



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

##### 1. Name of the Institution

GURU TEG BAHADUR KHALSA COLLEGE  
OF EDUCATION DASUYA, DISTT  
HOSHIARPUR

- Name of the Head of the institution **Dr. Varinder Kaur**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **01883287967**
- Mobile No: **9888889119**
- Registered e-mail ID (Principal) **gtbkcedasuya2005@gmail.com**
- Alternate Email ID **sciencevarinder@gmail.com**
- Address **GURU TEG BAHADUR KHALSA COLLEGE  
OF EDUCATION DASUYA DISTT  
HOSHIARPUR PIN CODE-144205**
- City/Town **Dasuya**
- State/UT **Punjab**
- Pin Code **144205**

##### 2. Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Semi-Urban**
- Financial Status **UGC 2f and 12(B)**
- 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 **ecogagan@mail.com**
- Alternate e-mail address (IQAC) **gtbkcedasuya2005@gmail.com**

### 3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://gtbkce.com/>  
<http://gtbkce.com/data-NAAC/AQAR-2021-22.pdf#toolbar=0>

### 4.Whether Academic Calendar prepared during the year?

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://gtbkce.com/aca-aca-calendar-2022-23.html>

### 5.Accreditation Details

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

### 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
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>0</b>

### 8.Whether composition of IQAC as per latest **Yes**

## NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

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

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

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

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

- If yes, mention the amount

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

Panjab University Zonal Skill-in-Teaching and On the Spot Teaching Aid Preparation Competition was hosted by our Institution.

Academic and Administrative Audit (AAA) was conducted.

One Day National Seminar 'New NAAC Accreditation Process - Roadmap for Education Colleges', Sponsored by DCDC, Panjab University Chandigarh.

Green Audit was conducted under EHS Alliances Services.

Panjab University Zonal Skill-in-Teaching and On the Spot Teaching Aid Preparation Competition was hosted by our Institution.

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
<p>Online Extension Lecture under the School Internship Initiation Programme on 'Models of Teaching'</p>	<p>Online Extension Lecture under the School Internship Initiation Programme on 'Models of Teaching' was conducted on August 25, 2022.</p>
<p>One Day National Seminar 'New NAAC Accreditation Process - Roadmap for Education Colleges', Sponsored by DCDC, Panjab University Chandigarh.</p>	<p>One Day National Seminar 'New NAAC Accreditation Process - Roadmap for Education Colleges', Sponsored by DCDC, Panjab University Chandigarh was conducted on February 21, 2023</p>
<p>Green Audit was conducted under EHS Alliances Services.</p>	<p>Green Audit was conducted under EHS Alliances Services on May 2, 2023.</p>
<p>Panjab University Zonal Skill-in-Teaching and On the Spot Teaching Aid Preparation Competition was hosted by our Institution.</p>	<p>Panjab University Zonal Skill-in-Teaching and On the Spot Teaching Aid Preparation Competition was hosted by our Institution on April 27, 2023.</p>
<p>Van Mahotsav Week was celebrated.</p>	<p>Van Mahotsav Week was celebrated from July 30, 2022 to August 5, 2022.</p>
<p>Saawan Kavi Darbar was organised.</p>	<p>Saawan Kavi Darbar was organised.on July 27, 2022.</p>
<p>Independence Day was celebrated under the theme Har Ghar Trianga</p>	<p>Independence Day was celebrated under the theme Har Ghar Trianga from August 8-15, 2022.</p>
<p>National Nutrition Week was celebrated.</p>	<p>National Nutrition Week was celebrated from September 1-7, 2022.</p>
<p>Academic Inauguration cum Orientation Programme was organized.</p>	<p>Academic Inauguration cum Orientation Programme was organized from October 1-3, 2022.</p>
<p>Participation in Panjab University Zonal Youth and Heritage Festival.</p>	<p>Panjab University Zonal Youth and Heritage Festival was held at Sant Baba Hari Singh Memorial Khalsa College of Education,</p>

