every year for the smooth functioning of the admission process. Pre-admission counselings is conducted for the students for their queries regarding admission to the course and selection of suitable pedagogies along with that the institution prospectus helps the students to have a thorough vision of the B.Ed. curriculum.</p> |
| Examination | <p>There is an Examination committee at institution level which ensures smooth conduct of examination and the external examination at undergraduate level is conducted by Panjab University Chandigarh at the end of semester in the institution campus, house test was conducted by the institution in the mid of session. The schedules for Internal and external exams as well as other activities according to the guidelines are categorically mentioned in the academic calendar and are conducted accordingly. Internal evaluation is done by conducting house exams, assignments, formative assessments, viva voce, projects, seminars and online submission of assignments. Final examination of B.Ed. is conducted by</p> |

Panjab University, Chandigarh in the centre given by Panjab University for examination. The answer scripts of internal examinations at all B.Ed. is shown to the students and necessary suggestions are given by the teachers so that students feel confident and can do better in their examinations

Planning and Development

For every academic year, our institution sets its qualitative objectives in relation to curricular, co-curricular and extracurricular activities. Our institution design its prospectus/ handbook containing information about faculty courses, syllabi, Infrastructural information, tentative calendar, institution rules and regulations, cells, clubs and societies, student support resources and various institution activities. Our institution makes effort in forms of proper disciplinary procedures and policies for maintaining and utilizing the physical academic and support facilities. The classrooms are equipped with all the essential facilities like ventilation, spacious seating arrangements, green boards and provision of proper lights and fans. Our institution has well equipped library, girls hostel, administrative block, institution canteen and for practical knowledge, computer lab, technology lab, guidance and psychology lab, language Lab, science lab, smart room. social studies club, art and craft room, IQAC medical cell, women governance cell, teaching aid rooms, conference room, and multipurpose hall and rest rooms proper maintains of water cooler is also ensured time to time. Campus beautification is also done. Our institution ensures its learning and development time to time under the supervision of our Management and Principal.

Administration

The Institution operates in both vertical and horizontal directions. In-charges disperse the information by conducting the faculty meetings/through emails to the stakeholders that include staff, students and their parents. Each programme is managed by a programme coordinator who works under the in-charge. CCTV surveillance is used to monitor and security purpose. Notice board is used for display of

messages/circulars and notices to faculty and students. The institute conducted meetings for the allotment and distribution of workload among its teachers as per the teacher's specialization and area of interest. Committees were formed for the effective implementation of the academic plans and academic activities of the institution, by taking the individuals skills, potential and interest into account. Teachers work together in these committees which helps the institution to develop a sense of team spirit, teamwork and inter-team collaboration i.e. committees like admission committee, tutorial groups, anti sexual harassment committee, student welfare committee, library committee, house examination and assessment committee, anti ragging committee, students grievance committee, students placement committee, guidance cell, etc. are constituted for the better functioning of the institution.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-----------------|---|---|-------------------|
| 2016 | NIL | NIL | NIL | Nil |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|-------------------|---|---|-----------|---------|--|--|
| 2016 | NIL | NIL | Nil | Nil | Nil | Nil |
| No file uploaded. | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|--|------------------------------------|-----------|---------|----------|
|--|------------------------------------|-----------|---------|----------|

