SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GURU RAM DASS B. ED. COLLEGE

D.A.V COLLEGE ROAD VILL. CHAK ROOM WALA JALALABAD (WEST)
152024
www.grdcollegejbd.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Guru Ram Dass B.Ed. College, Jalalabad Punjab is a recognised institute / college. Guru Ram Dass B.Ed. College, Jalalabad, Punjab is managed by Society: Guru Ram Dass Educational Trust. With its affiliation to Panjab University, Chandigarh, the college started functioning in 2005, with a campus spread of 6 Acres of land, which is equipped with modern and functional workspaces and create and excellent ambience and atmosphere for teaching-learning. It offers 3 Courses: B.Ed. (2 Years), M.Ed. (2 years) and D.El.Ed. (2 years), for which infrastructural facilities are provided. The College provides excellenct facilities for teaching and learning as per the requirement of the university and needs of the students. The college has adequate number of classrooms, laboraties, reading room, library and other facilties for the execution of teaching-learning process.

Classroom facilites: The College has 13 well-ventilated and spacious classrooms with green boards, comfortable furniture and wi-fi faciltity. The college has one seminar room with adequate seating capacity, which are used to organize workshops, seminars and conferences. For organizing cultural acitivites, college has spacious multipurpose hall. The ICT facility like projector, smart boards is available to enhance the quality in teaching learning process.

Laboratories/Resource Centres Facilities: There are well equipped laboratories for carrying out curriculum oriented activities and research related to the subjects- Science, Psychology, Computer, Computer cum language, Mathematics, Curriculum and Social Studies. There are three resource centres (Art and Craft Resource Centre, Music Resource Centre and Health and Physical Education Reosurce Centre) with adequate equipment and material in the college.

Computing facilities: The College has 37 computers with wi-fi connectivity, out of which 30 are installed in computer laboratories, 2 in administrative office, 1 in prical office, 1 in art and craft lab, 1 at Reception and 2 in library. The Computer laboratory is well furnished with a server and adequate number of systems with high configuration, LAN connection, interned and wi-fi faciltiy both for students and teachers.

Cultural and Sports facilities: The College provides excellent facilites for cultural activities. The institution has well established health and physical Education Laboratory which caters to the diverse needs of the students in sports. The college provides adequate space, sporting equipment and infrasturctural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playground for football, basketball and kho-kho, and for indoor games college provides material and equipment like carom board, skipping rope and table tennis etc.

Striving for this aim, the college offers B.Ed., M.Ed. and D.El.Ed. Advanced experiences in curricullar and co-curricular activities, emphasizing experiential learning through practical and internship promotes life - long learning, high ethical standards and development of knowledge and skills among students. The college believes in quality, excellence and continuous growth of human resources and material infrastructure. Out of 39 faculty, 5 are Ph.D. holders and some are pursuing Ph.D. in Education from different universities. Believing in Life-Long learning, the faculty makes every endeavor to grow professionally by attending Refresher programs, Orientation programs, Conferences, Seminars, Workshops and Extension Lectures etc. From time to time, Faculty have also been the members of Senate, Syndicate, Academic Council, Board of Studies, and Faculty of Education of affiliating university

Vision

Our college will be a world leader in the integration of
* To uplift standard of teaching, learning and research.
* To become national epicentre of knowledge, culture and skills.
* To develop scientific approach and performance culture among Teachers Trainees.
* To act as catalyst of change by providing state of Art Infrastructure in academic and Co-curricular excellence, learning and evaluation, interaction with stake holders and community.
* To continue expanding and exploring locally, nationally and globally.

Mission

* To provide a wide range of instructional, teaching, learning and research facilities.
* To promote innovation in teaching learning evaluation and research.
* To create ignited pool of humane teachers.
* To participate in problems and concerns of society.
* To inculcate moral and spiritual values for growth of healthy, peaceful and gender just society.
* To prepare and equip the teacher trainees with necessary virtues skills for facing the challenges of life.
* To promote all round development of teacher trainees.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Under the administration of Guru Ram Dass Educational Trust, Our College is working successfully from the year 2005.
- Situated in rural area, the College is easily accessible to bus stand and railway station.
- Committed faculty exemplified by publications in UGC/reputed journals, 02 psychological test and publication of books. Some faculty members have been honored for their contribution in the field of Education at National and international level.
- To promote Academic Excellence and Research, College started publication of its own Research Journal in the year 2015.
- College has a sound infrastructure for Teaching, Learning, Research and Extension activities.
- With the 16 years of glorious existence, this institution has produced Principals, Teacher Educators and Teachers and personnel for public and police administration.
- For providing the platform to the young researchers, college publishes Biannual journal- GRD Journal of Research in Education.
- The average placement in the last five years is about 70% and others opt for higher studies.
- Functional MOUs signed with various institutions. For community linkages college has adopted.
- Every year, our college bags top positions in academic as well as cultural front. Since its establishment, the college bagged trophies in Badminton, Table Tennis, Runner up Trophy in Youth Festival, Inter Zonal Youth Festival, Skill in teaching Zonal and inter Zonal level organized by Panjab University, Chandigarh.
- Mental and spiritual well-being of students without any discrimination of caste, culture and creed is promoted.

- College provides financial help to needy students, merit holders an winners of cultural and sports events.
- Guidance for competitive examinations, career counseling, soft skill development and remedial teaching are provided.
- Alumni Association is registered and fully functional now.