	Mahilpur from October 28-31, 2022 and bagged the Overall Trophy.
Gandhi Jayanti was celebrated.	Gandhi Jayanti was celebrated on October 3, 2022.
National Education Day was celebrated.	National Education Day was celebrated on November 12, 2022.
Punjabi Diwas was celebrated.	Punjabi Diwas was celebrated on November 26, 2022.
Human Rights Day was celebrated.	Human Rights Day was celebrated on December 10, 2022.
Workshop on Paining, Music and Yoga	Workshop on Paining, Music and Yoga was organised on March 5, 2023 and March 24, 2023.
Placement Drive was conducted.	Placement Drive was conducted on May 27, 2023.
Personality Development Drive was organised.	Personality Development Drive was organised on May 29, 2023.
Parents Teacher Meeting was conducted.	Parents Teacher Meeting was conducted on May 30, 2023.
One week Academic Activity	One week Academic Activity was conducted from December 26-31, 2022.
Finishing School Programme	Finishing School Programme was conducted on December 7, 2022.
PU,Y20,G20 Youth Fortnight Student Activities	PU,Y20,G20 Youth Fortnight Student Activities was conducted on February 22, 27, 28, 2022.
Academic and Administrative Audit (AAA)	Academic and Administrative Audit (AAA) was conducted on December 17, 2022.
Alumni Meet	Alumni Meet was conducted on May 31, 2023.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

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

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	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
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• Registered e-mail ID (Principal)	gtbkcedasuya2005@gmail.com
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<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Semi-Urban
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• Name of the Affiliating University	Panjab University, Chandigarh				
• Name of the IQAC Co-ordinator/Director	Gagandeep Kaur				
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<b>3.Website address</b>	<a href="http://gtbkce.com/">http://gtbkce.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://gtbkce.com/data-NAAC/AQAR-2021-22.pdf#toolbar=0">http://gtbkce.com/data-NAAC/AQAR-2021-22.pdf#toolbar=0</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://gtbkce.com/aca-aca-calendar-2022-23.html">https://gtbkce.com/aca-aca-calendar-2022-23.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.31	2013	25/10/2013	24/10/2018
<b>6.Date of Establishment of IQAC</b>			03/09/2010		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	0	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>	Yes				
• Upload latest notification of formation of IQAC	<a href="#">View File</a>				



<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
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Alumni Meet	Alumni Meet was conducted on May 31, 2023.

<b>13. Whether the AQAR was placed before statutory body?</b>	No
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>
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Name of the statutory body	Date of meeting(s)
Nil	Nil

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

Year	Date of Submission
2023	18/01/2024

**15. Multidisciplinary / interdisciplinary**

Guru Teg Bahadur Khalsa College of Education is an affiliated institution to Panjab University, Chandigarh and NCTE. For the education colleges till date no information from the side of the university is intimated regarding multidisciplinary/interdisciplinary approach. In addition to that a degree college with the subjects i.e. humanities, commerce, science, computer science run by the same trust i.e. Guru Teg Bahadur Khalsa College for Women adjoining on the same campus. Institution faculty members participating in NEP related seminars and talks. Despite of this, it is challenging to specify multidisciplinary/interdisciplinary preparedness at this circumstances by Guru Teg Bahadur Khalsa College of Education.

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

Guru Teg Bahadur Khalsa College of Education is an affiliated institution to Panjab University, Chandigarh and NCTE. For the education colleges till date no information from the side of the university is intimated regarding Academic Bank of Credits.

**17. Skill development:**

Yes, our institution enhances the skill development of students as skill development and training helps in emotional maturity in pupils which enables trainees to gain access to knowledge and ability, career ethics and good working attitude. In the B.Ed. Curriculum teaching internship programme is an essential component. Students are exposed to different types of teaching skills helping in communication, 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 among students through value added courses like Life in Yoga, Personality Development, Learn to Sing in Tune and Art, Artist and Education.

