YEARLY STATUS REPORT - 2020-2021

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. Varinder Kaur

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   01883287967

- Mobile No: 9888889119

- Registered e-mail ID (Principal)   gtbkcedasuya2005@gmail.com

- Alternate Email ID   sciencevarinder@gmail.com

- Address   GURU TEG BAHADUR KHALSA COLLEGE OF EDUCATION DASUYA DISTT HOSHIARPUR PIN CODE-144205

- City/Town   Dasuya

- State/UT   Punjab

- Pin Code   144205

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution   Co-education

- Location   **Semi-Urban**

- Financial Status   **Self-financing**

- Name of the Affiliating University   **Panjab University, Chandigarh**

- Name of the IQAC Co-ordinator/Director   **Gagandeep Kaur**

- Phone No.   **01883287967**

- Alternate phone No.(IQAC)   **01883287967**

- Mobile (IQAC)   **9501720343**

- IQAC e-mail address   **gtbkcedasuya2005@gmail.com**

- Alternate e-mail address (IQAC)   **ecogagan@gmail.com**

3.Website address

https://www.gtbkce.com/

- Web-link of the AQAR: (Previous Academic Year)

http://gtbkce.com/data-NAAC/AQAR-2019-20.pdf#toolbar=0

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

http://gtbkce.com/aca-aca-calendar-2020-21.html

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.31**	**2013**	**25/10/2013**	**24/10/2018**

6.Date of Establishment of IQAC

03/09/2010

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**0**	**Nil**	**0**

8.Whether composition of IQAC as per latest

Yes

NAAC guidelines

- Upload latest notification of formation of IQAC

  [View File]

9.No. of IQAC meetings held during the year   **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File]

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

Online Inter-College Shabad Gayan and Quiz competition. Academic Inauguration of Session 2020-2021. Curriculum Planning. Review of classes and syllabus through online mode. On the Spot Teaching Aid Preparation Competition. Skill in Teaching Competition.

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
Online Inter-College Shabad Gayan and Quiz competition	Online Inter-College Shabad Gayan and Quiz Competition was conducted on August 5, 2020. .
Celebration of Teej festival	Celebration of Teej festival was celebrated on July 27, 2020..
Independence Day	Independence Day was observed on August 14, 2020.
Online Competition dedicated to Teachers' Day	Online Competition dedicated to Teachers' Day was conducted on September 5, 2020.
Celebration of Hindi Diwas	Celebration of Hindi Diwas was done September 14, 2020.
Releasing ceremony of combined Edition of Prospectus, Campus Reporter and Disha Magazine	Releasing ceremony of combined Edition of Prospectus, Campus Reporter and Disha Magazine was done successfully on September 29, 2020.
Online celebration of Gandhi Jayanti	Online celebration of Gandhi Jayanti was done October 2, 2020..
Online celebration of Bhagwan Valmiki Ji Jayanti	Online celebration of Bhagwan Valmiki Ji Jayanti was accomplished on October 30, 2020
Online Celebration of Children Day	Online Celebration of Children Day was done on November 10, 2020.
Online Celebration of Human Rights Day	Online Celebration of Human Rights Day was accomplished on December 10, 2020
National Army Day	National Army Day on January 15, 2021.
Birth Anniversary of Subhash Chandra Bose, National Voter's Day& Republic Day	Birth Anniversary of Sri Guru Gobind Singh Ji on January 19, 2021 4. Birth Anniversary of Subhash Chandra Bose, National Voter's Day& Republic Day was celebrated on January 23, 2021

Academic Inauguration of Session 2020-2021	Academic Inauguration of Session 2020-2021 on February 5, 2021.
Final view of Prospectus, Campus Reporter and Magazine	Final view of Prospectus, Campus Reporter and Magazine was taken.
Academic Calendar	Academic Calendar was finalized.
Curriculum Planning	Curriculum Planning was done.
Composition of committees	Composition of committees were viewed.
Online Celebration of 130th Birth Anniversary of Dr. Bhim Rao Ambedkar	Online Celebration of 130th Birth Anniversary of Dr. B. R. Ambedkar Ji on April 14, 2021.
On the Spot Teaching Aid Preparation Competition	On the Spot Teaching Aid Preparation Competition was organized on May 19, 2021
Skill in Teaching Competition	Skill in Teaching Competition was organized on May 31, 2021
World Environment day	World Environment day was celebrated on June 5, 2021.
Online International Yoga Day	Online International Yoga Day was observed on June 21, 2020
Purchasing ZOOM Platform	Zoom platform was purchased on June 16, 2021.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

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. Varinder Kaur
• Designation	Principal
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• Financial Status	Self-financing

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• if yes, whether it is uploaded in the Institutional website Web link:	http://gtbkce.com/aca-aca-calendar-2020-21.html

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8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

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	Voter's Day& Republic Day was celebrated on January 23, 2021
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Purchasing ZOOM Platform	Zoom platform was purchased on June 16, 2021.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	18/01/2022

15.Multidisciplinary / interdisciplinary

No, our institution is not a multidisciplinary/interdisciplinary institution. It is a stand alone institution running the B.Ed. programme since 2005 with intake of 100 student teachers.

16.Academic bank of credits (ABC):

Our institution is not under the scheme of ABC.

17.Skill development:

Yes, our institution enhances the skill development
of students as skill development and training helps
in emotional maturity in pupils which enables trainees to
gain access to knowledge and ability, career ethics and
good working attitude. In the B.Ed. Curriculum
teaching internship programme is an essential component.
Students are exposed to different types of teaching skills
helping in employability, productivity and competitiveness
in teaching zone. To refine the skills, students are sending to
Panjab University Zonal and Inter-Zonal Skill-in-Teaching and
Teaching Aid Preparation Competition. Apart from this, many soft
skills incorporated like Life in Yoga, Personality Development,
Learn to Sing in Tune and Art, Education.