Institutional Weakness

Due to centralized admission process, classes commence late that losses the working days. But this loss is compensated by taking extra classes during vacations. Since the college is an affiliated college, it lacks autonomy in framing the curriculum. College has sufficient number of grounds for outdoor and indoor sport facilities but requires indoor sports complex. Though college provides parking facility, but still parking capacity needs to be enhanced.

Institutional Opportunity

We strive to build up committed, creative, imaginative and innovative teachers and our efforts are to provide leadership in a highly professional manner and always strived to make teaching-learning process better and useful by using various ICT resources and technological equipment's. We feel that the secret of success is to be ready for that opportunity when it comes. Although, COVID-19 accelerated the adoption of digital technologies to deliver education and has ignited the desire to learn. The COVID-19 pandemic has given us an opportunity to polish, re-vamp, re-invent modes and methods of teaching. Students and teachers alike have innovated and adapted to new modes of engagement through purchased platforms of Zoom, Webex, Google Meet, and Google Classroom. Teaching-learning process has been enhanced and supplemented by quality e-resources. Student participation in value- added courses, Bridge Courses, community outreach programmes and students' initiatives in placement and entrepreneurial activities have amplified the scope for building linkage with other organisations and sectors. The college has substantial potentiality for enhancing/expanding its educational operations by bringing about innovative changes in teaching-learning-evaluation, library and laboratory resources with the support of its qualified teachers. College also provides Active Campus Placements.

Institutional Challenge

The duration of different program has enhanced, so it is very challenging for 100% enrolment. It Needs to encourage community level extension activities of the students during COVID-19 Pandemic. It Needs to increase in the number of publications. Prospective teachers having English as a medium of instruction face communication problems in Govt . schools during internship program. Rising cost of education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our Institution follows a predetermined syllabus set by the panjab university, chandigarh. The Institute

innovates within these established academic structures, committed to providing holistic development for all students. Every year IQAC plans and prepares academic calender of the colleg keeping in minds the calender of university. Academic processes are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions.

The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process. Teachers are regularly updating their knowledge through active involvement in faculty development programmes. Students are made aware of functioning of schools through various activities of field engagement programme and pre internship programme undertaken in the respective schools.Experiential learning through internships projects and field trips is specifically facilitated. College is offering some add on certificate courses. These courses imparting life skills and providing opportunity to students for hands on experience and building bridges with the world of work.

Organization of workshop, seminars,conferences, value added courses and self study courses by the college is also the part of planning and/or reviewing, revising curriculum. For this, experts in the field of Education are invited from different areas of the country. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material (e-content as well as printed journals etc.) for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand.

Teaching-learning and Evaluation

The academic plan of Guru Ram Dass B.Ed. College is learner-centered. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present day problems. Various academic courses are available in our college namely, M.Ed., B.Ed. and D.EL.ED. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, classroom seminars, group discussions, project work, assignment work, field visits and case studies. Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is always on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking. The college organise extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks. The college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, Mathematics.

The entire admission process is transparent and systematic as per the rules of Panjab University, Chandigarh. All faculty members are assigned different duties for the smooth conduct of admission procedure.

To retain the students with diverse backgrounds the institution provides the facilities like fee concession, bilingual approach by teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship.

The evaluation system is both scientific and objective. It is both formative and summative in nature. The

students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

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Other facilities:

- Washrooms for male (06) and for females (06)
- Canteen
- Common room
- First Aid

- Access to safe water
- Waiting room
- Spacious Parking
- CCTV Surveillance
- Wi-fi Facility

Student Support and Progression

Guru Ram Dass B.Ed. College, Jalalabad has a keen sight and comprehensive approach to support its students. The institution organizes various career oriented programmes and personal counselling sessions which instill much needed confidence in students' and give impetus to the performance not only in academic but also in other activities in the curriculum. The institution organizes various skill-set and personality development programmes to equip students to work under different working environment. Students undergone in such programmes can easily become important member of teaching staff and seamlessly function in most difficult circumstances without any hassle. The grievances related to students encompassing complaints related to sexual-harassment, ragging, fee related, psychological complaints etc. are addressed proactively through transparent mechanism . Specialized programmes on student's awareness are also arranged. The main motive of these programmes is to enrich students with knowledge on subject less discussed and generally considered high on difficulty level. Students avail financial help and concession in fee. Guidance for competitive examinations, career counselling and soft skill development and remedial teaching are provided which enhances the percentage of students clearing competitive examinations and also students are directed towards jobs, well suited based on their qualification and aptitude.

The College has a Students presentative body and it has been aptly named as "Student Council". The student council gives the students a voice - a platform to be heard. The Placement cell act as launch pad for students. 30 percent of students cleared NET, TET, SLET, CTET, UGC etc. The college has a highly experienced and helpful Alumni Association which makes whole-hearted and credible contribution financially as well as in areas of student placement, orientation programmes, curriculum development, student mentoring and many more.

Governance, Leadership and Management

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration . Guru Ram Dass B.Ed college delegtes authority to the Principal of the college ,who in turn shares it with different levels of functionaries in the college .The Coordinators and Teachers In-charge of various committees and cells along with the non-teaching staff and students work in tandem and play an important role in determining the institutional policies ,perspective plans and implementing the same.

The following committees and cells are operational in the institution to implement various activities:

Academic Committee

Research Committee

Anti-Ragging Committee

Admission Committee

College Discipline Committee

Library Committee

Examination Committee

Sports Committee

IQAC Committee

Cultural Committee

Placement and Career Counseling Cell

Internal Complaint Cell

SC/ST/OBC and Minority Committee etc.

