



Guru Teg Bahadur Khalsa College of Education, Dasuya

Recognised under Section 2(f) & 12(B) of the UGC Act, 1956, Recognised by N.C.T.E.

Jaipur, Permanent affiliated to Panjab University Chandigarh and Accredited by NAAC (B Grade)

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

2021-22



[Signature]
Principal
G.T.B. Khalsa College of Education
Dasuya, Dist. Ludhiana, Punjab-144205

OUR VISION

Our institution envisages to produce quality teachers and to act as a milestone towards the journey of excellence by forming a society based on ethics so as to shape the personality of each trainee. It ensures peace, harmony, dignity, justice and equal opportunities for development of rights attitudes, values, ideologies, and to inculcate in the prospective teachers a desire for academic excellence through hard work, critical thinking, and effective decision making. Our institution facilitates learning through appropriate skills and methodologies so as to render selfless service to the community.

OUR MISSION

Guru Teg Bahadur Khalsa College of Education Dasuya is committed to impart holistic education for enlightenment, shaping a globally rich character imbued with the values of sacrifice, peace, devotion, humanism and spiritualism laid down by Guru Teg Bahadur Ji. Institution has a motive to train a qualitative renewable talent bank of dedicated, committed educators who are intellectually well developed, socially concerned, morally upright, and spiritually oriented teacher citizen of India and also to provide quality education to all irrespective of all caste, creed, socioeconomic status to produce dynamic and able minded youth to meet the challenges of 21 century and bridging the chasm between have and have nots. Administrators and faculty facilitate the transformational change that is sought to be brought in the young people to imbibe virtues of hard work, perseverance and positive attitude.


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CORE VALUES

The core values highlight the ambitions and show the ethos consistent with the expectations of the community to be served.

- Accountability for our own actions and strive to be our best selves.
- Appreciation for the kindness of others.
- Co-operation based work well together with all compromise and share in order to succeed.
- Embrace and encourage critically thinking about world's problems and to learn analytically to become lifelong learners.
- Encouraging one another to work through challenges and succeed as a team.
- Excellence in academic, sporting and critic pursuits.
- Integrity strives to do the right things at all time.
- Respect to all others with dignity, calmness and politeness.
- Encouraging one another to work through challenges and succeed as a team.
- Diversity of ideas and people and to bring diverse group for innovation.
- Quality to foster global competencies among students.
- Community mindedness to become innovative, organized and compassionate individuals to contribute to development of all as human beings.


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AIMS

- Personalized training through Integral Pedagogy and mentoring.
- All round training that is intellectual, cultural, social, emotional, physical, aesthetic, moral and spiritual.
- In-service training for teachers.
- Use of IT communication media and innovative practices.
- Documentation and Research.
- Environment education for sustainability.
- Empowerment of subalterns including women.

OBJECTIVES

- To promote high standards of professional education in pupil teachers so that they can use their potential to play a critical role in shaping the texture of society & nation as well.
- Fostering innovative, responsible & systematic integration of technology in education along with humanistic skills.
- Develop a good understanding, knowledge & technical skills to enable pupil teachers to measure & manage performance in their concerned organizations.
- Develop skills for logistic development of learner.
- Develop skills in all the functional area of education & management by providing multiple opportunities for experience based learning.
- Provide such education that will influence thinking and achievements at that work place.
- Develop good conceptual understanding of contemporary skills & their application.
- Developing scientific outlook with analytical and critical thinking.
- Develop key management & tutorial skills.
- Build necessary skills functional knowledge & attitude to enable students for smooth working in any environment.


