



YEARLY STATUS REPORT - 2021-2022

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)	sciencevarinder@gmail.com
• Alternate Email ID	gtbkcedasuya2005@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	http://www.gtbkce.com/data-NAAC/AOAR-2020-21.pdf#toolbar=0				
• Web-link of the AQAR: (Previous Academic Year)	Yes				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.gtbkce.com/aca-aca-calendar-2021-22.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/PMMMNTT 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 NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
One Day Online workshop was organized on "Organizing Research References and Citations with MENDELEY Software."		
Extension Lecture on "Facets of Knowledge" by Dr. Meharban Singh through online mode.		
Extension Lecture on " Developing Entrepreneurship Skills" by Dr. Ramneek Kaur.		
Workshop on CV Writing and Interview Preparation by Mr. Pardeep Singh and Mr. Gurcharan Singh.		
Green Audit was conducted by EHS Alliances Services.		
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	
One Day Online workshop was organized on	One Day Online workshop was organized on September 18, 2021	

	through online mode.
Extension Lecture on	http://gtbkce.com/downloads/CampusReporter/CampusReporter-2021-22.pdf#toolbar=0
Extension Lecture on	Extension Lecture on
Workshop on CV Writing and Interview Preparation by Mr. Pardeep Singh and Mr. Gurcharan Singh	Workshop on CV Writing and Interview Preparation was conducted on May 24, 2022
Green Audit was conducted by EHS Alliances Services.	Green Audit was conducted by EHS Alliances Services on July 28, 2021
Conducting Skill-in-Teaching Final Examination Semester IV	Skill-in-Teaching Final Examination Semester IV was conducted on August 20-21, 2022
Academic Inauguration of the Session 2021-22	Academic Inauguration of the Session 2021-22 was held on December 24, 2021.
Hosting of Zonal Youth and Heritage Festival Zone A Panjab University Chandigarh	Zonal Youth and Heritage Festival Zone A was hosted on December 5-8, 2021
International Yoga Day was celebrated.	International Yoga Day was celebrated on June 21, 2022.
Celebration of 72nd Van Mahotsav Week with tribute to Dr. M.S. Randhawa	Celebration of 72nd Van Mahotsav Week was organised July 20-26, 2021
75th Independence Day was celebrated.	75th Independence Day was celebrated on August 14, 2021.
Gandhi Jayanti and Non Violence Day were celebrated	Gandhi Jayanti and Non Violence Day were celebrated on October 2, 2021.
Extension Lecture on World Mental Health Day by Dr. Harjit Singh	Extension Lecture on World Mental Health Day was observed on October 9, 2021.
Extension Lecture on Employment Guidance and Counseling was organized.	Extension Lecture on Employment Guidance and Counseling was organized on May 13, 2022.

13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2022	05/12/2022
15. Multidisciplinary / interdisciplinary	
<p>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.</p>	
16. Academic bank of credits (ABC):	
Our institution is not under the scheme of ABC.	
17. Skill development:	
<p>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.</p>	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
<p>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</p>	

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 Number of students on roll during the year	100
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	20
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	97
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	97
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2708466
4.2 Total number of computers on campus for academic purposes	40
3.Teacher	
5.1 Number of full-time teachers during the year:	17
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	
<p>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, internal house examinations, evaluation plans, co-curricular activities, uniformity of syllabus etc. Time- table in-charge distributes workload of subjects to staff members in which they are interviewed. They are motivated to formulate the steps of SWOC analysis, ICT based teaching methodology to implement in the curriculum and conduct extension lectures, seminars etc. for successful completion of curriculum. Attendance of students, classroom behaviour, participation in co-curricular activities, marks in internal house</p>	

examinations adds to their internal assessment. Institution offers pre-internship programme of 1st and 2nd semester and internship programme of 3rd semester, structure of school finishing programme, subject options and value added courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation and multi-skill development are also gauged. 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 are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://gtbkce.com/data-NAAC/Programme-Outcomes-2021-22.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	http://gtbkce.com/ERP/admin/syllabus.php

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	No File Uploaded

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

52

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

52

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	No File Uploaded

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

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	View File
Any other relevant information	View File

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

26

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

26

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

1.3 - Curriculum Enrichment

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

A Fundamental or coherent understanding of the field of teacher education

B.Ed. Interns are acquainted with latest techniques of teaching through internal college workshop, demonstration by teachers and discussion lesson by students. Students are exposed to teaching methodology and PPT.