The ways in which coordinators and teachers in-charge of different cells and committees participate in the Management Process is as follow:

The Principal of the college oversees the activities of various committees and cells.

Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.

Academic committee often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises.

Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. Cultural committee organises all the functions and morning assemblies in the college.

Examination committee prepares date sheet and conducts two house tests in a semester and prepares internal assessment of students.

IQAC does the planning and evaluation for quality assurance in the college and organises meetings periodically, throughout the year.

Participative Management

Planning and Development: Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by Guru Ram Dass B.Ed College,Jalalabad[w]. For salary, salary- module of e-governance is used to prepare salary and upload salary slips. It keeps the record of all personal details of employees. Academic calendar is pre-planned and is uploaded on the college website.

Administration: The administrative activities involve maintenance of records related to infrastructure, faculty, support staff and students, inventory etc. of the college. Service books of the faculty members are updated.

Student Admission and Support: During the admission time, complete details of student i.e. personal data, qualification, fees deposit etc. are saved .

The institution has welfare measures for both teaching and non-teaching staff. Yoga camps are organised from time to time. Duty leave is provided for attending Workshops, Orientation course, refreshers courses .Research facilities are available for teachers pursuing their Ph.D. Fee Concession is provided for wards of the staff studying in the college.

Institutional Values and Best Practices

The institutional values and best practices of the institution are in harmony with its vision and mission with the idea of holistic development of students to give a new direction to the society. The institution is highly conscious and firmly determined in addressing the environmental issues judiciously. Green practices and Energy conservation practices are given highest priority to create eco-friendly rules in the campus. The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of '*Body, Mind and Soul'*. In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It applies the motto*, to reduce, reuse, recycle and recover* waste products.LED Lights, TFT/LCD Monitors, Energy efficient appliances, solar lights are used to minimize the energy consumption.

Green Audits are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students. Minimum use of plastic bags, tree plantation drives, workshops on best out of waste, carpooling, use of ceramic and steel utensils and promotion of print little are some initiatives taken. All wastes are disposed of through proper waste segregation mechanism. Vermi-composting is done to use Biodegradable Waste. E-waste and hazardous waste are also tackled effectively. Theme based Assemblies, seminars, extension lectures, cleanliness drives, workshops, competitions, mass pledges, interactive sessions and skits are organized to make students Environment Savvy.

Research and Outreach Activities

The institute facilitates the professional growth of teachers by giving study leave with pay. Additionally the college management has a policy of awarding incentives in the form of yearly increments and hike in salary.The institution organises outreach activities for welfare of community and multifaceted development of students. These activities are performed in collaboration with govt. organization, partner schools and local community with the active participation of faculty and students. Some of the activities are:-NSS, Red Cross Society,Partner schools etc.The NSS wing of the college organizes camps for students in Villages and nearby communities where students conduct camps, cleanliness and plantation drives and spread awareness regarding health and hygieneand conserving natural resources. College organises road safety activity in collaboration with Red Cross society.

Institution facilitates access to digital library and our college journal "GRD JOURNAL OF RESEARCH" also to encourage faculty and students to perform various research activities. Our college Psychology laboratory is well equipped with latest tests and equipments for exploring the unexplored areas in the research.College has its own website with a copyright for the same.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU RAM DASS B. ED. COLLEGE
Address	D.A.V COLLEGE ROAD VILL. CHAK ROOM WALA JALALABAD (WEST)
City	JALALABAD WEST
State	Punjab
Pin	152024
Website	www.grdcollegejbd.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sarabjit Kaur	1638-250884	9855206499	1638-250884	grd.college@rediff mail.com
IQAC / CIQA coordinator	Neha Sachdeva	1638-250885	9814970333	1638-250886	nehamiddha2003@ gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-05-2015	999	college recogisnsed order Revised

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	D.A.V COLLEGE ROAD VILL. CHAK ROOM WALA JALALABAD (WEST)	Semi-urban	22221.65	8623

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	English	200	200
PG	MEd,Education	24	Graduation in Education	English	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				2				46
Recruited	0	2	0	2	0	2	0	2	9	30	0	39
Yet to Recruit				0				0				7
Sanctioned by the Management/Society or Other Authorized Bodies				2				2				40
Recruited	0	1	0	1	0	2	0	2	9	30	0	39
Yet to Recruit				1				0				1

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	8	6	2	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	8	6	2	16
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				46
Recruited	9	30	0	39
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	0	22	0	22
Yet to Recruit				7

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	2	0	1	6	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	21	0	29
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	142	0	0	0	142
	Female	257	0	0	0	257
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	28	0	0	0	28
	Others	0	0	0	0	0
Diploma	Male	18	0	0	0	18
	Female	32	0	0	0	32
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**	
SC	Male	112	153	87	47	
	Female	149	192	129	87	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	73	46	61	68	
	Female	8	69	99	129	
	Others	0	0	0	0	
General	Male	18	26	45	47	
	Female	120	96	126	139	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	2	
	Others	0	0	0	0	
Total		480	582	547	519	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our College has submitted an application to the Panjab University, Chandigarh for issuance of N.O.C for integrated 4 year ITEP and university has constructed a committee for that purpose.
2. Academic bank of credits (ABC):	M.Ed. Course is running under choice based credit system.
3. Skill development:	Our Colleg has signed an MOU with anand group of colleges, Amritsar to start 10 skill development courses in Teacher education and others.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	College follows the curriculum framed by Panjab University, Chandigarh which is having appropriate blend of Indian Knowledge system and books are

	made available to students in Native language that is Punjabi.
5. Focus on Outcome based education (OBE):	Our College follows outcome based education as prescribed by S.C.E.R.T PUNJAB FOR D.EL.ED. Course and Panjab University, Chandigarh for B.Ed. and M.Ed. Course.
6. Distance education/online education:	Our College has no provision of distance education and college is laced with all equipments for online education.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
239	214	205	250	249