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

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

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

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

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

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

### Extended Profile

#### 1.Student

2.1	93
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	37
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	99
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.5	99
Number of graduating students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	93
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	8215617
4.2 Total number of computers on campus for academic purposes	33
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	17
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	16
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

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 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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**



**teaching schools Employers Experts Students Alumni**

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

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://gtbkce.com/data-NAAC/Programme-Outcomes.pdf#toolbar=0">http://gtbkce.com/data-NAAC/Programme-Outcomes.pdf#toolbar=0</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="http://gtbkce.com/data-NAAC/Syllabus-2022-23.pdf#toolbar=0">http://gtbkce.com/data-NAAC/Syllabus-2022-23.pdf#toolbar=0</a>

**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	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

77

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

77

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

38

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

38

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

### 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.

#### 1.3.1 Fundamental or coherent understanding of teacher education field:

B.Ed. interns are acquainted with online/offline courses, smart classes to enhance the multimodal form of innovative teaching-learning process.

#### Procedural knowledge:

With the inception of semester-I, B.Ed. interns are acquainted with orientation programme. In paper F-1.3 (Techniques of Teaching) teacher's oriented different models of teaching, simulated teaching and macro lessons followed by demonstrations of discussion lessons moreover placements accomplished in teaching-practice schools for 2 week.

In semester-II, in teaching-practice schools for 2 week.

In semester-III, Internship programme of three phases, pre-practice phase-I of 2 week, preparation and presentation of

different lesson plans, moreover, phase-II, 14 weeks in 9 different teaching-practice schools are conducted followed by phase-III, finishing school programme and one week academic activity 'Not You But We'.

In semester-IV, In EPC (4.2) Communication, Employability and Resource Development Skill, workshops are organized to enhance interview skills followed by school placement drive.

**Capability to extrapolate:**

Organised value added courses like Personality Development, Learn to Sing, Life in Yoga and Art, Education and Artist.

**Skills/Competencies:**

Competent teachers are developed for quality based education. Conducted online/offline extension lectures, workshops, co-curricular activities and realize practical knowledge.

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

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

Institution familiarizes students with the paper 'Education in Contemporary India' which consists of diversities in Indian school system such as types of schools, general types, school by means of ownership, schools by means of educational board affiliation, their functioning and problems. Orientation programme is conducted

with the onset of semester-I. Online/offline extension lectures, webinars and workshops are conducted in the institution to acquaint B.Ed. interns with different experts so that they can gain valuable knowledge and information and understand different learning styles which ultimately improves their chances of success. They are placed in teaching practice schools for 2 week pre-internship in both the semester-I, II. In semester-III, Internship programme of three phases, pre-practice phase-I of 2 week, preparation and presentation of different lesson plans, moreover, phase-II, 14 weeks in 9 different teaching-practice schools are conducted followed by phase-III, finishing school programme and one week academic activity 'Not You But We'. In EPC (4.2) Communication, Employability and Resource Development Skill, workshops are organized to enhance the interview skills followed by school placement drive to provide with best job opportunities.

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

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

Pre-internship programme is conducted for 2 week in both semester-I and II. In semester-III, Internship programme of three phases, pre-practice phase-I of 2 week, preparation and presentation of different lesson plans, moreover, phase-II, 14 weeks in 9 different teaching-practice schools are conducted followed by phase-III, finishing school programme and one week academic activity 'Not You But We'. Teacher's oriented different models of teaching, simulated teaching and macro lessons followed by demonstrations of discussion lessons. Personalized training is provided through integral pedagogy and mentoring through tutorial groups. Invigilator free examination, remedial/enrichment classes are conducted. In EPC (4.2) Communication, Employability and Resource Development Skill, workshops are organized to enhance the interview skills followed by school placement drive to provide

with best job opportunities. Majority of interns are taking environmental education as an elective subject in their semester-IV and understand the ways to keep our environment sustainable for the future. Value added courses like Personality Development, Learn to Sing, Life in Yoga and Art, Education and Artist are conducted in the institution to instill life and soft skills.

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

#### 1.4 - Feedback System

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

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

93

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

93

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

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

56

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

56

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

**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. Entry behavior test of students regarding teacher's aptitude is conducted 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 developing 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	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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

15:1

#### 2.2.4.1 - Number of mentors in the Institution

16

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

### 2.3 - Teaching- Learning Process

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

#### Experiential Learning

1. Pre-Internship and Internship Programme to expand the knowledge on teaching learning process.
2. Value added Courses.
3. Model Making.
4. Participation in Skill-in-Teaching and on the spot teaching aids preparation competitions.
5. Excursions
6. One week academic activity: Not You but we.