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I ABOUT THE INSTITUTE

Guru Teg Bahadur Khalsa College of Education, Dasuya is a co-education institute recognised under Section 2(f) & 12(B) of the UGC Act, 1956, recognised by N.C.T.E. Jaipur, permanent affiliated to Panjab University Chandigarh and accredited by NAAC (B Grade) with an intake of 100 seats. Our college is doing yeoman's service in fulfilling the noble mission of producing competent and efficient teachers by marching ahead successfully, overcoming hurdles and setting its own benchmarks in the educational field. G.T.B. Trust is functioning smoothly under the able guidance of eminent gems as S. Jasbir Singh Randhawa (Chairman), S. Gurpreet Singh Cheema (Manager), S. Ajmer Pal Singh Ghuman (Vice Chairman), S. DeepGagan Singh Gill (Deputy Manager), S. Bhupinder Singh Randhawa (Secretary), S. Parshotam Singh Devidas (Joint Secretary). These personalities are making conscious effort to bring about exemplary development by providing and ensuring all facilities to the employees and students. The Principal Dr. Varinder Kaur is whole heartedly committed to the progress of institution and encourages the staff to imbibe in the students all those qualities to tackle with the modern day challenges. The striking possessions of our college are well managed classrooms, Principal Office, Administrative Office, Multipurpose Hall, Seminar Hall, Curriculum Laboratory, Language Laboratory, Information Communication Technology Resource Centre, Art & Craft Resource Centre, Social Science Resource Room, Science & Mathematics Resource Room, Performing Arts/ Music Room, Health & Physical Education Laboratory (Including Yoga Education), Faculty Room, Library, Common Room for Girls, Common Room for Boys, IQAC Room, Medical Care Centre, Hostel for Girls, Canteen, Ramp, Pantry, Visitor Lobby, Store Room, Eye Catching lush green lawns, adequate parking facility, effective water management, reading room for teachers etc. We also maintain a fleet of buses to take effective care of transportation. Enrolment in the teacher education institute is certainly a matter of pride for all those who are looking for bright and promising future.



General Information

(AQAR)

Name of the Institution: Guru Teg Bahadur Khalsa College of Education, Dasuya

Address of the Institution: Dasuya Distt. Hoshiarpur - 144205

Head of the Institution: Dr. Varinder Kaur

Designation: Principal

College Phone No.: 01883287967

College Website: www.gtbkce.com

Institution Status: Teacher Education

Type of Institution: Co-education

Location: Semi-Urban

Financial Status: Self-Financing

Name of the Affiliating University: Panjab University, Chandigarh

Course Offered: B.Ed.(General)


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II ACADEMIC AND ADMINISTRATIVE AUDIT (AAA) PROCESS

Context

Guru Teg Bahadur Khalsa College of Education, Dasuya established Internal Quality Assurance Cell (IQAC) in the year 2010 to evaluate the performance of the various bodies, committees and cells of the Institution and give suggestions for further improvement of the quality of teaching-learning, research, administration, and co-curricular activities. The checking and evaluation of the institutional processes require a deliberately organized system of internal and external review. The Institution acknowledges continuous Academic and Administrative Audit (AAA) and undertaking External Quality Assurance process to perennial endeavor for excellence.

About Academic and Administrative Audit of GTBKCE (AAA)

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 based on prearranged criteria and to propose activities necessary to contribute, ensure, and consistently 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 can be acknowledged as a scientific and systematic method of assesses the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in institution.

Administrative Audit- It can be defined as a process of evaluating the planning and productiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative units' control of the overall administrative system etc.


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Broad objectives of AAA

- a. To understand the present system and assess the strength and weakness of the teaching-learning process, research, co-curricular activities and administrative aspects and to suggest the methods for improvement and for overcoming the weaknesses.
- b. To identify the impediments in the surviving administrative units and to find the probabilities for academic, administrative, examination reforms etc.
- c. To assess the most advantageous implementation of financial and other resources.
- d. To recommend the methods for advancement (continues development) of quality keeping in mind based on prearranged criterions and reports by NAAC and other bodies.

Methodology

The information of Academic and administrative audit is provided ought to cover each and every one of the NAAC criteria. Students' participation in a variety of activities and their accomplishments, as well as teachers' participation in national and international conferences, seminars, and workshops, should be included in the information. The information should also include the achievements of those who participated in curricular, co-curricular, and extracurricular activities. In the departments, an individual faculty profile with supporting data detailing their contributions to teaching, research, and extension activities, as well as their accomplishments should also be prepared.