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	125	125	125

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
211	202	235	229	232

File Description	Document
List of final year students with seal and signat	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
200	195	198	200	200

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
488	519	547	582	574

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
39	36	36	35	30

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
49	49	49	49	49

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
88	140	95	92	228

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Institution follows a predetermined syllabus set by the panjab university, chandigarh. The Institute innovates within these established academic structures, committed to providing holistic development for all students. Every year IQAC plans and prepares academic calender of the colleg keeping in minds the calender of university. Academic processes are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions.

The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process. Teachers are regularly updating their knowledge through active involvement in faculty development programmes. Experiential learning through internships projects and field trips is specifically facilitated. College is offering some add on certificate courses. These courses imparting life skills and providing opportunity to students for hands on experience and building bridges with the world of work.

Organization of workshop, seminars and conferences by the college is also the part of planning and/or reviewing, revising curriculum. For this, experts in the field of Education are invited from different areas of the country. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material (e-content as well as printed journals etc.) for students in the library. In case, available resources are not sufficient for maximal learning outcomes, it is reported to the librarian who ensures a quick follow up of the demand.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 86.9

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
39	39	41	40	40

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	47	46	46

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0.52

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The institution enables the students to acquire the knowledge and the skills through innovative techniques and hands- on experience such as internship, field engagement, field trips, laboratory work, etc. Faculty of

the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations and use of audio and video weblinks for clarity and understanding of each subject prescribed in the curriculum. These strategies further chisel their skills of teaching during internship programme. Not only knowledge of the curriculum as prescribed by the affiliating university is provided but also value- added courses also equips the students with the different skills and values.Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies.Through various seminars, workshops, value- added courses, the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio economic status, ability, age religion, belief or political belief. Institute familiarizes the students with the diversities in the classroom. Diversity in the classroom does not just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. The ways which helps in encouraging the culture of diversity in our college are:

- Examining our teaching methods
- Get to know our students
- Be willing to address inequality
- Connect with the parents and community
- Meet diverse learning needs
- Support professional development oppurtunituies.

Students are made aware of functioning of schools through various activities of field engagement programme and pre internship programme undertaken in the respective schools. During internship programme, students are also made familiar with the assessment system prevailing in the school.

Evaluation policy of government and private schools in different areas with respect to different boards is also observed. Curriculam helps in providing good opportunities to students to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institute is following the curriculum in a way as to provide varied experiences to the students. The institution not only imparting the knowledge to the students, but it also equips them with necessary pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill teaching practice at micro and macro level. Students are provided the platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding.

During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. In the course of practice teaching , the students teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, in conducting morning assembly, arranging sports events, annual day celebration etc. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 216.8

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 8.16

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	51	51	51

File Description	Document
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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..

Response:

The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their admission is based on academic merit and observation of relevant reservation policies of the government. During the time of admission, Principal interacts with the parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program. Teachers, before beginning their courses, informally get the pulse of the students in the class, their knowledge about the course and their comfort level with various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learners. They are provided an appropriate learning environment with the support of peer learning and modification of teaching methods based on the needs of the students. Tutorials are taken by the teachers as per the needs of the learners. Students with good co-curricular skills are identified through 'Talent Hunt Program' organized by different Houses of the institution and are nurtured to further gear their talents. Slow and advanced learners are identified and special measures are taken to enhance their abilities. Special care is taken by the faculty in monitoring the performance of slow learners. As regard advanced learners, they are given activities and tasks according to their capabilities. The learners are encouraged to read reference books of their choice related to their course and also actively participate in various college events like organizing sports day, managing and organizing morning assemblies etc. They are also encouraged to take part in research related activities. The Institute also has a robust student academic counselling process. Further, during the course of study, groups of students are assigned to a faculty for counselling. The counsellors monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impede their academic success. To educate the students with curriculum, examination rules, minimum academic requirements such as attendance etc., students are briefed about the other activities such as research and development, NSS activities, etc.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)

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 1. Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 8.85

2.2.4.1 **Number of mentors in the Institution**

Response: 27

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Response:

The academic plan of Guru Ram Dass B.Ed. College is learner-centered. The goal is to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present day problems. Various academic courses are available in our college namely, M.Ed., B.Ed.. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, classroom seminars, group discussions, project work, assignment work, field visits and case studies. Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is always on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking. The college organise extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks. The college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, Mathematics.

PARTICIPATORY LEARNING: This is one of the best learner-centered approaches being used in the college. Students actively participate in various activities such as: - 1.Classroom seminars 2.Group discussion 3.Debates 4.Quiz method 5.Art and drama in education 6.Field visits 7.Project work 8.Case studies

The college gives priority to the holistic development of the students outside the classroom through cocurricular, extra-curricular and field-based activities. In order to promote interest in their field of specialization, students' forum, committees are organized which function regularly.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 84.66

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	29	32	16

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 239

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Response:

A mentoring system is well in place in our college where each teacher constantly mentors students on academic, professional and personal fronts. Many students who needed assistance in personal/academic/professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully.