| | | | | |
|-------------------|-----|-----|-----|---|
| NIL | Nil | Nil | Nil | 0 |
| No file uploaded. | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 9 | 14 | 3 | 3 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|--|--|
| <p>The institution provides welfare schemes to the employees to keep their motivation level high. The welfare schemes available for the teaching faculty in institution are such as:-</p> <ul style="list-style-type: none"> • Medical Leave for Regular Faculty • Medical Allowances for Regular Faculty. • Loan Facilities to Regular Faculty. • Contributory Provident Fund • Annual Increment. • Provision of advance out of CPF to meet the expenses towards education, marriage etc. of wards and for house construction. • Provision of six month maternity leave to female employees with full salary. • Provision of professional training including financial assistance to the faculty for attending National /International conferences and seminars. • Subsidised canteen facility to the faculty. • Internet/ Wi-Fi facility to the entire faculty. • AC facility during summer and air-blower facility during winter season to the faculty. | <p>The institution provides welfare schemes to the employees to keep their motivation level high. The welfare schemes available for the non-teaching faculty in institution are such as:-</p> <ul style="list-style-type: none"> • Loan facilities to meet the expenses towards education, marriage etc of wards and house construction. • Provision of EPF • Free tea including subsidized canteen facility to the non-teaching employees. • Internet/Wi-Fi facility to all the non-teaching staff. • Provision of professional training sponsorship. • AC facility during summer and air-blower facility during winter season to the faculty | <p>The institution ensures welfare schemes to the student interns to enhance their potential from all aspects. The welfare available for the students in institution are such as:-</p> <ul style="list-style-type: none"> • Financial assistance in the form of fee concession for needy and deserving students. • Guidance and counseling cell for personal counseling • Placement and career counseling cell for choosing careers and vocations. • Department of Sports and Yoga. • Subsidized canteen facility to the students. • Awards and recognitions to those students who participate maximum in the activities. • Alumni association, education trips and tours, and workshops for the students. • Full-time help to the students who applied SC/BC Post-Metric Scholarship. • Fair and non-partial evaluation and assessment system. • Institution provides opportunity to each and every student to develop his/her skill in academic and co-curricular streams. |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The accounts of the institution are audited regularly. There is internal and external audit system of the account. The institution has an inbuilt system of

the internal audit of the accounts. Management and Principal look after each and every bill of the expenditure. The institution accounts are regularly verified by the chartered accountant of the institute. In case of any discrepancy found at any level, It is rectified immediately. All the records of the account are properly maintained and updated frequently by the institution.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| NIL | 0 | NIL |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

| |
|---------|
| 4344382 |
|---------|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | Nil | Yes | Nil |
| Administrative | No | Nil | Yes | Nil |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| |
|--|
| <ul style="list-style-type: none"> • Parent-Teacher Association Meeting provides a channel for both parents and institution to exchange opinions concerning institutional policies and practices promoting the development of the institution. • In the Parent Teacher Association the performance of students in studies, Co-Curricular activities are reported. Report of slow learners, attendance records is also provided to parents. • During the meetings, parents put forward their valuable suggestions in academics and co-curricular activities. Feedback Performa's from parents are also filled up and analyzed. |
|--|

6.5.3 – Development programmes for support staff (at least three)

| |
|--|
| <ul style="list-style-type: none"> • EPF are deducted from the salaries of supporting staff. • Provision of advance out of EPF to meet the expenses towards education, marriage etc of wards and for house construction. • Continuous help in the form of leave, finance and study material is given to the supporting staff for pursuing education. • On the festival day's gifts, sweets, dresses are given to the supporting staff. • Uniforms are also given to the class IV employees. |
|--|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

| |
|--|
| <ul style="list-style-type: none"> • Provision of six month maternity leave to female employees with full salary. • Segregation/ Renovation of hall at First floor in to new seminar hall, labs and classroom. • Transferring Block-B of all the laboratories of B.Ed. from Degree Institution to the B.Ed. institution. • Construction of Music Room, Computer Lab and Language Lab adjacent to library. • Construction of the big Auditorium on the upper floor of the institution. • Increase in number of faculty development programmes as seminars, extension lectures and workshops. • Increase in library books. • Increase in infrastructural resources in the campus. • Improvement in washroom and sanitation facility. • Allotment of new staff room to the faculty. • IQAC becomes pro-active since academic year 2016-2017. • Senior faculty member Assistant Professor Sandeep Kaur Boski has been appointed as an IQAC coordinator to look after the activities. • Actively |
|--|

working placement cell. • Green initiatives in the institution. • Encouraging non Ph.D's faculty to pursue Ph.D. in future. • Process of structured feedback has been introduced.