For the committee's validation, the departments should keep all data, including feedback forms from students and other stakeholders regarding curricular developments, infrastructure, and teacher performance. The details about consulting services, collaborations with other well-known internship institutions, placement records, students admitted and their final exam scores, mentoring programs, and financial aid, among other things should also be readily available during the AAA committee's visit. In view of the perceptions the accompanying grades will be considered on five point scale for seven standards.

- | | |
|---|--------------------|
| 5 | - Excellent |
| 4 | - Very Good |
| 3 | - Good |
| 2 | - Average |
| 1 | - Need Improvement |

The following observations from the AAA Audit will be used to assign a four-letter grade to the institutions:

The AAA Peer Team's Visit

| Grade Point | Letter Grade | AAA Performance Descriptor |
|-------------|--------------|----------------------------|
| 3.01-4.00 | A | Very Good |
| 2.01-3.00 | B | Good |
| 1.51-2.00 | C | Satisfactory |
| 0-1.50 | D | Unsatisfactory |

In accordance with the visit schedule, the AAA committee will visit the institution academic and administrative units. Institutional academic and administrative units will be informed of the comprehensive visit schedule well in advance. The AAA committee will be briefed on all aspects of the department during the visit to the institution. The committee will then talk to both teaching and non-teaching staff to see what facilities are available for teaching and research, as well as the library's computer and internet facilities. The faculties can communicate with the committee about innovative teaching and extension activities and quality-improvement initiatives. The faculty can also demonstrate how their department differs from other institutions' comparable departments. In addition, the committee will meet with students to get their input on the available infrastructure, teacher performance, implemented evaluation strategies, and teaching-learning process.

Composition of AAA with Types

- a) Principal
- b) Vice-Principal
- c) Representative of management
- d) Representative of administration
- e) IQAC Coordinator
- f) Criteria Coordinators
- g) NAAC and NCTE coordinators
- h) Internal auditors selected by IQAC in association with the Principal


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With the approval of the institutional authorities, the IQAC can evolve plan of action for conducting the audit, on the basis of requirements and in line with the seven criteria fixed by the accreditation bodies.. There are two types of audit: Internal AAA and External AAA.

Internal AAA

- i. Internal Audit shall be done by IQAC of the institution.
- ii. Institution is expected to conduct internal AAA at regular intervals to review the programmes and activities at the department level and the institution as a whole. The Internal Audit process might take 2-3 days to complete.

External AAA

The external audit is to be done in the institution by external peers/ experts.

a. Structure of External AAA team

External Audit team consists of a 2 experts, faculty members who have experience and/or training on academic quality systems, processes and strategies and audit tactics and methodologies.

b. The Process of External AAA

The External Audit needs 2 days to complete.

- i. The External Audit team, in the starting, will meet and interact with the Principal and the IQAC team to collect the details of the programmes and activities being conducted/ undertaken during the period of audit.
- ii. Auditors will then visit the institution and facilities and generally verify the Self Study Report along with supporting documents. They will interact with the in charges of the different committees, cells and the IQAC in charge of quality assurance and will seek for doubts and clarifications if any.
- iii. After conducting the audit of the institution and facilities, the audit team will sit with the IQAC team to obtain further details, documents and clarifications. Before the exit meeting, the external audit team will again interact with the representative of management, Principal and the IQAC coordinator and present the brief observations and findings of the audit. Both parties (the Principal, the IQAC Coordinator and the Audit Team) can express their views and analysis on the observations and findings of the audit.
- iv. Finally, the External Audit team meets the teachers and staff and the Chairman of the Audit team will present a brief summary of the observations and findings of the audit.