### Participatory Learning

1. Collaborative and cooperative learning
2. Assignments and sessional works.
3. Presentations, Group Discussion, Debate, Quiz and Fine arts competitions.
4. Participation on other college competitions like Quiz, Declamation, Slogan Writing, Poster Making etc.
5. rganization of student activities to promote the spirit of team work such as institutional social responsibility through Red Ribbon Club, Village Adoption, Tree Plantation and Karigiri se Karobari (fete) Celebration.
6. One week academic activity: Not You but we.

### Problem-solving methods

1. Pre-Practice Programme (2 weeks) and Internship programme (14 weeks) to get Hands-on-experience.
2. Tutorials
3. Finishing School Programme.
4. Remedial Learning Engagement and Enrichment Enhancement.
5. Whats app groups and Google classrooms wherever necessary.

### Brain storming & Focused group discussion

1. Through Expert Lectures (online mode)
2. Quizzes

### Online Mode

1. ERP
2. Access e-books and e-journals from N-LIST programme of INFLIBNET and WONDERSLATE.
3. You Tube videos
4. Seminar and Expert Lecture
5. Google classroom.

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

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with

**Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://us02web.zoom.us/j/4357840850?pwd=RjRjbzN3SVZRY2lPVXp0SzhLa2RDZz09">https://us02web.zoom.us/j/4357840850?pwd=RjRjbzN3SVZRY2lPVXp0SzhLa2RDZz09</a>
Any other relevant information	<a href="#">View File</a>

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

187

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

**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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/@gtbkhalsacollegeofeducation3996/streams">https://www.youtube.com/@gtbkhalsacollegeofeducation3996/streams</a>
Any other relevant information	<a href="#">View File</a>

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

#### Working in teams

Professional development of the future teachers is the prominent purpose of teaching learning process; hence the institution has a system of continual mentoring for students. Continual mentoring is provided by teachers making students to work in teams. A faculty member is a mentor for a group of 10-15 students and monitors them during that academic year.

#### Dealing with student diversity

Equity and equality are the core values followed with special attention to students in developing their capacity towards teaching skills, life skills and psycho emotional support to deal with student diversity.

#### Conduct of self with colleagues and authorities

Students are made aware of the vision, mission, core values, organogram, code of conduct and professional ethics at start of the session to maintain conduct of self with colleagues and authorities.

#### Balancing home and work stress

Students are enriched by arranging expert talks on the themes like communication skills and personality development to balance home and work stress.

Keeping with oneself abstract with recent developments in education and life

Students are directed to access e-books and e-journals from N-LIST programme of INFLIBNET and WONDERSLATE as well as use ICT in their curriculum.

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

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

Five/Six of the above

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

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

To enhance creativity and innovativeness, numerous provision are given to students during teaching learning process such as co-curricular activities, hands on experiences, art and craft

oriented activities, training of students during zonal youth and heritaze festival, music and yoga workshops, skill-in-teaching and on the spot teaching aids preparation competitions. The college provides value-added courses to develop students' interest in different directions. 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 also. To develop cognitive and thinking skills, 15 days orientation programme is organised in the college to train students before entering in real classroom teaching. The college has always been active in promotion of empathy and life skills among students by providing supportive and democratic environment to learn how to be empathetic. College organizes extension lecture and workshop to develop life skills among students. They are given 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 on special days. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

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

All of the above



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

<p><b>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</b></p>	<p><b>Ten/All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.3 - Competency of effective communication is developed in students</b></p>	<p><b>All of the above</b></p>
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**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

**All of the above**

**devices for learning Identifying and selecting/  
developing online learning resources  
Evolving learning sequences (learning  
activities) for online as well as face to face  
situations**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

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

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

All of the above

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

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

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

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

**2. Orientation to school principal/teacher**

College mentors personally visit the schools to meet the principals and school mentors regarding the internship and orient them about the programme.

**3. Orientation to students going for internship**

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

**4. Defining role of teachers of the institution**

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

**5. Streamlining mode/s of assessment of student performance**

The supervisor assesses students on their performance on

parameters mentioned in the syllabus.