6.5.5 – Internal Quality Assurance System Details

| | |
|--|----|
| a) Submission of Data for AISHE portal | No |
| b) Participation in NIRF | No |
| c) ISO certification | No |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|---|-------------------------|---------------|-------------|------------------------|
| 2016 | World AIDS Day | 16/11/2016 | 01/12/2016 | 01/12/2016 | 95 |
| 2017 | Departmental Seminar on Need of Moral Value in Modern Era | 08/03/2017 | 07/04/2017 | 07/04/2017 | 96 |

[View File](#)

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| Lohri Celebration | 13/01/2017 | 13/01/2017 | 98 | 2 |
| Raksha Bandhan (Rakhi) | 18/08/2016 | 18/08/2016 | 98 | 2 |
| International Women's Day | 08/03/2017 | 08/03/2017 | 94 | 2 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The Institute organises Environment Day every year. The Institute believes in preserving traditional medicine and has established medicinal plants and promotes Eco-friendly cultivation practices by distributing medicinal plants. Through Plantation Drives students are encouraged and motivated to plant sapling in the college as well as at the selected places outside the campus and in community. The college is also pondering over the installation of solar panels in the college as alternative energy resources. All the lighting equipment installed on the college campus and replaced by CFL and LED technology. All the Air Conditioners, Water Coolers, R O system etc are star rated and thus in energy conservation. All the installed Gensets are of latest technology, Govt. approved and sounds proof. The college building has been

constructed keeping in view the principle of maximum utilisation of the natural light and good ventilating system

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-----------------|--------|-------------------------|
| Nil | No | Nil |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|--|------------------------------|--|
| 2016 | Nil | 1 | 01/12/2016 | 1 | World AIDS Day Poster Making Competition | HIV People | 107 |
| 2017 | Nil | 1 | 11/04/2017 | 1 | Inter-House Declaration Contest | Importance of Blood Donation | 20 |
| 2017 | Nil | 1 | 31/01/2017 | 1 | Paper on Moral Value | Development of Moral Skills | 107 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-------------------------------|---------------------|--|
| Code of Conduct in Prospectus | 08/08/2016 | The students handbook detailed about the college Rules and Regulations like rules for admission, procedure for applying leave, library rules, general discipline, rules and regulation for prevention and prohibition of Ragging and attendance. |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|--------------------------------|---------------|-------------|------------------------|
| Independence Day | 13/08/2016 | 13/08/2016 | 15 |
| Hindi Diwas | 14/09/2016 | 14/09/2016 | 31 |
| Diwali | 30/10/2016 | 30/10/2016 | 180 |
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Energy Conservation

Use of renewable energy

Plantation

E-Waste Management

Water Harvesting

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices of the Institution "Improving the Quality of Teaching and Teaching Aids of Students Interns " (A Working model for Criterion II- Teaching, Learning, Evaluation) 1. Title of the Practice: "Improving the Quality of Teaching and Teaching Aids of Students Interns " Duration: (Year of Inception-Year of Discontinuation): Year of Inception: 2016 Year of Discontinuation: Still continue 2. Goals: • To improve the classroom provide on learnt theoretical concepts. • To promote thoughtfulness, creativity and imagination power among students. • To encourage the students to work in a diverse culture. • To provide the students to improve their communication skills. • To induct working teaching models and activities related to contents among students. • To develop positive attitude towards developing and using of lesson plan and teaching aids. • To provide a concrete description of the lesson planning and teaching aids effect at the impact level. • Pre-practice session designed with micro-teaching, lesson planning and preparation of teaching aids every year. 3. The Context We can define a planned and strategies teaching leads to effective learning which means acquisition of knowledge, skills and values will be transferred in to the young minds. Students Interns of Education Institutions should be able to provide a quality teaching to their future students. For the purpose a good educational Institutions should have best environment condition for learning, so that interns will be able to use all the maximum available resource outside as well as inside the classrooms. An effective lesson plan and teaching aid always increases the confidence level of the students for presentation of the content. It is a dynamic approach of teaching in which student intern explore the content up to the level of the students and challenges of teaching learning, simultaneously different skill are developed for teaching in student intern while working with their peer groups. Effective lesson planning and teaching aids is significant facet of professional teaching practice because planning for lesson and teaching give the student with the necessary structure and direction to receive a relevant and engaging education. 4. The Practice • Discussion on lesson planning and teaching aid starts in the first and second semester because there is one week and two weeks specifically designs for internship programs. • In the ending of 2nd semester and starting of 3rd Semester institution design pre-practice session for preparation and practice of lesson plans and teaching aids. • Every year inter house competition of Skill -in-Teaching and Teaching Aids are conducted by the Institutions to make them more equipped before going to schools. School Principals and mentors are invited to evaluate the teaching aids and lesson plans of the student Interns. Winner students are recognised honoured by Prizes and selected for Panjab University Skill- in -Teaching and teaching aid competition. They are also encouraged to participate in inter college competition. • Best Teaching Aids are displayed in the pedagogy and Curriculum lab. • Best students in teaching of different pedagogies are placed in the different schools by the Placement Cell of the institution at the end of