- v. Implementing the suggestions and recommendations of the external peer audit.
- vi. The Principal after careful check and review will pass it on to the IQAC for implementation of the suggestions and recommendations.

c. Preparation of Self-study Report

Institution shall prepare a self-study report , and shall include all the programmes and activities of the institution with supporting documents/ evidence giving emphasis to the following points:

1. CurricularAspects

- 1.1(a) Curriculum Design and Development
- 1.1(b) Curricular Planning and Implementation
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

2. Teaching, Learning and Evaluation

- 2.1 Student Enrolment and Profile
- 2.2 Catering to Student Diversity
- 2.3. Teaching-LearningProcess
- 2.4 Teacher Profile and Quality
- 2.5 Evaluation Process andReforms
- 2.6 Student Performance andLearning Outcomes
- 2.7 Student satisfaction Survey

3. Research, Innovations and Extension

- 3.1 Promotion of Research andFacilities
- 3.2 Resource Mobilization forResearch
- 3.3 Innovation Ecosystem
- 3.4 Research Publications and Awards
- 3.5 Consultancy
- 3.6 Extension Activities
- 3.7 Collaboration

4. Infrastructure and Learning Resources

- 4.1 Physical Facilities

4.2 Library as a Learning Resource

4.3 IT Infrastructure

4.4 Maintenance of Campus Infrastructure

5. Student Support and Progression

5.1 Student Support

5.2 Student Progression

5.3 Student Participation and Activities

5.4 Alumni Engagement

6. Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.2 Strategy Development and Deployment

6.3 Faculty Empowerment Strategies

6.4 Financial Management and Resource Mobilization

6.5 Internal Quality Assurance System

7. Institutional Values and Best Practices

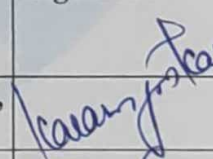
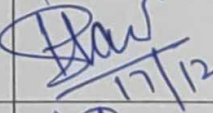

7.1 Institutional Values and Social Responsibilities

7.2 Best Practices

7.3 Institutional Distinctiveness

AAA Committee:

For the academic session 2021-22, Academic and Administrative Audit Committee consisting of the following members constituted by the Principal:

| S.No. | Name of Audit Expert | Designation | Name of the College | Signature |
|-------|----------------------|------------------|------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. | Dr. Karamjit Kaur | Principal | Dashmesh Girls College, Mukerian |  |
| 2. | Dr. Harmeet Kaur | Principal | S.G.G.S. College of Education, Beghpur Kamlooh |  17/12 |
| 3 | Dr. Meetu Mahajan | IQAC Coordinator | Dashmesh Girls College, Mukerian |  |

The meeting of AAA committee was fixed on 17-12-2022. The AAA committee was assisted by the IQAC members for conducting the audit. The Committee had a formal meeting with the Principal, Vice-principal, IQAC Co-ordinator and Academic Core Committee during which Principal presented the overview of the institution, developments and the achievements made during the entire year. Members of AAA Committee were acquainted with the objectives of the audit and the steps involved.

Members of AAA Committee visited the classrooms, laboratories, library, auditorium, examination section, IQAC cell, ICT resource room and interacted with the teaching staff and the non-teaching staff to get information regarding academic and administrative work. Documents in hard form were presented to the AAA Committee members.

After interacting and inspecting every domain, Members of AAA Committee prepared the report covering all the summarized observations and recommendations. Score sheet was attached with this report.




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Academic and Administrative Audit Schedule:

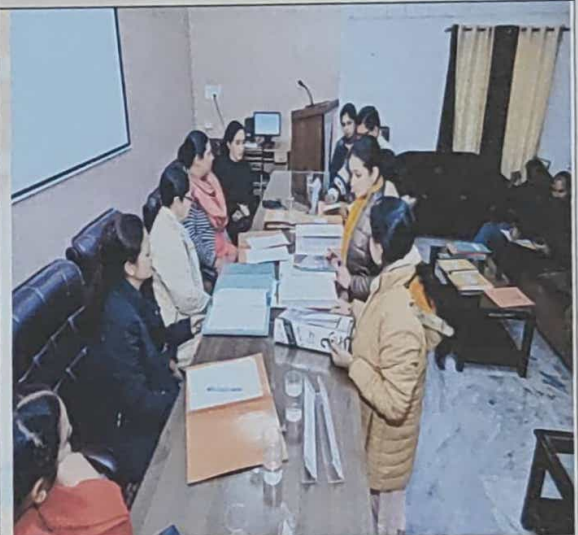
| Time | Activity | |
|------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10:15am -10:30am | Welcome and briefing by Principal Venue: Seminar Hall | Welcome and briefing by Principal regarding the objectives of the audit. Venue: Seminar Hall |
| 10:45am -12:45pm | Visit to classrooms and laboratories by the members | <ul style="list-style-type: none"> • Meeting with the faculty members and introduction • Visit to the facilities in the classrooms and labs, any other facility related to advanced learning. • Verification of the documents. • Interaction with the faculty and technical staff after the verification process. • Report preparation. |
| 1:00pm to 1:45pm | Visit to central facilities- Library, Auditorium, Exam section and main office | <ul style="list-style-type: none"> • Interaction with the In-charges. • Verification of documents. |
| 2:00pm to 2:30pm | Lunch | Lunch |
| Post Lunch | Report Preparation | College Report Writing |
| | Exit | Exit Meeting with Principal, Vice-Principal, IQAC Coordinator and Criteria In-charges |

Glimpses of AAA Committee visit:

CAMPUS VISIT



DOCUMENT VERIFICATION



EXIT MEETING




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III Report of AAA Committee:

A. Document Verification

| Category | Description | Available |
|------------------------------------|------------------------------------------------------|-----------|
| Approval and Accreditations | NCTE Approval | Yes/No |
| | Affiliation by University Sanctioned by Punjab Govt. | Yes/No |
| | Recognition Order | Yes/No |
| | Revised Recognition Order | Yes/No |
| | NAAC Certificate | Yes/No |
| | AISHE Certificate | Yes/No |
| | PAR Certificate | Yes/No |
| Governance | Governing Body | Yes/No |
| | Academic Core Committee | Yes/No |
| | Examination Section | Yes/No |
| | IQAC and its proceedings | Yes/No |
| | Anti-Ragging Committee | Yes/No |
| | Anti-Sexual Harassment Committee/College Internal | Yes/No |
| | Complaint Committee | Yes/No |
| | Grievance Redressal Committee | Yes/No |
| | SC/ST/OBC Cell | Yes/No |
| | Alumni Association | Yes/No |
| | Office Partial Automation | Yes/No |
| | Personal Files | Yes/No |
| | Student Scholarship Details | Yes/No |
| | Institution Website | Yes/No |
| | Biometric Attendance System | Yes/No |
| Notice Board | Yes/No | |
| Others Facilities | CCTV Security | Yes/No |
| | Projector in Class Room | Yes/No |
| | Fire Extinguisher | Yes/No |
| | Medical facility | Yes/No |
| | Canteen facility | Yes/No |
| | Sports facility | Yes/No |
| | Hostels | Yes/No |
| | Vehicle Parking | Yes/No |
| | Xerox facility | Yes/No |
| | Backup Electric Supply | Yes/No |
| | Transport facility | Yes/No |
| | Sewage Disposal System | Yes/No |
| | Drinking Water facility | Yes/No |
| | Solid Waste Management | Yes/No |
| | E-Waste Management | Yes/No |
| Rain Water Harvesting | Yes/No | |
| Green Campus Initiatives | Yes/No | |