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

Appropriate integration of Indian knowledge system
is incorporated in the teaching learning process of
our institution. The information, knowledge,
instructional strategies are planned in all the three mediums
i.e. English, Punjabi and Hindi for the convenience of pupils.
This trilingual system of teaching increases brain mass
and brain memory and strengthen phonologic, morphologic
and syntactic skills of students. The B.Ed. curriculum
is embedded with many CCA as like national festivals &
days, Religious festivals & days, activities promoting our
Indian culture & heritage, value based morning assemblies
on various themes etc. Institution provides motivation to the
students to join online courses available on SWAYAM portal.

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

Outcome Based Education implies clearly articulated idea of what students are expected to know and be able to do, that is what skill & knowledge they need to have, when they leave the college system. Our institution focuses on outcome based education in which students are encouraged to gain knowledge, develop skills and the entire faculty guide them in this regard. We promote flexibility, freedom and completely involve our students to take responsibility for goals. Our passed out students go for higher studies in India as well as abroad, clear many competitive exams, placed in government and private sectors and many brilliant students are in connection with us in the form of active alumnae. Participation of students in different co- curricular activities acquaints students with stage handling, build confidence and encourage competitive spirit. Our institution bagged many prizes in Skill-in-teaching and Youth festival competition and these constructive cum creative skills help them in their future adjustment. The reflection of outcome based education comes in the form as how to do things, ability to make decisions, fundamental understanding, what you are doing and why, reflective learning and adaptation through self reflection, apply knowledge appropriately and responsibly.

20.Distance education/online education:

Our institution has a provision for online education as well as for distance education. During COVID-19 institution disseminates the knowledge through online ZOOM platform to the students. We have University School of Open Learning (USOL) study centre of Panjab University Chandigarh for B.Ed. students. Regular PCP classes are conducted for students every year as per the rules and regulations of USOL Department, Panjab University Chandigarh.

Extended Profile

1.Student

2.1	**100**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	**100**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	[View File]()

2.3	**20**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	[View File]()

2.4	**97**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File]()

2.5Number of graduating students during the year	**97**

File Description	Documents
Data Template	[View File]()

2.6	**100**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File]()

2.Institution

4.1	**2304389**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**33**
Total number of computers on campus for academic purposes	

3.Teacher	
5.1 Number of full-time teachers during the year:	**13**

File Description	Documents
Data Template	View File
Data Template	View File

| 5.2

Number of sanctioned posts for the year: | **16** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Institution follows the curriculum prescribed by Panjab University, Chandigarh which is productively executed by the action plans. Academic core committee and IQAC prepare the institutions academic calendar as per issued university calendar which comprises the specifications of number of working days(online classes), internal house examinations, evaluation plans, online co-curricular activities, uniformity of syllabus etc. taking into consideration COVID-19 guidelines issued by the university. Time Table in-charge distributes workload of subjects to staff members in which they are interviewed to take their classes in online mode. They are motivated to formulate the steps of SWOC analysis, ICT based teaching lessons to implement in the curriculum Attendance of students in online classes, online classroom behaviour, participation in online co-curricular activities, marks in online internal house examinations adds to their internal assessment The process of implementing the curriculum is based on recent developments and feedback from all stakeholders.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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	A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://gtbkce.com/data-NAAC/Programme-Outcomes-2020-21.pdf#toolbar=0
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	**No File Uploaded**

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

18

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://puchd.ac.in/includes/syllabus/2020/20200826202830-b.ed.pdf?202402353105

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

4

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

4

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

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

33

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

33

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

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

File Description	Documents
Data as per Data Template	*View File*
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	*View File*
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
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.

B.Ed. interns are familiarized with innovative classes to amplify multimodal form of teaching-learning process. They are exposed to technology based classes like innovative teaching methodologies and LCD projectors etc. Through ZOOM platform, classes are conducted in online mode due to COVID-19.

In semester-I, Teachers' demonstrate micro-teaching and macro-lessons in the classes followed by discussion lessons. They are placed in teaching-practice schools for 2 week.

In semester-II, Pre-internship programme is accomplished for two weeks.

In semester-III, school internship programme is splitted into three phases i.e. 2 week pre-internship programme in institute, 14 weeks internship programme in teaching-practice schools and post-practice as well as evaluation in institute for one week.

In semester-IV, School placement drive is executed in the institution.

B.Ed. interns are impeccable with constructive atmosphere. Value added courses like Personality Development and Learn to sing etc. are conducted. Various co-curricular activities are accustomized during internship program in which interns utilize their gained knowledge in practical way.

Competent teachers are developed for quality based education. Co-curricular activities help in development of reasoning power, emotional intelligence and encourage them to apply their theoretical knowledge in practical way such as institution celebrates various national and international days like World Environment Day etc.