Mentoring Catering To Student Diversity

Our college offers various opportunities to welcome diversity in mentor-mentee relationship. The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, gaps, if any, are identified by the teachers which are removed by the Bridge courses that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses. The key areas of the bridge course are ICT, Art and Craft, Language Proficiency, Library Resource for Research and Basic Statistics. The college also offers various value-added courses for the students to further gear the students' interest and intellectual ability.

Working in teams

Working in teams has always been an integral part of our institution. Teachers provide guidance and full support to their students and establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Many students are engaged in developing e-content. For instance, creation of website, uploading content on various e-platforms, e-blogs etc. Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festival, tutoring etc.

Keeping abreast with recent developments in education and life

There is also a provision for teachers to improve their professional competencies. Staff members are

encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organisations. Teachers in turn motivate their mentees to present various seminars and take part in various debates, declamations and symposiums. Every student is encouraged to use the latest technologies. They are provided access to the computer laboratory and have access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education. Many students are motivated to construct knowledge on their own by developing and uploading e-content on various e-platforms.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

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

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

Response:

Response:

The college plays a vital role in inculcating various skills like innovation and creativity amongst students in tackling their assignment projects and other tasks. Students are encouraged to think critically and be innovative and creative. Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing and facilitating knowledge development in students. Teaching pedagogies have

been altered over time to facilitate innovation. Use of ICT enabled devices by the college helps in producing effective teaching learning outcomes. All disciplines in the college have taken initiatives to make teaching-learning process more live, learner-centered, student-centric and proactive. There is provision of full-fledged computer lab which provides the students proper access to the internet connectivity and various other facilities for effective-teaching learning.The various innovative teaching methods that our teachers follow to make their class more interesting are:

Use of Google Classrooms and G-Meet: The faculty of the college use Google class room and GMeet to deliver the course content in an effective way.

Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. They are motivated to construct knowledge on their own. Many students are engaged in developing e-content. For instance, creation of website, uploading content on various e-platforms, e-blogs etc.

Field-visits: The College also organizes field visits or projects for the students in order to promote participative learning.

Seminars: The College also organizes workshops, seminars, conferences, extension lectures in order to develop creative and innovative minds.

Literary competitions: The College encourages students to participate in various literary items like quiz competitions, debates, declamations, elocution, poem recitation etc.

Use of ICT: The College promotes the teaching-learning process through effective use of PPT's, projector and multi-media and various equipments in the laboratory.

Preparation of lesson plans: All the disciplines in the college endeavor to develop creative and innovative lesson plans by the pupil-teachers under the guidance of faculty members.

Project based learning: Students are allotted one or the other project during their course of study which they complete by following the maxims of teaching learning process. It helps to nurture their creativity and innovativeness among the students.

Brainstorming session: It is a group creativity in which efforts are made to find a solution to a specific problem by gathering a list of ideas contributed by its members.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: E. None of the above

File Description	Document
Data as per Data Template	<u>View Document</u>
Any other relevant information	<u>View Document</u>

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

    1. **Teacher made written tests essentially based on subject content**
    2. **Observation modes for individual and group activities**
    3. **Performance tests**
    4. **Oral assessment**
    5. **Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	<u>View Document</u>
Data as per Data Template	<u>View Document</u>

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<u>View Document</u>
Data as per Data Template	<u>View Document</u>
Link for additional information	<u>View Document</u>

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

    1. **Planning and scheduling academic, cultural and sports events in school**
    2. **Planning and execution of community related events**
    3. **Building teams and helping them to participate**

4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: E. None of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: C. Any 2 of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Response:

Internship programme

> Internship programme is systematically planned, involving the school staff and teacher educators. The practicing schools are selected on the basis of the proximity of the student teachers' residence to the school, availability of basic infrastructural facilities and type of school (Government, aided, private, public). The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

> The teacher in charge of internship programme with the consent of head of the institution organises orientation-cum-consultation meetings with the school principals. The list of participating teachers is sent

to the co-operating schools. The school teachers are requested by the faculty members for allotment of syllabus.

> Before the commencement of internship, detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and communitybased activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. A few such activities are suggested below:

·Analysis of school syllabus and textbooks.

· Observing the classroom teaching of regular teachers as well as peer student-teachers.

· Preparation of case study of the internship school and the innovative activities that the school undertakes.

· Preparation of Lesson Plans, Unit Plans, Question papers and other Assessment Tools.

· Mobilisation and development of teaching-learning resources.

· Preparation of a diagnostic tests and organisation of remedial teaching.

· Undertaking action research project on at least one problem area of schooling.

> Lessons are observed by the Teacher Educators at regular intervals and our Teacher Educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Feedbacks are collected from mentor teachers and heads of institutions by the teacher educators. Necessary instructions are given to the student teachers based on the feedback received.

>The task of Teacher Supervisor/Mentor is to assess the student teachers activities along with the guidance to be offered. The Teacher Supervisor evaluates the copies of the student teachers from time to time. The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is duly certified by the head of the practicing school.