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B. Scores for AAA

| GENERAL PROFILE OF THE INSTITUTE | |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section I: General Profile | Information |
| 1.1 Name and Address of Institution | |
| 1.2 Year of Establishment | 2005 |
| 1.3 Current Academic Activities at the Institution (Numbers): | |
| • Faculties | 16 |
| • Programmes/Course Offered | 01 |
| • Permanent Faculty Members | 11 |
| • Adhoc Faculty Members | 05 |
| • Non-teaching Members | 04 |
| • Number of Students | |
| 1.4 Three Major Features in the Institutional Context (Perceived by AAA team): | 1. The one of the best Education college of the Panjab University Chandigarh and in the area of Hoshiarpur, which is providing Quality Teacher Education. 2. Good infrastructure and Qualified faculty. 3. Innovative and modern methods, audio-visual aids are used for teaching-learning process. |
| 1.5 Dates of visit of the AAA Team (A Detailed visit schedule may be included separately): | 17-12-2022 |
| 1.6 Composition of AAA Team which undertook the on-site visit | |
| Audit External Expert (Chairman) | Dr. Karamjit Kaur, Principal |
| Audit External Expert | Dr. Harmeet Kaur, Principal |
| Member 1 | Dr. Varinder Kaur, Principal |
| Member 2 | Asst. Prof. Sandeep Kaur, NAAC Coordinator |
| Member 3 | Asst. Prof. Gagandeep Kaur, IQAC Coordinator |
| Member 4 | Asst. Prof. Dr. Ranju Bala, Academic Core Committee Coordinator |
| Section II: Criterion Wise Analysis by the AAA Committee. | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.1 Curricular Aspects | |
| 2.1.1 Curriculum Design and Development | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.1.2 Curricular planning and Implementation | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.1.3 Academic Flexibility | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.1.4 Curriculum Enrichment | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.1.5 Feedback System | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |

| | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Total | 23 |
| 2.2 Teaching-Learning and Evaluation | |
| 2.2.1 Student Enrolment and Profile | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.2 Catering to Student Diversity | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.3 Teaching-Learning Process | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.4 Teacher Profile and Quality | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.5 Evaluation Process and Reforms | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.6 Student Performance and Learning Outcomes | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.2.7 Student Satisfaction Survey | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 31 |
| 2.3 Research, Consultancy and Extension: | |
| 2.3.1 Promotion of Research and Facilities | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.2 Resource Mobilization for Research | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.3 Innovation Ecosystem: | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.4 Research Publication and Awards | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.5 Consultancy | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.6 Extension activities and institutional social responsibility | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.3.7 Collaboration | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 24 |
| 2.4 Infrastructure and Learning Resources: | |
| 2.4.1 Physical Facilities | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.4.2 Library as a Learning Resource | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.4.3 IT Infrastructure | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |

| | |
|------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 2.4.3 Maintenance of campus facilities | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 18 |
| 2.5 Student Support and Progression: | |
| 2.5.1 Student Support | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.5.2 Student Progression | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.5.3 Student Participation and Activities | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.5.4 Alumni Engagement | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 17 |
| 2.6 Governance and Leadership: | |
| 2.6.1 Institutional Vision and Leadership | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.6.2 Strategy Development and Deployment | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.6.3 Faculty Empowerment Strategies | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.6.4 Financial Management and Resource Mobilization | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.6.5 Internal Quality Assurance System | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 23 |
| 2.7 Innovations and Best Practices: | |
| 2.7.1:7.1 Institutional Values and Social Responsibilities | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.7.2 Best Practices | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| 2.7.3 Institutional Distinctiveness | 5 - Excellent / 4 - Very Good / 3 - Good / 2 - Average / 1 - Need Improvement |
| Total | 13 |
| Grand Total | 149 |

| | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section III: Overall Institutional Analysis of the AAA committee: | 3.41 on 4.00 Scale Very Good (149/175)*4 |
| 3.1 Institutional Strengths: | <ul style="list-style-type: none"> • A well-established co-educational institution. • Dedicated governance and dynamic leadership • Effective curriculum planning, delivery and implementation. • Infrastructural resources at their best. • Regular feedback from students, parents, teaching practice school principals and alumni. With proper analysis of feedback and action being taken. • Best and Innovative practices adds to their strength. • Well conduction of Social Outreach Activities. |
| 3.2 Institutional Weaknesses: | <ul style="list-style-type: none"> • Technology lags in auditorium for holding CCA activities. • Lack of fully automated library. • More high tech equipments is required relating to teaching learning process. • Lack in promotion of research facilities. • Lack of consultancy in research. • Organization of faculty exchange programmes. |
| 3.3 Institutional Opportunities: | <ul style="list-style-type: none"> • Alumni Association needs to be registered. • Developing linkages with more reputed schools along with more and more interactions with teaching practice schools. • Collaboration with National & Foreign Institutions. • Adjustment of B.Ed. passed students in many other vocational streams. • To start ERP in the campus. • Development of E-Content by faculty members. |
| 3.4 Institutional Challenges: | <ul style="list-style-type: none"> • Being a self-financed college, institution has a challenge to combat with multiple financial issues. • Entry level knowledge of admission seekers is inadequate. • Mental set up of students to go to abroad after B.Ed. and it causes an issue of brain-drain. |