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

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

Institution familiarizes students with the paper 'Education in Contemporary India' as per the Panjab University Syllabus of B.Ed. which consists of diversities in Indian school system such as types of Indian schools, general types, school by means of ownership,schools by means of educational board affiliation, their functioning and problems. Student Orientation Programme familarizes the new entrants with college objectives, policies, ethics, flexible curriculum, innovative teaching methodologies, feedback by self and peer review, norms and standards. Orientation programme is also conducted in our college before the pupil teachers proceed for pre internship programmes in both semester-I and semester-II so that they can get the exposure of real classroom learning or simulated teaching. Extension lectures, workshops and seminars on skill-in- teaching by experts also benefit them substantially with newness in professional knowledge and skills. During Internship programme, they come to know about teaching practice school objectives, policies, rules and regulations, different assessment criteria, evaluation system and able to differentiate between the policies and functioning, school infrastructure, curriculum, medium of instruction, teaching methodologies, teaching aids used, demonstration of lessons, activities conducted, scholarships offered etc. of rural and urban schools.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

Internship programme is splitted into three phases i.e. 2 week Pre- Internship programme in both semester I and II. Pre-Internship programme is conducted in our college campus to acquaint the B.Ed.interns with simulated teaching. Demonstration of micro skills were presented by teachers and pupil teachers followed the same before internship programme. Teaching aids, working models, real life objects are used by pupil teacher to perform different activities during micro skills presentations to bring creativity and innovativeness in their work. Feedback is provided through peer groups and subject teacher in-charges after the delivery of micro skills. Personalized training is provided through Integral Pedagogy and mentoring through small groups backed by support and guidance in tutorial groups are framed which helps in providing quality based higher education besides improving the overall college results. They are oriented about evaluation and assessment during classroom teaching. Value added courses like Personality Development, Learn to Sing, Life in Yoga and Art, Education and Artist are conducted in our college campus to instill life skills and soft skills. For professional training, workshop on CV writing and Interview preparation is conducted to train the B.Ed. Interns in resume writing.

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

1.4 - Feedback System

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

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

1.4.2 - Feedback collected from stakeholders	Feedback collected, analyzed,

is processed and action is taken; feedback process adopted by the institution comprises the following	action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

`100`

2.1.1.1 - Number of students enrolled during the year

`100`

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

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

`20`

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

`59`

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

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

0

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	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

Student learning is determined by teachers using orientation programme before commencing the classes. After proper teaching of one month, evaluation of the students done by class tests to identify the different needs of the students. Afterwards

traditional teaching methods are used supported by new technological methods to enhance teaching learning process. Tutorials, value-added courses, self study course etc are organized to provide specific coaching in areas where students need support. A multilingual approach is taken to the explanations and class discussions. Peer learning is encouraged through group discussions and presentations. The teachers assess the capability of students in informal setting such as during tutorials, classroom behavior and interaction outside the class. Fresher's party is organized in the beginning of the session to recognize the talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the college along with special lectures organized by expert resource persons. Students are given recognition for their achievements at various forms in terms of medals, appreciation certificates and scholarships. Also deserving applicants from economically weaker sections receive discounts on fees.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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	Six/Five of the above

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Teaching- Learning Process is carried out by the teacher educators by applying their expertise through adoption of multiple mode approach for enhancing the students' learning and to provide them the enriched teaching learning experiences. Different teaching methodologies are adopted according to the prescribed syllabus as well as the individual requirements. Different elements of the syllabus require distinguished approaches. In teaching learning process experiential learning, participative learning, problem solving and online mode were included.

1. **Experiential Learning**

- **Pre- Internship**
- **Internship**
- **Participation in competition at various level**

1. **Participated Learning**

- **Team work**
- **Group work**

1. **Problem solving Methodology**

- **Pre- internship (2 weeks) and Internship (14 weeks) to get Hands-on-Experience**

- **Remedial and Enrichment Classes**

1. **Online Mode**

- **Zoom Platform**
- **Whatsapp Group**
- **Google Classroom**

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

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

13

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
Any other relevant information	View File

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

191

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room	**Four of the above**

activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	https://gtbkce.com/campus-reporter.html
Any other relevant information	View File

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

The college has a system of Mentor- Mentee regularly for the professional development of the prospective teachers. The purpose of this system is to provide support and guidance to the students of the college for the betterment of their academic and professional career and thereby contribute towards nation building. It is an effective system that to bridge the gap between the mentee (student) and the mentor (teacher).It is common that the students may experience various difficulties during their two year B.Ed. and may have to face various issues such as scope of participation in various activities, improvement in academics, adjustment challenges and even to identify and nurture their talents.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it	**Five/Six of the above**

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	

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

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

The teaching-learning process is a crucial foundation for nurturing a wide range of skills and qualities in students. It is not just about imparting knowledge; it is about foresting creativity, innovation, intellectual and thinking skills, empathy and life skill etc. that are essential for success in today's scenario. To flourish these skills, the institution organized various curricular and co-curricular activities like hands on experiences, real time exposure, musical activities, physical and health activities, art and craft oriented activities like poster making, dry and wet dustbin, nest making etc. with the under the able guidance of the mentor and Principal. Moreover, the students are encouraged to publish articles in college magazine 'Disha' in English, Hindi and Punjabi.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in	**All of the above**

different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

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

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

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	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 learning sequences (learning activities) for online as well as face to face situations	All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

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

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

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

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

1. Selection/identification of schools for internship: Participative / on request

Before each internship programme, the list of identified schools and allotment of schools for programme is done. On receiving the approval, the school principals, mentor teacher, and the concerned students are notified.

2. Orientation to school principal/teacher

College mentors personally visit the schools to meet the principals and school mentors regarding the internship and orient

them about the programme.

3. Orientation to students going for internship

Orientation programme is carried out for the student teachers before sending them to the schools to acquaint them with objectives and modalities of the programme.

4. Defining role of teachers of the institution

In 1st and 2nd semester the school exposure programme is carried out in nearby schools and 10-12 students are placed in these schools. In 2nd semester the college organizes demonstration lessons in each subject.