the session. 5. Evidence of Success • Development of a teaching plan aids in all aspects every student to take lot of effort for successful shaping which enhance their diversified practical aspects. • The number of students who participated and who achieved the position in the Panjab University Skill-in-Teaching and Teaching Aids competition are listed in best practice on website..

6. Problems encountered and Resource Required: • Identify problems regarding the lack of interest and hard workmanship of students interns as well as all the pedagogy teachers are not enough competent to provide guidance to the students. • Challenges are faced while preparation of teaching aids to implementing same of the abstract theatrical ideas into real practice. IInd Best practices of the Institution Values and Life Skill Development (A Working model for Criterion II- Teaching, Learning, Evaluation)

1. Title of the Practice: Values and Life Skill Development 2. Duration: (Year of Inception-Year of Discontinuation): Year of Inception: 2016 Year of Discontinuation: Still continue 3. Goals: • To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others. • To set appropriate goals, manage stress and time effectively. • To inculcate good manners and of responsible and cooperative citizenship. • To evolve the evaluation criteria on value-education. 4. The Context Youth are facing many emerging issues such as global warming, poverty, suicide, as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. Inability to cope with these challenges lead to the depletion which is a crises of moral values, in the contemporary society. B.Ed interns are the future teachers. They require high moral and ethnic attitude with positive thinking. they have discussed their problems with their tutors and we felt the necessity to meet the emotional and psychological demands of the students. Discussions, brain storming sessions, Debates and other activities are promoted to motivate the pupil teachers.

5. The Practice

a) Organisation of the Morning Assembly The Institution has Four Houses, namely Sahibzada Ajit Singh ji House, Sahibzada Jujhar Singh Ji House, Sahibzada Fateh Singh Ji House and Sahibzada Zorawar Singh Ji House. All the teachers and students are allotted a house. The session commences with the name of the Almighty. The students present Thought of the day, News Headlines, Facts and Figures, speeches, Poems, Documentaries, Power Point Presentations and songs. The motive of Morning Assembly is to make the students aware of self- reliance, to develop the ICT Skills and Discipline among the student teachers.

b) Celebration of National and International Days: To connect pupil teachers with nation and the rest of the world our college celebrates National and International days enthusiastically every year. All staff members and students gather in the college to celebrate these days. Every culture has number of festivals and celebration has become a vital activity. Celebration of cultural and constitutional festivals is integral part of colleges co-curricular activities. Throughout session different days are celebrated by students with guidance of teachers which help them to know about different cultures and to cognitively imagine India as a nation. The academic calendar is brimming with important events which show enthusiasm of this institution in celebrating many national as well as international days and commemorative events and festivals.

c) Celebration of Cultural days and festivals Culture is the integral part of any society, institution and organisation for which they are known and branded. Overall growth of a student is only possible by inculcating the right blend of knowledge skills and attitudes in any student. So here at our institute we try to shape our students in all best possible ways. Moreover, the increased diversity in pupils' cultural and ethnic backgrounds in schools causes urgent demands for the organisation of school celebrations in many countries.