Procedural knowledge that creates teachers for different levels of school education skills

In semester I, B.Ed. Interns are familiarizes with school observations to acquire field experience by observing the school environment, teachers, students etc. for a period of two weeks. In semester II, they are acquainted with teaching learning process, classroom management and evaluation procedures in the duration of two weeks. They are exposed to classroom teaching in semester III so as to provide them practical knowledge.

Capability to extrapolate from what one has learned and apply acquired competencies

Teachers prepare B.Ed. interns for their harmonious development by providing conducive learning environment. They apply their

theoretical knowledge with practical skills in real classroom situations.

Skills/Competencies

Institution aims to develop skilled and competent teachers to enhance qualitative education. Extension lectures, workshops, educational tours etc. helps in the development of reasoning power, critical thinking, emotional intelligence and personality development and encourage them to utilize their theoretical knowledge in a practical way

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 familiarizes 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	No File Uploaded

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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	No File Uploaded

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

54

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	No File Uploaded

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 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. Personal, academic and professional counseling is offered from time to time. Peer learning is encouraged through group discussions and presentations. Talent Hunt' 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. This builds a culture of teamwork and helps develop leadership and interpersonal skills. Teachers assess student levels in informal settings such as tutorials, classroom behavior, and out-of-class interactions. Also deserving applicants from economically weaker circles 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

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

<p>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</p>	<p>One of the above</p>
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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	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

16:1

2.2.4.1 - Number of mentors in the Institution

16

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	No File Uploaded

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.

MULTIPLE MODE APPROACH TO TEACHING LEARNING

Numerous instructional approaches such as experiential learning, participative learning, problem solving methodology, direct/indirect instructions, constructivist approach, peer learning, cooperative learning, discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, ICT enabled teaching and learning, Online quizzes, Video conferencing by Zoom meet are implemented teaching learning process. The institution believes in the adoption of student centric methods to enhance student involvement as a part of participative learning and problem solving

methodology. Students 'centric methodology includes:

Experiential Learning: It includes internship and participation in competitions at various levels for real time exposure. Guest lectures by eminent experts from academics from renowned institutions are organized to supplement the teaching process.

Participated Learning: It includes organization of student activities to promote the spirit of team work such as institutional social responsibility through Red Ribbon Club, Village Adoption, and Tree Plantation. Swachh Bharat and Health awareness camp are conducted to help the students to learn Art of living in a team for social and community welfare.

Problem solving Methodology: This method is commonly adapted for remedial teaching and counselling of students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://us02web.zoom.us/j/4357840850?pwd=emJXNm00Yk1RMWxPOUJoaW9pVWNydz09
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

200

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	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/c/Mzg0NzMlOTQ3NzU0?cjc=dznmr6
Any other relevant information	No File Uploaded

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

2.3.5 Continual Mentoring

Continual mentoring is provided by teachers making students to work in teams and honour diversity. A warm and conducive environment is provided that supports students to balance home and work stress as

well as keeping themselves up-to-date with recent technologies in education and life.

A faculty member is a mentor for a group of 10-15 students and monitors them during that academic year. A student can approach to his/her mentor for any personal or academic guidance. He/She guides students regarding their performance in curricular or co-curricular activities, health issues and grievances if any.