5. Streamlining mode/s of assessment of student performance

The supervisor assesses students on their performance on parameters mentioned in the syllabus.

6. Exposure to variety of school set ups:

The internship program takes place during the 1st and 2nd semesters of the training program, respectively, and lasts for two weeks in a variety of school set-ups.

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

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

2.4.9.1 - Number of final year students during the academic year

94

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

2.4.10 - Nature of internee engagement	Seven/Eight of the above

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

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

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

For monitoring purpose, each school is designated a college mentor teacher for. He/ She is the one who coordinates with school principal, school mentors and the internee students. The mentor teacher remains in constant touch with school and visit the school frequently. The school mentors also keep the college mentors informed about the performance of interns. One or two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school and informed it into their college mentor teachers. The interns are given training prior to the teaching practice of conduct of activities. On the initial stage school principals on their part instructs their subject teachers whose classes are being taken by the interns. When intern is taking the class school teacher monitor and help the intern in case he/she faces any issue. Interns prepare school students for various activities of the school and they also take part in the parent teaching meeting with the subject teacher to understand the school and parent

coordination for the betterment of students.

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

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

13

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

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

2

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

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

16

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

16

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

For the professional development, it is very important to provide exposure to the teachers and introduce them about recent development in the field of education so that they can flourish their skills and enable to enhance more knowledge. For this, the institution is encouraging the staff to attend seminars, conferences, workshops, orientation programme, Refresher Course, FDPs (online and offline) conducted at National/ International level. Paid leave is sanctioned to the teacher for attending seminars, conferences, workshops and FDPs. Provision of study leave for the teacher who wants to enhance their qualification. Beside this, faculty members discharge duties such as examination superintendent, deputy superintendent, assistant superintendent and paper evaluators.

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

2.6 - Evaluation Process

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

Internal evaluation as prescribed by Panjab University, Chandigarh norms is strictly followed by the college. The students are evaluated at two levels, college and the University. In theory papers, 20% component of the evaluation is carried out at the college level .The remaining 80% of the evaluation is done at the university level by way of semester-end examinations. In the case of papers with the practical component, methods as per their course requirements and in the best interest of students are adopted. The internal assessment is carried out based on a Continuous evaluation process using internal assessment and semester-based evaluation twice a year. Internal assessment based on Theory and practical internal assessment

Internal evaluation followed House examinations, presentations, sessional work, assignment etc. Apart from it, students are given complete freedom to write House examinations, assignments and sessional work in English, Hindi and Punjabi medium. Participation in co-curricular activities and attendance is also considered

while doing internal evaluation.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

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

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

College Level:

- **If a student is not able to appear for examination due to medical or any genuine reason examination is conducted for that student as per norms, provided that he/she submits application with proper documents.**
- **If any student scores less marks and wants to improve in that subject, he/she can appear for the improvement examination.**

- **Slow learners and failures and provided Remedial Teaching and reattempt the examination.**
- **The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer sheet.**
- **The answer sheet of such student is assessed by the faculty once again in the presence of the student.**
- **Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members.**
- **The Institute follows open evaluation system.**

University level:

With reference to evaluation, if the student scores less mark than expected, he/she can apply for revaluation of his/her answer script after paying the prescribed fee. Student can apply for revaluation if he/she feels that evaluation is not correct.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

Before the commencement of the academic year, the academic committee of the Institution prepares the 'Academic calendar' and Activity Calendar' in consultation with the academic calendar received from the Panjab University, Chandigarh. It is available on the college office and also displayed on the college website. It contains relevant information regarding the teaching learning schedule (working days), various events to be organized, days and weeks to be celebrated, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and ensures that the curriculum delivery and co-curricular activities are undertaken as per schedule. Every teacher is required to adhere to the academic calendar and plan their day-to- day activities accordingly.

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

2.7 - Student Performance and Learning Outcomes

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

The college's vision, mission, and objectives all hinge on learning outcomes. The institution has clearly stated and communicated the program learning outcomes and course learning outcomes. These are in line with the Panjab University, Chandigarh, and syllabus. The program learning outcomes results of B.Ed. is designed to make the education process a more complete experience for student teachers, whose primary goal is not only knowledge acquisition but also application through practical training. Real-world experiences can provide this kind of work experience. In addition, students will acquire a variety of modern life skills, such as critical thinking, problem-solving, analytical reasoning, cognitive skills, self-directed learning, and other similar abilities.

The institutional prospectus is one example of a medium through which the program learning outcomes and course learning outcomes are communicated. These also get a lot of attention on college boards, house boards, college magazines, annual report and other publications. During orientation programs and other events like Matri-Pitri diwas, the principal's address to students and parents is an effective means of communicating them. Concerned staff members also discuss the PLOs and CLOs during alumni meetings and distribute them in the classroom.

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

2.7.2 - Pass percentage of Students during the year

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

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

Students' progressive performances as well as their attainment of professional and personal attributes in accordance with the PLOs and CLOs are periodically monitored for effective teaching learning process.

Monitoring students' cognitive abilities after entering into the 2 year programme students' diverse need are identified after the one month of the orientation programme in form of class test, surprised test etc. Continuous assessment is an important part of the teaching process and helps students learn. Class tests, house tests, quiz test, class participation, presentations, performance in different activities, written assignments, sessional work (subject-wise), value-added courses, self study courses, other assessments and semester-end examinations.