6. Evidence of Success The evidence of success are in the form of pictures available in the best practice mentioned on the website

7. Problems observed and resources required: The institution has attempted to celebrate all the days

but there were some days which were missed to organise due to the academic burden as the syllabus demands more working hours. It was decided to celebrate them in the coming years. Moreover participation of all the students was not ensured because of the hesitation and lack of the confidence at the initial stage of the pupil teachers. Another problem was to encourage the students to prepare a message and present it before all. Initially, they found it difficult, due to poor language skills. It must be noted that almost all students are from village background.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.gtbkce.com/data-NAAC/Best-Practice-2016-17.pdf#toolbar=0>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

1. Name of the Practice: How can you be different than others- Shri Guru Teg Bahadur Singh Ji
2. General Objectives: ? As per the teachings of Guruji inspire students to support individual freedom. ? To deal with the injustice develop wisdom and courage among the students. ? To develop religious tolerance and respect for other religions. ? To motivate the students to follow the path shown by Guruji.
3. Context : The College is named after the name of The Ninth Guru of Sikhism Shri Guru Teg Bahadur Ji and the main priority of the college is to follow the teachings of Guru Teg Bahadur Ji. Guru Teg Bahadur was a merciful savior of the weak, and that is what he preached. He taught his disciples to protect the ones who need protection, even if it comes at the cost of one's own life. The teachings of Guru Teg Bahadur Ji inspire us to support individual freedom. He has propagated to Give up your head, but forsake not those whom you have undertaken to protect. Sacrifice your life, but relinquish not your faith. The future teachers are required to attain the teachings of Guruji and the valour of four sahibzadas as they are going to be the fruitful members of teaching community and numerous of students will be accomplish their education under their guidance. Therefore they should have obtained sense of sacrifice, courage and tolerance.
4. Achievement of the objectives: The Martyrdom day of Guru Ji is observed on 24th November every year as on November 24, 1675, Guru Teg Bahadur Ji was publicly executed on the orders of Aurangzeb for refusing to convert to Islam. He was martyred in Delhi, at Chandni Chowk. To make the students cognizant about the sacrifices and eminent personality of Guruji, Guru Teg Bahadur Educational Trust namely Guru Teg Bahadur Khalsa College of Education, Guru Teg Bahadur Khalsa College for women, Guru Teg Bahadur Khalsa Public School peacefully observe the Shaheedi Diwas of Guruji. College management members, all the faculty members of the four institutions and the students collaboratively contribute in the organisation of the Martyrdom day. Alumni students and teachers of our institute also visit the college on this day. Department Heads and Students of various clubs perform their duties collaboratively. On this day members of the Management, Principals, Faculty and different teachers of different institutions discuss about the quality perspective of education for society regarding the assistance that will be provided to weaker students and weaker sections of the community.
6. Problems Encountered: The main motive of observing the Martyrdom day is to inculcate the values of Guru Teg Bahadur Singh Ji's sovereignty, independence of mind, truthfulness among the students. However, In the modern materialistic society, where all people are self-centred and have minimal interest in other religions, it is arduous to teach life skills to the students, to teach tolerance and other values to the pupils

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

? Addition of new courses. ? Additional intake of B.Ed. seats. ? Expansion of building in respect of ramp for physically disabled individuals and well equipped auditorium. ? National Seminar and Faculty Development Programme for faculty development including financial facility for them. ? Rallies to be organised for awakening community regarding health issues. ? Enrichment Programme for students for more achievement in CTET, PSTET examination, Youth Festival and Skill-in-Teaching Competition. ? Well structured remedial classes for weak students. ? Purchasing more equipment related to teaching learning process. ? Fully automation of library and office. ? Professional Development Programme for non-teaching staff.