The meritorious students are provided with enrichment classes, while remedial classes are conducted for students (slow learners) who need academic support. The mentors identify and take necessary action with regard to students who do not meet the criteria of attendance as outlined under the college norms. Mentor also held responsible for sanctioning maximum 2 leaves to mentees. Their applications are forwarded to the principal in case they need more leave.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

Numerous activities are provided to students during teaching learning process as well as are motivated throughout the year to nurture creativity and innovativeness among them. To achieve this purpose, they are given platform to participate in Youth and Heritage Festival. They enhance their inventiveness in four walls of the classroom under component EPC-1.2. Students sharp skills of art and music under experienced in charges in the respective labs available in the college. They participate in art and music events in other colleges too. To develop cognitive and thinking skills, 15 days orientation programme is organised in the college to make students ready before entering in real classroom teaching. The college has always been active in promotion of empathy and life skills among students by providing them timely chances to participate in Red Ribbon, Inter and Intra college activities, wall magazine competition, quiz competitions, and annual sports meet. Apart from this, students conduct morning assemblies and special days. Different clubs of the college organize ample of curricular and co-curricular activities like debate, declamation, slogan & creative writing, poster making and singing. Moreover, students are encouraged to publish articles in college magazine "Disha" in Punjabi, Hindi and English language.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different

Seven/Eight of the above

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	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	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
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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	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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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
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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	No File Uploaded

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

Mentors personally visit the schools to meet the principals and school mentors regarding the internship 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 schools to acquaint them with the objectives and modalities of the programme.

4. Defining role of teachers of the institution

In I and II semester the school exposure programme is carried out in nearby schools and 10-12 students are placed in these schools. In IIInd Semester the college organizes at least two 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 first and second 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

97

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

2.4.10 - Nature of internee engagement during

Seven/Eight of the above

**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.

2.4.11 INSTITUTION ADOPTS EFFECTIVE MONITORING MECHANISMS DURING INTERNSHIP PROGRAMME.

For monitoring purposes, each school is designated a mentor teacher. He/ She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school frequently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes 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, they also keep the teaching practice incharge informed.

The interns are prepared how to plan and conduct the activities in the college, beforehand. Sometimes on the initial stage, school principals on their part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case,

he/she faces any issues. Interns attend morning assemblies and prepare students for it. They take part in the parent teaching meeting with the subject teacher to understand the school and parent coordination for the 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	No File Uploaded

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

Four 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	No File Uploaded

2.5 - Teacher Profile and Quality

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

17

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	No File Uploaded

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

18

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

18

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Teachers are permitted and motivated to attend seminars, conferences, workshops, Refresher Course, FDPs (online and offline), present papers for their professional growth. Paid leave is sanctioned to the teacher attending the same. Some teachers have been invited as a resource person also. Teachers participate and organize workshops and seminars at college level not only for students but also for their development. In addition to this, teachers have written books, chapters in books, articles, published and publishing papers in National, International and UGC approved journals. Teachers also make physical visits to the library on regular bases to keep themselves updated with the new learning material through references books. Some of the teachers also try to learn and explore different digital technologies to expand learning opportunities for students as well as for themselves. Moreover, teachers implement the advancement of professional education which provides an advantage to both teachers and students.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

2.6.1 Continuous Internal Evaluation

The internal assessment is carried out in a systematic manner for theory, practical and internship programme. Institution Academic Calendar is planned and implemented as per guidelines outlined by Panjab University in their released Academic Calendar of that

particular session and syllabus. Based on it, Annual Institutional Plan of Action for internal evaluation is framed by IQAC co-ordinators. Principal holds meetings with Examination Department and IQAC and directs them to ensure effective implementation of internal evaluation process. Continuous internal evaluation is done in two parts namely (i) Theory Internal Assessment and (ii) Practical Internal Assessment. Various methods are used by faculty members for Internal Evaluation, a few of them are:

1. House Tests.
2. Participation in co-curricular activities is one of the components followed in internal evaluation.
3. Attendance is updated regularly by faculty members on student attendance registers, which is given due importance during assessment.
4. Internal assessment is also made through Class tests/Assignments/Presentations/Sessional Work and Behaviour.
5. Practical internal assessment is also done by following above mentioned criteria in practical components: EPC-1.1, EPC- 1.2, EPC-1.3, EPC-1.4, EPC-2.1, EPC- 2.2, EPC-2.4, EPC-3.1, EPC-4.1 and EPC-4.2.