> While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in government, private, rural and urban schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 3.7

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 57

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

Role of Teacher Educators

The internship lasts for 17 weeks (Pre-Practice 2 weeks, School internship 14 weeks and Post-Practice and Evaluation 1 week). Two composite discussion lessons and 60 lessons in each subject are prepared by interns. During entire internship, teacher educators monitor all the activities at regular interval and provide at least sixty percent suggestive feedback on their respective subject files. They verify whether the students rectify the correction given in the previous observation. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees on the following basis: 1.Use of qualitative Teaching aids 2.Use Innovations Techniques 3.Use of innovations in preparation of lesson plans with respect to pedagogy and teaching aids 4.Checking of Answer Scripts 5.Formulation of School Time table 6.Overall Conduct 7.Maintenance of attendance register, admission register, result records, stock registers etc. 8.Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report 9.Reflective Journal writing 10. Correction of home-work notebooks 11. Construction, administration and analysis of one achievement test on different objectives (eg. Bloom's taxonomy) 1.Action research on a child with deviant behavior : a case study

Role of School Principal

During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. One teacher of the college is associated with each school for guidance to the students. During their stay in the school, the students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities.

Role of School Teachers

The student teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers

Peer groups observe at least 20 lessons (10 per subject) delivered by each student teacher and provide feedback which helps the student teachers to be aware of their strengths and weaknesses. During internship programme peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Link for additional information	[View Document](#)

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 71.84

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 2.84

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 1

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 0.26

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

Response: 10

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Response:

Staff members are permitted to attend the orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. After these programmes, the institute organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues in

the form of seminars. Seminars have been conducted on the following topics such as:

1.Communication Skills

2.Action Research

3.Case Studies

4.ICT Enabled Teaching and Learning

5.Development of Modules for Instructional Strategies

6.Integration of Value and Peace Education in Teaching Practice

7.Instructional Strategies for Science and Social Sciences Teachers

8.Stress Management

9.Soft Skills

10.Development of Internship Module for School Internship.

Staff is sent as resource persons to seminars, workshops, etc at the University, colleges and schools and also acts as resource person in the college activities.The staff members are encouraged to present papers in seminars and workshops at national, international and state level. For this management provides them duty leave. The management encourages writing books and articles and publishes them for the college. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books.

Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation in university examination etc. Every year some of our faculty members are deputed by the affiliating university as members of various committees.

For professional or career development the institution encourages the faculty to enhance their qualification. The staff members are free to avail the opportunity of pursuing higher studies through FDP (Faculty Development Programme). They, upon completion of PhD, are given advance increments as a sort of reward. The best performance is also appreciated in meetings and on public address system. The staff is also encouraged to appear for NET exams if it is required.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response:

The students of all courses (B.Ed., M.Ed.) are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. The concerned subject teacher makes it explicitly clear to the students, the parameters of internal evaluation.

Examination Scheme for B.Ed.

The purpose of evaluation system is to improve knowledge, teaching competency and performance skills of the student teachers. All lesson plans for classroom teaching by each student are assessed by subject teachers, peer group and school teachers on a daily basis. All lessons are thoroughly planned, corrected, rewritten, and signed by teachers before demonstration in schools. Scheme of internal evaluation of students learning for theory papers, school internship programme, field engagements with community and CP (curriculum and pedagogy) is provided on

School Internship

The student teachers prepare 2 discussion lessons and 60 lessons in each subject i.e.;40 Herbartian based, 3 model based, 5 lessons on ICT integration and 8 diary lesson plans and 4 unit test based lesson plans in each subject. An evaluation Performa (Rubric) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

Examination Scheme for M.Ed.

The performance of M.Ed. students is evaluated continuously and comprehensively.

Internship in Teacher Education Institution

4 weeks internship in a teacher Education institution is compulsory. Interns are evaluated at the institution level by the teacher educators on the basis of the following activities:

a) Performance in teaching B.Ed. Classes

b) Performance in 2 demonstration lessons.

c) Resources used during teaching program.

d) Observation/Reflection of at least 10 lessons delivered by peer group.

e) Field report.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

The Institution appoints Nodal Officer, Examination Clerk for smooth conduct of Examinations. The students can approach the Teachers, Nodal Officer cand Principal to redress the examination related grievance as per the requirement. Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations.

1. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.

2. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.

3. The corrected answer sheets of the students are distributed to them for the verification and if any discrepancy is found it is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board.

4. Day to day performance of the students is assessed which includes regularity, performance, viva voce and the promptness in submitting the record.

5. The students have the freedom to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism. The Principal and faculty in charge keep an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

6. Review on the question papers are made by faculties to find out how tough the question papers are and the feedback is given to the department Head.

7. The revaluation is applied for answer scripts and the re-evaluated marks can be obtained during the announcement of revaluation results of the same semester.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Response:

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, dates of semester examination

etc. It is also published on website of the college and displayed in the Principal's office. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, an Examination committee is in place which monitor overall internal assessment process. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University.

The schedule of external examinations is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule. The same is communicated to the students well in advance. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation.

1.Preparatory Exams are conducted every year before the university exams.

After assessment the answer scripts are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers. The Principal conducts curricular and extra- curricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedule of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before the university examination.

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

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Response:

PLOS AND CLOS IN ACCORDANCE WITH TEACHING LEARNING PROCESS

The learning effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes).

The programmes offered by college cater to multiple interests of the student which aim at imparting knowledge and skills for building their competence and personality. In fact there is also an emphasis on the holistic development of the students as the learning outcomes focus on imparting values and ethics and on

enhancing their interpersonal and communication skills. The syllabi of all courses with the programme learning outcomes and the course learning outcomes are displayed on the College website.

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in their programme outcomes and course outcomes.