Monitoring the students' professional qualities an effort is made to develop the professional qualities of student interns to prepare them for balance in their future work-life. One of the best practices of the institution for student is "Performance Enrichment Environment" is to attain their progress across the curriculum by made their small peer groups for effective work and result including this another best practice " Improving the Quality of Teaching and Teaching Aids of Student Interns" is using for improving their skills of preparation of aids as well as lesson plans and for effective content dissemination.

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

2.7.4 - Performance of outgoing students in internal assessment

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

98

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

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

Students' progress toward each of the Program Outcomes, Program Specific Outcomes, and Course Outcomes is regularly assessed by the institution using a variety of methods.

Evaluation Methodology: Through a direct evaluation process, the program outcomes and program-specific outcomes are evaluated with the help of the relevant program's outcomes. It is provided by means of university exams, terminal exams, internal and home assignments, unit tests, surprise tests, and other similar methods. Tests, assignments, projects, sessional work, presentations, and other forms of assessment all play a role in the evaluation process are returned to students with specific feedback and enhancement suggestions. Students have numerous chances to show off their skills, knowledge, and originality.

The faculty keeps track of each student's performance. Students are evaluated for 75% of their total marks, and as part of the institution's internal assessment; students are evaluated for 25% of their total marks.

The institution itself conducts evaluations of students enrolled in Value Added Courses and Self Study Courses. Throughout the year, observations of student knowledge and skills are compared to measurable course outcomes.

The Approaches to Measuring Achievement

1 Exam at the end of the semester

2. Evaluations, both internal and external

3. Evaluation of Feedback

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://gtbkce.com/data-NAAC/SSS-Report-2020-21-II.pdf#toolbar=0

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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
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	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
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

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
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 try-outs Material and procedural supports

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

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

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

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

16

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

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

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

89

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

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

6

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

154

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

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

Our College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The college students take part in various initiatives like women sensitization programme, vigilance awareness week, voter Day, Human rights day etc. During this time covid-19 was on its peak, students and teachers were working from home so that most of the activities done through online mode. A competition was organized on Teaching Aid Preparation and different kinds of topic like traffic awareness, health system, stopping of wastage of water etc given to students

with the value of realization of all these issues. Except it other awareness activities like celebration of Children Day and Human Rights day to sensitize the students for social issues were also organized.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Appropriate certificates from the awarding agency	**No File Uploaded**
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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has total area of 16262.77 sqm. Out of which 29.18.12 sqm is built up area, 1816.13 sqm is green covered and

open area is 10658.68 which also covers greenery. The college is located in peaceful green surrounding with lawn for conducive quality education. There are 11 classrooms, out of which 02 are equipped with LCD projectors and ICT facilities. There are 07 laboratories. Health and Physical Education resource room cum class room, Library, Canteen, Multipurpose Hall, Playground and Fire Hydrant System. There is a staff room, kitchen, Separate wash-rooms for staff, Separate common room for boys and girls. Wi-Fi facility is available in the campus; there is a big auditorium with all facilities for curricular, co-curricular, and cultural activities like orientation program, awareness seminars, youth festivals and functions like celebration of important days. Basic amenities on college premises include separate staff and student parking, canteen, drinking water coolers, Medical room, solar energy generation (starting stage), CCTV cameras for security, there is a partial computerized library equipped with store room, separate reading room for teachers and students The office has a partial computerized system with Wi-Fi facility. There is an optimal use of infrastructure in the college campus.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	View File

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

`2304389`

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

4.2 - Library as a Learning Resource

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

`Nil`

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

`Nil`

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
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	

File Description	Documents
Data as per Data template	**No File Uploaded**
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

23382

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

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

95

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

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

4.3 - ICT Infrastructure

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

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of

education. The following tools are used by the Institute-
Projectors, Desktop and Laptops, Printers, Photocopier machine,
Scanners, Seminar Rooms and Lecture Theater.

Use of ICT by Faculty

A. PowerPoint presentations- Faculties are encouraged to use power
point presentations in their teaching by using LCD's and
projectors. They are also equipped by online search engines and
websites to prepare effective presentations.

B. Seminar Room- Seminar room is digitally equipped where guest
lectures, expert talks and various competitions are regularly
organized for students

C. Online quiz- During COVID-19 faculties used to prepare online
quiz for students after the completion of each unit with the help
of GOOGLE FORMS.

D. Online Classes- keeping in view COVID-19 guidelines faculty use
their Zoom Platform/ Google Meet for online classes.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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

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

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
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	View File

4.4 - Maintenance of Campus and Infrastructure

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

1811022

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

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

The institution has built a system and procedures for maintaining and utilizing facilities. On the regular basis the institution has maintenance of basic facilities under the direction of institution IQAC cell, academic core committee, and infrastructure committee

1. Weekly confirmation of the care and maintained 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.

File Description	Documents
Appropriate link(s) on the institutional website	https://gtbkce.com/infra-library-facilities.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	100

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

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

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

3

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

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

8

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

5.3 - Student Participation and Activities

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

There is a Student Council functional in our institution which is fully committed to smooth functioning and development of the institution. Student Council is hub of the teaching learning process, which do all the important duties to nourish the Educational plant for better function of the institution. The Students Council has a full freedom to develop leadership by organizing and carrying out various activities as wall magazine, heritage functions, Martyrdom day, trip and tours etc. A Students Council provides an opportunity for students to engage in a structured partnership with teachers, students and committee in better functioning of the college. All the four houses democratically elect their representatives i.e. President, Vice president and Cashier. During the mentoring programme senior students help new students to find their feet and can help their integration into the college community. Principal with IQAC sets a

date for selection of representative of student council, under the supervision of the Core Committee. Human resources of the institution fully grow with the cooperation of students' council. These practices of decentralization and participative management during year 2021-2022 bear testimony to the rich tapestry that characterizes us to be globally competent.