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

<p>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</p>	<p>Five of the above</p>
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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

The Grievance and Redressal Cell of the college deal with examination related grievances of students.

- 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.
- Slow learners and failures are provided with Remedial Teaching and special tests are conducted for them by Examination Department.
- Any corrections in the total marks/assessment of answer books as identified by students are immediately done by the faculty members.
- Any student who is not satisfied with the award of marks may approach the concern subject teacher. In such case, a teacher can intervene and seek opinion of another course teacher or the answer sheet of that particular student may cross checked by the other in charges of the same subject.
- Performance of students is communicated to the parents via Parents Meeting.

University level

If the student scores less mark than expected, he/she can apply for revaluation after paying the fee as prescribed by university.

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.

IQAC co-ordinator of the college frames the academic calendar in accordance with academic calendar received from the Panjab University, Chandigarh. It is prepared by IQAC before the commencement of the academic year. It is also published on the college website and prospectus. It includes information with regards to the working days of teaching learning process, various academic events like extension lectures, seminars, workshops, teaching practice, to be organized, dates of house tests, internal practical, submission of assignments, CCA files etc. The academic calendar is prepared to help teachers to know all the activities regarding continuous internal evaluation process. It is mandatory for every teacher to follow the academic calendar and plan their teaching activities accordingly. IQAC holds meeting with faculty members and assigned them the subjects to be taught during the academic year and consequently update their course files.

Link to ERP Portal

<http://gtbkce.com/ERP/admin/login.php>

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

The 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	No File Uploaded

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	No File Uploaded

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 performance 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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

97

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	No File Uploaded

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

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, open book 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. Slow learners receive remedial coaching to keep up with the desired progression.

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	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://gtbkce.com/data-NAAC/SSS-Report-2021-22-IV.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

<p>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</p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	View File
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	View File

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	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	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

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

7

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

28

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

1382

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

12

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

1382

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.

The Institution has organized a numerous academic and cultural activities integrated with academic for the holistic development of the learner and faculty in respect to community. Extension activities promoted institution-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.

IQAC organizes one day camp in nearby adopted village(Khera Kotli) and several activities were carried out by volunteers addressing social issues which include cleanliness, tree plantation, water

conservation, social interaction, group discussion on eradication of superstition, environmental awareness, women empowerment, National Integrity, Aids awareness. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service.

The IQAC of the college organizes various extension activities as tree plantation, road safety awareness, Swachhta Abhiyan and National equality awareness.

Other than IQAC, the various houses of the college(Sahibzada Ajit Singh, Sahibzada Zujhar Singh, Sahibzada Zoravar Singh, Sahibzada Fateh Singh) conscious about their responsibilities for shaping students into responsible citizens of the country but making students aware of social issues through various programmes like environmental awareness, road safety, tree plantation, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

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

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

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

2

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	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

Five/Six 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	No File Uploaded

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 college is located in peaceful green surrounding with lawn for conducive quality education. There are 11 classrooms, out of which 07 are with ICT facilities. There are 07 laboratories namely (Curriculum laboratory, computer (ICT) laboratory, language laboratory, performing arts music laboratory, science & mathematics laboratory, social science laboratory and work experience laboratory), Art and Craft Room, Performing Arts/ Music Room, Health and Physical Education resource room cum class room, Library, Canteen, and Fire Hydrant Complete System. Sports field is equipped with the facility of a basketball court. One seminar hall with ICT facility, Wi-Fi facility is available in the college campus; there is a big auditorium with facilities for curricular, co-curricular, and cultural activities. Basic amenities on college premises include separate staff and student parking, canteen, drinking water coolers, 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. Zoom platform has been purchased for online classes. The administrative 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	No File Uploaded