Section IV: Recommendations of the Academic and Administrative Audit committee for Quality Enhancement of the Institution (Please limit up to ten major ones)

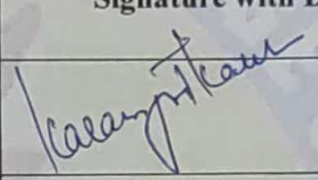
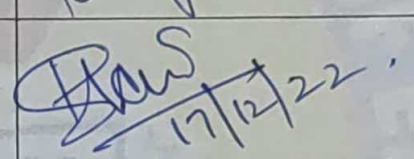
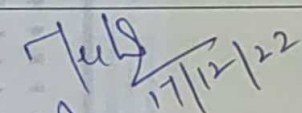
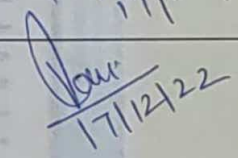
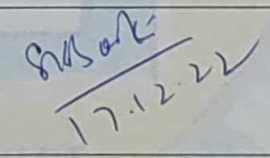
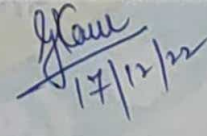
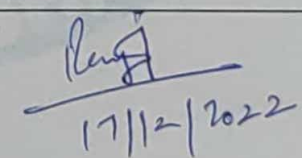
- Registers of Cells and committees needs to be more organized.
- Alumni Association needs to be registered.
- Maintenance of canteen record is required.
- Adjustment of teachers on leave should be in record in separate files as well as in teachers diary.
- More high tech equipments is required relating to teaching learning process.
- Maintenance of record of complaint box is required.
- Technology lags in auditorium for holding CCA activities
- Provision of Faculty Exchange Programmes is required.

GURU TEG BAHUDUR KHALSA COLLEGE OF EDUCATION
DASUYA DISTT. HOSHIARPUR
Academic and Administrative Audit for the academic year 2021-22

We, the members of the Academic and Administrative Audit team have conducted the Academic and Administrative Audit for the academic year 2021-22 of Guru Teg Bahadur Khalsa College of Education, Dasuya on 17-12-2022.

The marks obtained are 149 out of 175. AAA Performance Descriptor is $(149/175)*4$ and Grade Point of Academic and Administrative Audit is A

Signature of Auditors:

| Name and Designation | Position | Signature with Date |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------|
| Dr. Karamjit Kaur Principal Dashmesh Girls College, Mukerian | Audit External Expert (Chairman) |  |
| Dr. Harmeet Kaur Principal S.G.G.S. College of Education, Beghpur Kamlooh, Mukerian | Audit External Expert |  17/12/22 |
| Dr. Meetu Mahajan IQAC Co-ordinator Dashmesh Girls College, Mukerian | Audit External Expert |  17/12/22 |
| Dr. Varinder Kaur Principal Guru Teg Bahudur Khalsa College of Education, Dasuya | Member 1 |  17/12/22 |
| Asst. Prof. Sandeep Kaur NAAC Coordinator Guru Teg Bahudur Khalsa College of Education, Dasuya | Member 2 |  17.12.22 |
| Asst. Prof. Gagandeep Kaur IQAC Coordinator Guru Teg Bahudur Khalsa College of Education, Dasuya | Member 3 |  17/12/22 |
| Asst. Prof. Dr. Ranju Bala Academic Core Committee Coordinator Guru Teg Bahudur Khalsa College of Education, Dasuya | Member 4 |  17/12/2022 |

Date: 17/12/22

Place Dasuya
Principal
G.T.B. Khalsa College of Education
Dasuya, Distt. Hoshiarpur 144205