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

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

26

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

5.4 - Alumni Engagement

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

Alumni association is not yet registered but it is functional and it contributes significantly for the development of the institution. Alumni students not only from India but also from Canada and U.K are in touch with us. Alumni meetings are organized

in our institution in which alumni students designated on various higher posts of teachers, heads, administrators give their suggestions for the betterment and growth of the institution. They also motivate students of present batches regarding shaping of their behavior and skills. They also guide them regarding competitive exam related to teaching and for govt. post .They play a very important role in counseling and guiding the students of college for their successful carrier placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into teaching profession. A webinar on different Yoga Asana was organized under the able guidance of Alumni member Jaswinder Singh (2017-19) student. He has acted as a recourse person for yoga. Jaswinder Singh encouraged the students to practice daily by giving detailed information about various yoga asanas and pranayam.

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

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Our Alumni members motivate students to think about longer term goals and they help students to develop their confidence. By sharing their experiences, alumni help students how their work in college connects to their higher studies and career success. Alumni members are invited to be the resource persons in seminar, wall magazine competition, cultural activities, yoga day and lecture for teaching skills to the present students. Some of the Alumni are deputed as principals in different school and they act as mentors to our B.Ed interns in their schools and also assist them in their internship programme. In addition to that they provide learning material and other resources to the needy students of the institution. Alumni association is not yet registered but it is functional and it contributes significantly for the development of the institution. They play a very important

role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the B.Ed programme of the students and their entry into teaching profession.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The College vision for excellence in academics and integrity of character and aim to develop a scientific temperament for a caring, impartial and inclusive society, with its mission to create and facilitate an environment for knowledge, research, skill, self reliance and humanitarianism that propels the young to build a caring and sharing society is seen in its governance. Its high morals and values are reflected in its policy of welcoming staff as well as students from all strata of society. Our institution facilitates learning through appropriate skills and methodologies so as to render selfless service to the community. The Management always encourages the involvement of the staff in the quality assurance, enhancement and developmental activities of the College. The Management leads the Principal and staff, towards the fulfillment of the stated mission. The Management / Governing Council meet twice a year for discussion, policy making and its implementation based on feedback received from Principal. The Management has been proactive in extending all guidance, support and cooperation after the outbreak of the COVID-19 pandemic. Webinars on various relevant issues have been encouraged and promoted by the Management. Management has also provided support of infrastructure for online teaching.

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

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

The Management along with the academic core committee, college development council and IQAC discusses and approves important administrative issues such as budget, admissions, results etc. governing council, and staff council also review the activities and necessary suggestions are made by them. Major decisions are taken by the Principal in consultation with Governing Council, ACC, IQAC and Staff Council. The institution's democratic principles of decentralization and participative management are also reflected through involvement of staff members and students in various committees, clubs and cells. All the human resources of the institution are further delegated responsibility of planning and execution of activities. There are elected representatives from the students who form an effective student council which gives the students an opportunity to develop leadership by organizing and carrying out college activities. In our institution, student council is the voice of student body.

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

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

The Institution maintains transparency in financial, academic and

administrative spheres as follows

Financial Spheres The accounts of institution are audited regularly. Internal audit is done by Principal and IQAC and external audit is done by charted accountant. Management and Principal look after each and every bill and in case of discrepancy there is rectification. All the records of the account are properly maintained and updated frequently by institution.

Academic Audit- Academic audit relates with quality assurance and enhancing quality of academic activities in institution.

Administrative Audit- It includes assessment of policies, strategies & functions of various administrative units' control of overall administrative system.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File]()
Any other relevant information	[View File]()

6.2 - Strategy Development and Deployment

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

To maintain the efficacy of the all institutional works the institutional strategic plan is effectively deployed with many qualitative parameters. One activity successfully implemented based on strategic plan under the heading teaching learning as under the successfully running value added courses i.e. Personality Development, Learn to sing in tune, Art Artist and education and life in yoga with the basic objectives of enhancing personality, Music, Artistic and yoga skills among students. There is a properly designed brochure of each one course with total duration, specific objectives, course objectives, course content, students offered, course planner and certificates are course planner certificates are awarded to the students. These courses overall accelerate the teaching learning process

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://gtbkce.com/data-NAAC/StrategicPlanning.pdf#toolbar=0
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Organogram is an administrative reflection of the institution in form of diagram which describes the decentralized structure of the administration and institutional functioning. Administration is a cooperative efforts of Trust, Governing Body, Principal, Faculty (teaching and Non-Teaching) and students with the support and cooperation of all stakeholders for the pursuit of the common objectives. Apex body of the institution is Trust, Governing Body work for the development of the institution with timely discussion with the Trust and Principal. Principal works independently in the institution with the guidance and requisite discussion with the Trust and Governing Body. Working process contributes to the Vision and Mission of the institution which is fully decentralized and going through the interaction and timely discussion between the Principal, Vice-Principal, IQAC, Academic Core Committee, Teaching and Non-Teaching Faculty, Coordinators, Committees, Cells and Club in-charges, Student Council, Supporting Staff and all the stakeholders.