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

7

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gtbkce.com/images/gallery/GeoTagged-Photos.pdf
Any other relevant information	No File Uploaded

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

833692

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	No File Uploaded

4.2 - Library as a Learning Resource

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

The institution library is fully automated. It uses Koha software, N-List Programme and e-books (wonders slate). Koha software is an Open Source Integrated Library Management System. Koha has catalogue module enabling library staff to capture details of the library books for college users/ stake holders. This software will also help to create different types of reports and maintain statistic record for the library for further use in future. Users/ stake holders can also find different types of e-books and e-journals with the help of N-List Programme. The users/ stake holders can access e-books with

the help of wonder slate platform which is purchased by the institution.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gtbkce.com/infra-library-facilities.html
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

NA

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

Two of the above

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

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

24682

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

355

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Zoom Platform - Institution has purchase online zoom platform to combat the teaching learning barrier in learning during COVID19 period.

Wi-Fi - The institution campus has Wi-Fi with lease line of 300 Mb facility for administrative work and teachers.

Class room with Projectors- The institution has five class rooms with projectors facilities. Apart from seminar hall and lecture theatre are equipped with projector.

Language Lab - Language lab is comprised of complete audio set to enhance the linguistic skills of the students and teaching models are also presented there.

ERP Software - The ERP software connects all the departments, bringing the information to a centralized system, automates processes, eliminates errors and redundant data, and boosts the overall efficiency of the staff.

Koha Software - The institution library is partially automated. It uses Koha Software, which is an Open Source Integrated Library Management System.

N-List Program - For the convenience of the students the institution has provided them access to e-resources (e-journals from many reputed publishers and thousands of e-books) through N LIST programme of INFLIBNET.

e-Books - Students are provided e-Books on wonderslate. On a click they can access to e-Books.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

100-33

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	No File Uploaded

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

C. 250 MBPS - 500MBPS

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

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

1230881

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 direction of institution IQAC cell, academic core committee, and infrastructure committee. Infrastructural facilities including the computer lab, LCD projectors, generator, water coolers, bio-metric attendance, transport facility, canteen facility for the all students, separate parking facility for staff and students, transport facility, fire hydrant complete system for the fire safety, medical room facility, solar energy generation (in working stage), hostel facility, book bank facility for the needy students, safe drinking facility for the

students, different types of laboratories, sports facilities, multipurpose play field(common use), ICT based classrooms, seminar hall, auditorium, reading room facility in library, computer lab, whole library is under cover with CCTV surveillance etc. All working area in library with power backup facilities, Photostat facility for the students also available in the library.

File Description	Documents
Appropriate link(s) on the institutional website	http://gtbkce.com/data-NAAC/Procedure-And-Policies-2021-22.pdf#toolbar=0
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

<p>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</p>	<p>Nine or more of the above</p>
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

<p>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</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

<p>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</p>	<p>Three of the above</p>
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student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

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
9	98

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	No File Uploaded

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

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

15

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)

15

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 discussion

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	No File Uploaded

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

47

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	No File Uploaded

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 rejected 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.

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	No File Uploaded

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.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

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	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

words.

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 chartered 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 college.

- Academic and administrative spheres

The IQAC planned AAA to supervise and assess the institutional process through structured internal and external reviews. The AAA is a peer review process which includes a self-study and a site visit by peers from inside (Internal Audit) and outside (External Audit) of the institution. The purpose of an academic audit is to motivate different bodies, cells and committees of the institution to assess their quality processes and standards for improvement in the quality of the complete system in place including curricular as well as co-curricular programmes, various activities, infrastructure and

support services.