The activities of the college are scheduled in the academic calendar published at the beginning of the year. The calendar is prepared after consultation with all faculty members and they then decide about the schedule of events. All-important announcements such as timetable, date sheet, submission of award lists etc are put up on the notice board well on time. The syllabi are completed and examinations are conducted and on the basis of results merit holders are felicitated at college level. The college also offers some add-on courses for the development of students.

The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers in the following ways:

Continuous internal assessment is taken regularly and student's marks are recorded which helps to predict their academic progress. End semester house test and final exams also help to ensure alignment of stated outcomes. *Suitable pedagogical approaches are utilized for effective realization of learning outcomes. *Parents are informed on regular basis about the academic performance of their children.*Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs. *Contribution in various literary and cultural programs. *Participation in various competitions such as debates, elocutions, essay writing competitions, quiz tests. *Participation in various class room activities such as group discussions, seminars.* Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps. *Participation in community engagement activities such as visits to Red Cross, Orphanage, Pingalwara and Old Age Home.

The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances effective attainment of PLOs and CLOs. They are encouraged to use experiential learning techniques like seminars, workshops, field visits and internship that helps to evaluate students' organizational and leadership skills which are a component of PLOs and CLOs attainment.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 158.34

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
212	414	440	464	226

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

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

Response:

Response:

The college being affiliated to Panjab University ,CHD.follows the pattern of examination that is framed by them. The end semester examination results are analysed and the desired learning outcomes of students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance. In the beginning of the session, the tutorial sessions are conducted. From the entry level, the progress of student is recorded and maintained along with relevant information by their tutors. The progress of students in both academic as well as nonacademic field is recorded and maintained. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

Compulsory attendance i.e., minimum 75% per semester Paper evaluation is done on time for grading internal assessment Practical work such as assignments are checked and marked on time Based on result analysis, the required remedial measures are taken Students are provided with counselling and guidance programs for improving their cognitive and professional performance The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress. End semester house test and final exams also helps to ensure alignment of stated outcomes. Suitable pedagogical approaches are utilized for effective realization of learning outcomes. Participation in various literary and cultural programs. Participation in various competitions such as debates, elocutions, essay writing competitions, quiz test. Participation in various class room activities such as group discussions, seminars. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps. Participation in community engagement activities such as visit to Red Cross, orphanage,pingalwara and old age home.

During internship, an evaluation proforma (Rubric) developed by the college is provided to the supervisors

for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e. maintenance of registers, action research, organization of co-curricular activities etc.

The college carry out these activities on regular basis in order to maximize and monitor learning outcomes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Link for additional information	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 94.79

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 200

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Any other relevant information	[View Document](#)

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Response:

The institution has made various provisions for assessing student's learning needs.

During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. The institution organizes orientation program for the students at the commencement of new batch every year. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institute.* The institute conducts aptitude test in order

to measure intellectual competencies of students.* A series of talent search programmes in various fields i.e., dramatics, literary and fine arts are organized in order to discover the hidden talent and potentialities of the students.*The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours. *The faculty members coordinate with parents of slow learners so that their needs can be catered to. *Peer tutoring is also provided to serve academic needs of such students. *Mentor- mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. *The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. *During internship, an evaluation Performa (Rubric) developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities etc.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.65

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: E. None of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.03

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.48

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	16

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 32.6

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
30	28	50	35	20

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 0

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 6.48

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	50	25

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

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The institution organises outreach activities for welfare of community and multifaceted development of students. these activities are performed in collaboration with govt. organoization, partner schools and local communitywith the active participation of faculty and students. some oof the activities are:-

NSS

Red Cross Society

Partner schools

The NSS wing of the college organizes camps for students in Villages and nearby communities where students conduct camps, cleanliness and plantation drives and spread awareness regarding health and hygieneand conserving natural resources. college organises road safety activity in collaboration with Red Cross society.

File Description	Document
Any other relevant information	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

Response:

The College, established in 2005, with a campus spread of 6 Acres (approx.) of land, is equipped with modern and functional workspaces and create and excellent ambience and atmosphere for teaching-learning. It offers 3 Courses: B.Ed. (2 Years), M.Ed. (2 years) and D.El.Ed. (2 years), for which infrastructural facilities are provided. The College provides excellenct facilities for teaching and learning as per the requirement of the university and needs of the students. The college has adequate number of classrooms, laboraties, reading room, library and other facilties for the execution of teaching-learning process.

Classroom facilites: The College has 24 well-ventilated and spacious classrooms with green boards, comfortable furniture and wi-fi faciltity. The college has one seminar room with adequate seating capacity, which are used to organize workshops, seminars and conferences. For organizing cultural acitivites, college has spacious one multipurpose hall also. The ICT facility like projector, smart boards is available to enhance the quality in teaching learning process.

Laboratories/Resource Centres Facilities: There are well equipped laboratories for carrying out curriculum oriented activities and research related to the subjects- Science, Psychology, Computer, Computer cum language, Mathematics, Curriculum and Social Studies. There are three resource centres (Art and Craft Resource Centre, Music Resource Centre and Health and Physical Education Reosurce Centre) with adequate equipment and material in the college.

Computing facilities: The College has 35 computers with wi-fi connectivity, out of which 28 are installed in computer laboratories, 2 in administrative office, 1 in prical office, 1 in art and craft lab, 1 at Reception and 2 in library. The Computer laboratory is well furnished with a server and adequate number of systems with high configuration, LAN connection, interned and wi-fi faciltiy both for students and teachers.