File Description	Documents
Link to organogram on the institutional website	https://gtbkce.com/abt-organogram.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

attendance for students

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

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

It is well known that during covid-19 pandemic, the institutional works underwent with the same pace and the IQAC cell remained active and many activities were conducted in online mode. The reference of one activity under aegis of IQAC is as under

Skill in Teaching Competition

To make the students skilled in preparation of teaching aids, time to time workshop are organized in our institution. The Principal and faculty guided the students time to time and on the spot teaching aid preparation competition was organized at our institution on 31 May 2021 under aegis of IQAC in all pedagogies. Pedagogy wise students participated and the winner students were awarded with e-certificate.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

The welfare schemes available for the teaching faculty are as follows:

- **Medical Leave for Regular Faculty.**
- **Medical Allowance for Regular Faculty.**
- **Loan Facilities to Regular Faculty.**
- **Provident Fund.**
- **Annual Increment**
- **Maternity leave with pay**
- **Honor to in charges of the activities for their best organization.**
- **Purchasing of Zoom platform for conducting online classes and attending different seminars, workshop, etc through online mode.**

The institution provides welfare schemes to the employees to keep their motivation level high. The welfare schemes available for the non teaching faculty are as follows:-

- **Loan Facilities.**

- **Contribution of Employment Provident Fund.**
- **Token money during Festival.**
- **Two time tea is provided to class 4 Employees Honor to in charges of the activities for their best organization**

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
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.

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochures / Reports along with Photographs with date and caption	**No File Uploaded**
List of participants of each programme	**No File Uploaded**
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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copy of Course completion certificates	**No File Uploaded**
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.

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. The institution has a strong, authenticated, valid Performance Appraisal System for teaching and non teaching staff. The Principal monitors and evaluates the performance of all teaching and nonteaching staff by filling the confidential report on the work and conduct of teaching as well as non-teaching staff. After that, the Principal communicates to the faculty personally, about those areas which needs improvement and also appreciates the developmental works done by the faculty. The IQAC also reviews Administrative and Academic progress so as to review the performance of all the faculty and office administration. This performance appraisal system both for teaching and non-teaching staff helps in creating career growth, improving performance, increases employee engagement, clarifies expectations, evaluate goals, provides documentation and overall for the smooth functioning of institution.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if

any, during the year in not more than 100 - 200 words

The accounts of the institution are audited regularly. There is internal and external audit system of the account. The college has an inbuilt system of the internal audit of the accounts. Internal audit is done by Principal and IQAC and external audit is done by charted accountant. Management and Principal look after each and every bill of the expenditure 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 college

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<u>View File</u>
List of audit objections and their compliance with seal and signature of the Principal	<u>View File</u>
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)

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
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.

Guru Teg Bahadur Khalsa College of Education Dasuya is a self-financed educational institution working under Guru Teg Bahadur

Khalsa Education Trust, Punjab since 2005. It is to be mentioned here that the name of trust is changed to Guru Teg Bahadur Khalsa College for Women (GTBKCW) Dasuya, Distt. Hoshiarpur with effects having all the rest structure same.The institution raises all its funds and finance from fees, scholarships and donation. The institution does not collect any money without issuing a receipt to students. All expenditures are accounted and audited by chartered accountant. Operational expenditures are met by the funds raised through fees. There arereliable checks and balances which ensures efficiency, optimal utilization of financial resources along with responsibility and accountability. The institution maintains proper transparency in financial matters.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
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

IQAC plays an important role in various quality initiative of the institution. It initiates, plans, and supervises various activities that are necessary to improve the quality of education delivered in the college. At the start of the session, a plan is agreed upon with the principal and members of IQAC to implement quality initiatives to be implemented throughout the year. Various staff members are assigned to carry out the same and the overall work is evaluated time to time. IQAC invites the faculty to take initiatives in research, teaching, finance, student support, quality curriculum, community relations, and MOU's. It keeps a record of minutes of meetings and presents it to the Principal and the management. IQAC promotes the use of modern teaching methods and initiates various value-added courses and self study courses. IQAC encourages teachers to send proposals for research projects in the area of education and organizes seminars, workshops and training programmes during the session. It collects and reviews feedback from various stakeholders and promptly takes action. Various events such as expert talk, community related initiatives are also organized under the patronage of IQAC.

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

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

The quality of academic activities are reviewed by IQAC that are discussed and planned in the meetings of academic core committee and IQAC itself organizes its own meetings to review the quality brought in teaching learning process. An academic audit at internal as well as external levels was conducted for the year 2020-21 which helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution. The recommendations of the audit panel are considered and measures will be taken in the future for further improvements. The already existing methods of teaching learning and evaluation as framed by the IQAC are academic calendar, programmes, time table, allotment of subjects, course file, strong feedback mechanism, student learning outcomes, student result analysis, effective internal examination and evaluation system but in the context of incremental growth there are improvements in examination results, increased strength in already existing value added courses and addition of self study courses. IQAC also obtains the feedback from various stakeholders such as teachers, parents, school principals, school teachers, alumins, community members, resource persons and students. After that enriched actions are is taken to implement the suggestions given by them.

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

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

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File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data Template	[View File](#)
Link to the minutes of the meeting of IQAC	https://gtbkce.com/data-NAAC/IQAC-2020-21.pdf#toolbar=0
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://gtbkce.com/data-NAAC/AQAR-2019-20.pdf#toolbar=0
Consolidated report of Academic Administrative Audit (AAA)	[View File](#)
e-Copies of the accreditations and certifications	[View File](#)
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	[View File](#)
Any other relevant information	[View File](#)

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

I. Curriculum Planning

Institution follows the curriculum prescribed by Panjab University, Chandigarh productively executed by action plans. Academic core committee and IQAC prepare academic calendar as per issued university calendar which comprises specifications of number of working days(online classes), internal house examinations, evaluation plans, online co-curricular activities, uniform of syllabus etc. considering COVID-19 guidelines issued by the university. Time Table in-charge distributes subject's workload to staff members to take their classes in online mode. They are motivated to formulate steps of SWOC analysis, ICT based teaching lessons to implement in curriculum Attendance of students in online classes, online classroom behaviour, participation in online co-curricular activities, marks in online internal house examinations adds to their internal assessment The process of implementing the curriculum is based on recent developments and

feedback from all stakeholders.