**6. Exposure to variety of school set ups:**

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

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

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

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

99

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

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

Seven/Eight of the above

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

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

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

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

**2.4.12 - Performance of students during internship is assessed by the institution in**

All of the above

**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)**

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

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

Five of the above

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

**2.5 - Teacher Profile and Quality**

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

17

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

19

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

19

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Staff is encouraged to enhance their professional and educational qualifications. They are permitted and motivated to attend



seminars, conferences, workshops, Orientation Programme, Refresher Course, FDPs (online and offline) as well as to undertake and successfully complete Ph.D. for their professional growth and get duty leave.

Provision of seed money and study leave for faculty members for attending conferences, Seminars, Workshops, Faculty Development Programme organized by reputed National and international Scientific/ Academic/ Research/ Professional Bodies.

Provision of three increments for faculty members after award of Doctoral Degree is there in the institution.

Some teachers have been invited as a resource person and expert in extension lectures as well. In addition to this, teachers are writing and 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. Furthermore, faculty members discharge duties such as exam superintendent, deputy superintendent, assistant superintendent and paper evaluators.

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

## 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

Institution Academic Calendar is planned and implemented as per guidelines of 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.
6. Remedial and enrichment classes are organised based on the academic achievement of students.
7. Special tests are also conducted to provide opportunity for improvement in academic score.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### College Level

- Remedial for slow and absent students and enrichment classes for meritorious students are organised.
- 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 unsatisfied with the award of marks may approach the concern subject teacher. In such case, the answer sheet of that particular student may cross checked by the other in charges of the same subject.
- Special tests for improvement in examinations.
- After assessment, reports cards are prepared and shown to the students.
- Performance of students is communicated to the parents via Parents Meeting.

#### University level

- Queries regarding release of DMCs, correction in name of parents and surname, result shown as RLA, or CS, revaluation and the like are considered and are resolved by office superintendent (member of Examination Committee) and Chief Co-ordinator as well as Coordinator of Examination Committee.
- If the student is not satisfied with the university evaluation, he/she can apply for revaluation after paying the fee as prescribed by University.
- Students can take grievance form from Website or from

**Examination Committee.**

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 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.

During the year of 2022-23, an important decision was taken by IQAC and School Internship & Placement Cell regarding organising an academic activity "NOT YOU BUT WE" (Reflection of school internship programme) from 26-12-2022 to 31-12-2022. Although this activity was not enlisted under the academic calendar yet it was organised to find out reflection of the Internship Programme with main objective. It was constituted with 10 groups from semester III, who taught section A & B of semester I with full dedication and with ICT enabled methods, strategies, teaching aids etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

99

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.8 - Student Satisfaction Survey**

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

<http://gtbkce.com/data-NAAC/SSS-Report-2022-23.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**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



<p><b>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</b></p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	<a href="#">View File</a>
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	<a href="#">View File</a>

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

### 3.2 - Research Publications

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

1

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

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

2

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

### 3.3 - Outreach Activities

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

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

50

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

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

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

130

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

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

180

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

180

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

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

The Institution has organized numerous academic and cultural activities integrated with academic for the holistic development of the students 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 seven days Van Mahotsav initiative at the college campus from July 30 to August 6, 2023. Under this initiative village HAMZA adopted and several activities were carried out by

students addressing social issues which include cleanliness, tree plantation, water conservation, social interaction, environmental awareness etc. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service.

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, organizing visit to village HAMZA etc. All these mentioned activities have positive impact on the students and it developed student-community relationship, leadership skill among students and self confidence. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Copies of the MoU’s with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institution has total area of 16262.77 sqm. Out of which 29.18.12 sqm is built up area, 1816.13 sqm is green covered and open area is 10658.68 which also covers greenery. The college is located in peaceful green surrounding with lawn for conducive quality education. There are 11 classrooms, out of which 07 are with ICT facilities. There are 07 laboratories. The institution Library is automated. 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. 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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://gtbkce.com/images/gallery/GeoTagged-Photos-2022-23.pdf#toolbar=0">http://gtbkce.com/images/gallery/GeoTagged-Photos-2022-23.pdf#toolbar=0</a>
Any other relevant information	<a href="#">View File</a>