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

FINISHING SCHOOL PROGRAMME- It is an important practice of our institution which is conducted every year in our institution for semester III students after the completion of fourteen weeks teaching internship program in different schools in which, student representatives from all the schools read the report of their experiences about the training schools. Finishing school programme for the session 2021-22 was conducted on 15-02-2022 which is accompanied by wall magazine competition in the college Campus among four houses. The Competition was organized under the theme "Dream teacher, Institute and my role". All the students of four houses participated and the result was announced in the above programme. Mr. Rajesh Gupta Principal D.A.V. Sr. Sec. School Dasuya and Mr. Rajesh Arora CHT, Block I Dasuya presided as the Guest Speaker, who motivated the would be teachers to concentrate on their future and provided them guidance about role of ICT in teacher learning process. Students of different Schools presented their report on Finishing School Programme. On this occasion, Principal Dr. Varinder Kaur, Principal Guru Teg Bhadur Khalsa college Mrs. Narinder Kaur Ghuman, Dean Dr. Rupinder Kaur Randhawa Principal Guru Teg Bahadur Khalsa Sen. Sec. School Dr. Surjit Kaur Bajwa, all the staff members of college were present.

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	No File Uploaded

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

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.

Note: 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 from 13-06-2022 having all the rest structure same.

File Description	Documents
Link to organogram on the institutional website	http://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 attendance for students	All of the above
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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	No File Uploaded

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

The Youth Festival was hosted by the institution in the year 2007 and it was realized that it would be hosted again in the campus. In this regard, Youth festival, co-curricular activity and morning assembly committee purposed to IQAC to host it again. Further IQAC gave this proposal to Principal and a collaborative activity of Panjab University Zonal Youth and Heritage Festival, Education Zone - A conducted between institution and Youth Welfare Department P.U. Chandigarh. IQAC meeting was conducted on 11 October, 2021 in which action plans taken were youth festival meeting with Dr. Nirmal Jaura, Youth Festival preparation and conduction. On November 9, 2021 above meeting was conducted in which it was decided to conduct Panjab University Zonal Youth Festival in offline mode from 5 to 8 December, 2021. Minutes of meeting were framed. Codes and sequence of colleges were decided and entries were demanded. Time to time

there were sub-meetings conducted in Principal office concerning Youth Festival and it was conducted from 5 to 8 December, 2021 with full energy and passion. In the nutshell, Management Principal, IQAC, Youth Festival in-charge, Contingent In-charge, faculty and students contributed for the success.

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

Welfare schemes available for the teaching faculty are as follows:

The institution provides welfare schemes to the employees to keep their motivation level high.

- Medical Leave for Regular Faculty.
- Medical Allowance for Regular Faculty.
- Loan Facilities to Regular Faculty.
- Provident Fund.
- Annual Increment .
- Maternity leave with Salary .
- 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.

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 IV 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	View File
Any other relevant information	No File Uploaded

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.

1

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

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

6

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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.

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 non-teaching 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	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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 chartered 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.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
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)

50000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	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 from 13-06-2022 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 are reliable 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	View File
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

At the beginning of every academic year, IQAC frames an action plan and ensures its proper implementation for overall development of the students. Quality assurance strategies and best practices to be institutionalized are discussed in the IQAC meetings and decisions taken are communicated to the staff by the Principal. Here one process to be adopted by the institution for quality assurance through IQAC is the Green Audit conducted for the session 2021-22 to analyze environmental practices within and outside the institution to have an impact on eco-friendly ambience in which a various activities which contribute to the greater good of human kind are enlisted as under-

1. Adoption of village Khera Kotli to connect the pupil teachers with the society in which they live.
2. Plantation Drive with an aim to plant different plant varieties.
3. Conservation of energy by using the resource in an economical manner.
4. Kitchen garden on the roof for seasonal vegetables.
5. E-waste Management for recycling different types of wastes.
6. Preparation of posters and slogans on issues of biodiversity.
7. Celebration of Green Diwali, World Environment day, Earth day, Van Mahotsav and Animal Welfare Day.