II. Financial Academic and Administrative Audit

Financial Audit: - Internal audit is done by Principal and external audit is done by charted accountant with the proper maintenance of annual balance sheet.

Academic Audit: - It relates quality of academic activities includes time table, academic calendar, and examination system (internal and external).

Administrative Audit: - It includes assessment of policies, strategies and functions of administrative system.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File]()
Any other relevant information	[View File]()

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Building structures are designed with natural lighting and ventilation to minimize lighting needs. Regular monitoring and services of Air conditioners is done in our college's campus to ensure the energy conservation. Other electrical equipments are also periodically checked and monitored to ensure energy saving. Inefficient, aged and de-rated motors are removed and new motors are commissioned. Fuel checking is regularly done for generators. No hazardous chemical waste is generated in the institution. The batteries of UPS are maintained in good condition which reduces current in charging the batteries. All the computers available are with TFT monitors. Compact Fluorescent Lamps (CFL) and Light Emitting Diode (LED) bulbs instead of tungsten lamps are used wherever possible in the institution. Institution is going to establish an alternate energy source in the form of Solar Power

Plant.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

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.

The Institution takes initiative for the management of waste which is generated within its campus. For E-waste Management, old computers are sold to the agency Recycle Villa. They sort and separate the materials and prepare them for sale as usable raw materials. They are also used for the production of new electronics. However, no hazardous chemical waste is generated in the institution. All these ensure that the institution takes care of the waste generated regularly by reducing the waste and make an effort for its re-use and re-cycle. Different kinds of dustbins are installed in the campus for waste segregation. Waste water is used for kitchen and gardening purpose. The institution has its own Environment Policy which ensures that the protective measures are adopted to save the environment by following various guidelines. Emphasis is laid on the reuse of plastic material.

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

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
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 students are given strict instructions to maintain the campus clean and it is reflected in their handbooks. A gardener and full time adequate support staff are appointed for the maintenance of litter free clean and Green Campus.. The college organizes Tree Plantation program every year on various occasions at the College Campus. Students and staff enthusiastically initiate and participate in the tree plantations drive on the campus and also outside the campus. College celebrates "The World Environmental day" on June 5th every to bring awareness. Moreover various practices are being followed by the college for clean and Green campus such as Restricted Entry of Automobiles, Pedestrian Friendly Pathways,, Landscaping With Trees And Plants, and

Teaching of Gardening and Environment Education etc.

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

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File]()
Circulars and relevant policy papers for the claims made	[View File]()
Snap shots and documents related to exclusive software packages used for paperless office	[View File]()
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

8121

File Description	Documents
Data as per Data Template	[View File]()
Income Expenditure statement on green initiatives, energy and waste management	[View File]()
Any other relevant information	**No File Uploaded**

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 has green campus and is aware of its obligation for the environment protection of the locality and speared awareness among the masses. For this purpose a village is adopted by the institution for two years. Plantation and cleanliness drives are undertaken by the institution in the village school, roads, Gurudwara and Graveyard with the acceptance of village sarpanch and other heads. Moreover, in the Teaching Internship schools environment related activities are organized by the B.Ed. Interns to connect the school students with the environment.

There are enormous challenges faced by the institution to follow its practice. The consent is required from the village head, and religious head to conduct survey or undertake drives in the village. Due to lack of funds, no more work can be one in this area. However, the institution is working continuously for the community practices.

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

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

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

Title of the Practice: Performance Enrichment Environment

Duration:

(Year of Inception- Year of Discontinuation): Year of Inception: 2019

Year of Discontinuation: Still continue

Goals:

- **To ensure high level of progress across the curriculum for all students regardless of their starting point.**

The Context

Near about 3 years ago in one periodic meeting of the IQAC the issues of average performance of students in final examination found out and one of our Alumni pointed out that the reflection of our institution in comparison to the other education colleges is not comparable as their students are achieving many positions in

University academics.

The Practice

It was discovered that slow learners were those students who were started their studies after a gap of final or long time of their previous courses. For such B.Ed. Interns we introduced bridge course. Now teachers worked with their students by made their small peer groups. Teachers provided there different questions from the work assigned to them for the purpose to clear the teaching exams.

1. **Problems Encountered and Resources Required**

Second main problem to maintain the continuity of bridge courses for weak students and to prepare and check the questions prepared.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

Title of the Practice: Plant as a Sign of Productivity

Goals :

- To promote the greenery in the environment.
- To develop nurturing nature among the individuals.
- To develop a sense of responsibility and honor given by someone how much has its importance.

Context:

It was found that is arduous to place and maintain to numerous momentoes, conspicuously, these turns into being a part of the scrap. Therefore, we determined to honor with an innovative and memorable article to our guests in the form of a planter with holding a plant.

The Practice:

On every occasion, plants are given to the dignitaries. To gift the plant are the symbol of trust, respect. Gifting a plant also mean is that we are telling nature is so beautiful and important for our life and save the plants and care of them to maintain a green environment.

Evidence of success:

We have been practicing this practice since last two years and all the guest visitors have also appreciated us for this ritual of our institutions. We have also been informed about the continuation of the practice in other colleges to protect and promote the nature.

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