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

3505534

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 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 which provide the facility to staff, college users/ stake holder to capture details of the library books for. 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 college 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	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.wonderslate.com/wsLibrary/myLibrary?instituteId=893">https://www.wonderslate.com/wsLibrary/myLibrary?instituteId=893</a>
Any other relevant information	<a href="#">View File</a>

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

The stakeholders and faculty members of the college can have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through Wonderslate and N-LIST programme of INFLIBNET. The membership of e-books and e-journals are renewed on annual basis by the college library. The college librarian issues the user id and their password to the stakeholders and faculty members for access the e-resources. All the stakeholders of the current year and faculty members of the colleges can have access these resources to check different topics related to their syllabus.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

**54247**

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

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

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

**655**

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

<p><b>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</b>  <b>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</b></p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>4.3 - ICT Infrastructure</b></p> <p>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</p> <p>Zoom - Institution has purchase online zoom platform to combat the teaching learning barrier in learning during COVID-19 period.</p> <p>Wi-Fi - The institution campus has Wi-Fi with lease line of 300 Mb facility for administrative work and teachers.</p>
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**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 wonder-slate. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

3:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.3 - Available bandwidth of internet

C. 250 MBPS - 500MBPS

**connection in the Institution (Leased line)**

**Opt any one:**

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

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	<a href="#">View File</a>

**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)**

727526

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

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

The institution has built a system and procedures for maintaining and utilizing facilities. On the regular basis the institution has maintenance of basic facilities under the direction of institution IQAC cell, academic core committee, and infrastructure committee. Infrastructural facilities including the computer lab, The ICT based classrooms equipped with LCD projectors are maintained regularly, 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), 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	<a href="http://gtbkce.com/data-NAAC/Procedure-And-Policies-2021-22.pdf#toolbar=0">http://gtbkce.com/data-NAAC/Procedure-And-Policies-2021-22.pdf#toolbar=0</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill** | All of the above

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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

B. Any 3 of the above

**with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

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

## 5.2 - Student Progression

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



<b>year</b>	
Number of students placed as teachers/teacher educators	Total number of graduating students
<b>04</b>	<b>99</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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).**

**6**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**39**

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

### 5.3 - Student Participation and Activities

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

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 2022-2023 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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

50

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

#### 5.4 - Alumni Engagement

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

Alumni association is registered. It is functional and it contributes significantly for the growth and development of the institution. Alumni play a very important role in counseling and guiding the students of college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into teaching profession. Alumni members motivate students to think about long-term goals and help to build self confidence. Alumni members are invited to act as reference points for a variety of instructional skills for students attending workshops, seminars and lectures. Guru Teg Bahadur Khalsa College of Education Dasuya organized a One Day Painting Workshop. Resource Person and alumni student Asst. Prof. Sudesh Verma (2011-12) and activity incharge Asst .Prof. Vishakha Sharma enlightened students with painting skills and enhanced skill based competencies among B.Ed. interns. Our alumni student Mr. Gurwinder Singh (2019-21) attended alumni meet and aware our students regarding CTET and PSTET.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Alumni play an active role in motivating students by sharing their experiences. Alumni members provide students with a vision of how teaching job relates to academic and professional success. They motivated new students to participate in various college

activities. They encourage students to participate in youth festivals and educate them about the importance of certificates of position and participation. Alumni members motivate students to think about long-term goals and help to build self confidence. Many alumni members have teaching or other designations at various schools. Our B.Ed. interns have a teaching practice at the school and alumni members support the interns in various activities throughout the internship program. Final-year students must be able to recognize their professional prospects in a timely manner. Alumni members are invited to act as reference points for a variety of instructional skills for students attending workshops, seminars and lectures.

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

## 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	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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, IQAC, ACC 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other

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

The Institution maintains transparency in 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2 - Strategy Development and Deployment**

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



Our institution works on vision and mission of institution by adopting village Khera Kotli in the year (2020-2022) and Hamza (2021-2023) by conducting activities as plantation, social awareness campaign, plantation drive in campus as well as in the teaching practice schools, conservation of energy, e-waste management, poster and slogan writing competition, Environment Day etc along with Green Audit conducted with the Solar Power Project in future.