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 2021-22 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, orientation

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

52

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	No File Uploaded

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

Four of the above

Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://gtbkce.com/data-NAAC/IQAC-2021-22.pdf#toolbar=0
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://gtbkce.com/00-data-aqar.html
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

Incremental improvements during the year 2021-22 is as follows-

1.Academic and administrative spheres

The IQAC planned AAA to supervise and assess the institutional process through structured internal and external reviews. The AAA is a peer review process which includes a self-study and a site visit by peers from inside (Internal Audit) and outside (External Audit) of the institution. The purpose of an academic audit is to motivate different bodies, cells and committees of the institution to assess their quality processes and standards for improvement in the quality of the complete system in place including curricular as well as co-curricular programmes, various activities, infrastructure and support services.

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.

2.Green Audit-

Green Audit was conducted to analyze environmental practices within and outside the institution to have an impact on eco-friendly ambience. The various activities under green audit are adoption of village Khera Kotli, plantation drive, conservation of energy resources, developing kitchen garden, E-waste management, Preparation of posters, slogans and celebrating green diwali, world environment day, earth day, van mahotsav and animal welfare day etc.

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. Star rated air conditioners are provided in our Colleges Campus to ensure the energy conservation. Electrical equipments are periodically checked and monitored to ensure energy saving. Inefficient, aged and de-rated motors were removed and new motors are commissioned. Fuel checking is regularly done for generators. 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	View File

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

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. The institution is pondering to commence the practice of vermicomposting to prepare manures on own level.

Link of Environment Policy of the institute:

<https://gtbkce.com/policies/Environment-Policy.pdf>

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

Three 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

All 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. Use of sanitary disposal machine is one of the best practices adopted by the college towards eco-friendly disposal mechanisms. 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 year and Van Mahotsav of seven days by conducting competitions among students and also talks by eminent people to bring awareness. Moreover following practices are being followed by the college for

clean and Green campus:

- **Restricted Entry Of Automobiles**
- **Pedestrian Friendly Pathways**
- **Ban On Use Of Plastic**
- **Landscaping With Trees And Plants**

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

764640

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

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

The institution has green campus and is aware of its obligation for the environment protection of the locality and spread 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. Pots are distributed to the schools to fulfill the community obligation of the institution.

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. Apart from this, the institution is stand alone and there are not enough funds to disperse Pots to the schools or purchase plants for 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

A. All of the above

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

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

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: Van Mahotsav

Duration 2021 to till continue

The Context

To promote environment consciousness.

The Practice

Tree plantation and setting up the nests in the college campus is done by Management, Principal and faculty. Inter college poster making competition/ Inter college PPT competition was organized. Vegetables are planted by the gardening club.

Problems encountered and Resources required

There is huge Burdon of completing the syllabus, the time for other activities is always short. To organize a one week activity is a tricky task to undertake. However, the combined efforts of the team make it possible.

Finishing School Programme

Duration 2020 to till

The Context To promote life skills

The Practice Students share their experiences which they have gained during the Internship stage and clear their doubts on important topics. They are guided about Reflective Teaching, ICT skill development, Resume making, Interview facing, and about the skills which are essential for the work place.

Problems encountered and Resources required: Students encounter various problems in the internship programme. Due to the shortage of time all issues cannot be resolved at once. Different schools have different issues according to the personality of the principal. Student related qualities and needs also vary.

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

Preparing and using framework for Academic and Administrative Audit (AAA)

Duration: 2021to till continue

Goals

- To systematically compile and objectively assess individual and departmental inputs aimed towards institutional improvement and quality sustenance.

- To conduct NAAC in the near future.
- To ameliorate the existing practices of the college.
- To state new policies for the betterment of the staff and students.

The Context

Through brainstorming in IQAC meetings, it was felt that AAA will help us to understand the present status of various institutional processes and identify the gaps.

The Practice: Step One: Preparation of proforma and criteria for assessment

- a. Preparation of proforma
- b. Finalizing the criteria for analysis

Step Two: Data Collection

Step Three: Evaluation

Evidence of Success

Data compilation for the audit brought in systematic documentation by the staff members.

Problems encountered and Resources required:

There was initial resistance from staff as they felt that the exercise was futile and time-consuming. The proforma was lengthy and took longer time for data collection and compilation. To address those problems the dates for submission were extended.

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