To grab the award of Mahatma Gandhi National Council and rural education, department of higher education ministry of education Government of India (MGNCRE), we submitted file interaction report to MGNCRE, for which Mrs. Satwant Kaur project resource person (MGNCRE) visited to collect the data of MGNCRE. On 21.11.2022 district level workshop promoting social entrepreneurship-based vocational education was conducted. Nodal Officer Ms. Tajinder Kaur attended workshop based on Nai Talim. Experiential learning cell formed by student's self help groups, all concerned activities conducted, sent to MGNCRE. a report was submitted to MGNCRE explaining working of cell, Green cover area, surface under harvesting solar system and waste management.. The VENTEL cell of institute organized one day bazaar on March 6 collaborating with MGNCRE. At last, our institution got MGNCRE National Rural Institutions Sustainability Grading (NRISG) 2022-23.

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

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

Organogram is an administrative reflection of the institution in form of diagram which describes the decentralized structure of the administration and institutional functioning. Administration is a cooperative efforts of Trust, Governing Body, Principal, Faculty (teaching and Non-Teaching) and students with the support and cooperation of all stakeholders for the pursuit of the common objectives. Apex body of the institution is Trust, Governing Body



work for the development of the institution with timely discussion with the Trust and Principal. Principal works independently in the institution with the guidance and requisite discussion with the Trust and Governing Body. Working process contributes to the Vision and Mission of the institution which is fully decentralized and going through the interaction and timely discussion between the Principal, Vice-Principal, IQAC, Academic Core Committee, Teaching and Non-Teaching Faculty, Coordinators, Committees, Cells and Club in-charges, Student Council, Supporting Staff and all the stakeholders.

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

**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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

One week academic activity was conducted under IQAC and School Internship & Placement Cell of the institution by student interns (4th semester) initiated with students of 1st semester on

26/12/22-31/12/22. Title of activity is "NOT YOU BUT WE" with main objective to find out the Reflection of Internship Program having 10 groups of 4th semester students who taught in Section A and B of 1st semester. Student interns of the 4th semester taught 1st semester with different teaching aids, methodologies, strategies and approaches, including ICT platform. The finishing program was done with evaluation of the teaching program through Google quizzes, oral tests, feedback about the teaching program given by 1st semester student interns. Report on one week teaching program read by Ms. Parveen (4th semester). She said every individual of their peer group received better opportunities to work with ICT, Google forms, use of different methodology, whatever they were not able to use in internship schools and their confidence level with revision of content was enhanced. On the basis of feedback and results of 1st semester, 3 groups achieved 1st, 2nd and 3rd positions out of 10 groups. These groups were acknowledged by the Principal of the institution.

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

### 6.3 - Faculty Empowerment Strategies

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

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

- Medical Leave for Regular Faculty
- Medical Allowance for Regular Faculty.
- Loan Facilities to Regular Faculty.
- Provident Fund
- Annual Increment
- Maternity leave with pay
- Honor to in charges of the activities for their best organization

- Purchasing of Zoom platform for conducting online classes and attending different seminars, workshop, etc. through online mode

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

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

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

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

33

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

**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	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 nonteaching staff by filling the confidential report on the work and conduct of teaching as well as non-teaching staff. After that, the Principal communicates to the faculty personally, about those areas which needs improvement and also appreciates the developmental works done by the faculty. The IQAC also reviews Administrative and Academic progress so as to review the performance of all the faculty and office administration. This performance appraisal system both for teaching and non-teaching staff helps in creating career growth, improving performance, increases employee engagement, clarifies expectations, evaluate goals, provides documentation and overall for the smooth functioning of institution.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Nil**

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Guru Teg Bahadur Khalsa College of Education Dasuya is a self-financed educational institution working under Guru Teg Bahadur Khalsa Education Trust, Punjab since 2005. It is to be mentioned here that the name of trust is changed to Guru Teg Bahadur Khalsa College for Women (GTBKCW) Dasuya, Distt. Hoshiarpur with effects

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	No File Uploaded
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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, alumni, 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

26



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.gtbkce.com/data-NAAC/IQAC-2022-23.pdf">https://www.gtbkce.com/data-NAAC/IQAC-2022-23.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.gtbkce.com/data-NAAC/AQAR-2021-22.pdf">https://www.gtbkce.com/data-NAAC/AQAR-2021-22.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 managemet, 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Building structures are designed with natural lighting and ventilation to minimize lighting needs. Regular monitoring and services of Air conditioners is done in our Colleges Campus to ensure the energy conservation. Other electrical equipments are also periodically checked and monitored to ensure energy saving. Inefficient, aged and de-rated motors 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Institution takes initiative for the management of waste which is generated within its campus. For E-waste Management, old computers are sold to the agency Recycle Villa. They sort and separate the materials and prepare them for sale as usable raw materials. They are also used for the production of new electronics. However, no hazardous chemical waste is generated in the institution. All these ensure that the institution takes care

of the waste generated regularly by reducing the waste and make an effort for its re-use and re-cycle. Different kinds of dustbins are installed in the campus for waste segregation. Waste water is used for kitchen and gardening purpose. The institution has its own Environment Policy which ensures that the protective measures are adopted to save the environment by following various guidelines. Moreover to check on green practices annual Green Audit is conducted by the Eco Club. Single use plastic is banned in the institution. Emphasis is laid on the reuse of plastic material.

Link of Environment Policy of the institute:

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

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

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

Four of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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
- Use of Eco- friendly thalis
- Slides and banners for repeated use
- Teaching of Gardening and Environment Education

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

**7.1.6 - Institution is committed to encourage**

**All of the above**

**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**

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

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

**187760**

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

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

**The institution has green campus and is aware of its obligation for the environment protection of the locality and speared awareness among the masses. For this purpose a village is adopted by the institution for two years. Plantation and cleanliness drives are undertaken by the institution in the village school, roads, Gurudwara and Graveyard with the acceptance of village**

sarpanch and other heads. Moreover, in the Teaching Internship schools environment related activities are organized by the B.Ed. Interns to connect the school students with the environment. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

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

## 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

### Best Practice of the Institution

#### Green Initiative

The term "Green" means eco-friendly or not damaging the environment. Green Audit is a process of systematic identification, quantification, recording, reporting and analysis of components of environmental diversity of institute.

Duration: (Year of Inception) (Year of Discontinuation) : 2021 to till continue

#### Goals:

- To map the Geographical Location of the college.
- To document the waste disposal system.

#### The Context

It is in this context that the institution has been responsible and responsive in implementing green practices, such as solar powered campus, green plantation, Rain water harvesting



structures, solid waste management, E-Waste management, energy conservation etc.

### The Practice

Pre Audit Stage:

On Site:

Post Audit:

### Tree Adoption Policy

Duration: (Year of Inception) (Year of Discontinuation) 2021 to till continue

### Goals

- To reverse the green lose.
- The connect student interns with the environment.

### The Context

The college works in the area of environment protection and focuses on the inculcation of environment concern among the B.Ed. interns also.

### The Practice

The institution has launched a drive to save trees by directing the B.Ed. intern to adopt trees, which are dying. This is the movement to protect old, sick trees in the institution.

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

## 7.3 - Institutional Distinctiveness

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

### Invigilator-Free Examination

B.Ed. Programme is providing professional training to the student interns as well as it is also providing experience of universal values to them to contribute in the national development. 2-year B.Ed. programme develop skills in all the functional area of education and management by providing multiple opportunities for experienced based learning.

**Duration:**

(Year of Inception-Year of Discontinuation): Year of Inception:  
2023

Still continue

**Goals:**

- To build necessary skills and attitude to enable student interns to work in any type of environment.
- To foster the feeling of responsibility among interns.

**The Context**

It is very true that the interns who achieve more marks by a malpractice, their inner consciousness never forgive them. This type of thoughtfulness in environment will bring desirable change in the behaviour of the student interns and this may lead to the student to world's real education and these types of trained teachers can contribute in the national development.

**The Practice**

In every semester, there is one house test conducted by the institution as a part of continuous comprehensive evaluation system. On the day of the examination, answer sheets and papers are placed on the table.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