Cultural and Sports facilities: The College provides excellent facilites for cultural activities. The institution has well established health and physical Education Laboratory which caters to the diverse needs of the students in sports. The college provides adequate space, sporting equipment and infrasturctural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playground for football, basketball and kho-kho, and for indoor games college provides material and equipment like carom board, skipping rope and table tennis etc.

Other facilities:

- Washrooms for male (7) and for females (9)

- Art and Craft Resource Centre
- Music Resource Centre
- Health and Physical Resource Centre
- Canteen
- Common room
- First Aid
- Access to safe water
- Waiting room
- Spacious Parking
- CCTV Surveillance
- Wi-fi Facility
- Multipurpose Hall
- Seminar Hall
- Playground
- Science Lab
- Mathematics Lab
- Psychological Lab
- Computer Cum Language Lab

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 45.45

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

Response: 5

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 11

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 0

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:

The library of the college was established in 2005, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched in terms of availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations

and newspapers.

The college library also contains digital repository of syllabi, previous year question paper sets, e-dissertations, e-abstracts, Online open access resources, competitive exam resources etc.

The college has also subscribed services of DELNET, which is a digital repository of Indian e-theses and e-dissertations set-up. INFLIBNET Centre, is also made available in open access. These services of e-resources are accessible for students, researchers and faculty of the college; and other beneficiaries who have a liaison with the college library.

It is functional with proper internet and Wi-Fi connectivity. The library provides services like Computerized issue/return, New arrival display, subscription of journals- Print and online, orientation programs for new users, e-resources access for all users in an effective manner. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. All the students and faculty are allowed to access internet free of cost. The college has appointed a full time librarian, one assistant librarian . Proper maintenance of registers is done from time to time.

Library Resources:

Name of Resource	No.
Books	12174
e-Books	3,50,00000
Journals	25
e-Journals	5000+
Magazines	05
Encyclopedias	30
Dictionaries	50
Newspapers	07
Reference Books	868
Theses & Dissertations	300
CDs	300

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

Response:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, research scholars, and faculty for conducting research, writing research papers, other research oriented activities, etc.The college has subscribed services of National Library and Information Services Infrastructure for Scholarly Content [N LIST] which is jointly executed by consortium, INFLIBNET Centre and consortium. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to e-journals and e-books. The college has also subscribed services of which are digital repositorie of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, is also made availability of e-resources in open access. The students, researchers and faculty of the college

- Users can access online journals and e-books as per guidelines (rules) created under e-resource access policy and remote access policy.
- The information retrieved from these e-resources through remote/campus access facility is used only for educational and research purposes and not for any commercial gains.
- If a user is found violating the above-mentioned conditions, he/she is liable to face strict disciplinary action as decided by the Principal of the college

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals

2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.35

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.25	0.24	0.56	0.17	0.51

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.34

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 20

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 15

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 18

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 25

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 17

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

> 1.Relevant educational documents are obtained on a regular basis
> 2.Documents are made available from other libraries on loan
> 3.Documents are obtained as and when teachers recommend
> 4.Documents are obtained as gifts to College

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Response:

To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus.

- The college has 26 classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors.
- There are 35 computers in the college which are loaded with latest versions of essential software. The installation of anti-virus periodically, formatting of computers and replacing of hardware is done timely. However, for any major damage, computer technicians and service providers are hired for the up keeping and replacement.
- To meet ICT needs, the college was using CONNECT broadband internet connection. The available bandwidth for CONNECT broadband is 100Mbps. The college provides free Wi-Fi facility to all stake holders.
- The college has its own youtube channel [Guru RamDass B.Ed. College Jalalabad(w)] which is regularly updated. The users can go and find the digital resources are as per their need.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2 Student – Computer ratio for last completed academic year

Response: 6.83

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 28.56

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
24.09	39.25	39.78	37.12	43.40

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads and concerned members discuss these issues with the principal.

The classrooms are laid out with adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment. Stock registers are maintained for every laboratory. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Both computer laboratories have adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. Free access to internet is provided to faculty and the students.

The college library is well maintained in tune with the changing academic needs of the students. Library

committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

The college campus is maintained by the maintenance committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, electric work, plumbing and water tank etc. is maintained on daily basis. In case of disruption in power supply, the diesel generator having a capacity of 10KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. For any repair beyond the scope of college administrator, external agencies are called.

Sports Committee takes the responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students. The maintenance of the sports courts, playgrounds is done on regular basis.

The green cover of the campus is well maintained by full time gardeners appointed by the college. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. are done by supporting staff who are made available during day time in all days.

File Description	Document
Appropriate link(s) on the institutional website	View Document
Link for additional inflrmation	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0.91

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	3	1

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 3

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 6

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 5.54

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	11	17	21	4

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The College has a Students presentative body and it has been aptly named as "Student YSC Association". The student council gives the students a voice - a platform to be heard. Through it, they involve themselves in multifarious duties that the college demands of them.

• President

• Vice President

• Secretary

• Joint Secretary

• Class representatives

The members of the council are elected as per the Panjab University rules. A due process of selection is followed according to which at an initial level forms are filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly. Major Activities of the Student Council include:

• To assisting maintaining Discipline, Conducting Assemblies and functions acting as a link between faculty and students, conducting functions, reporting issues demanding attention, representing students where needed, act as aides to the Principal, dedicated service towards the college, etc.

• To bring to the notice of concerned authorities, the problems, and difficulties faced by the students

• To express views regarding the overall working of the college and its improvement.

• Funds are provided as per the needs.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 9.4

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	7	14	07

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The alumni association registered in the year 2022. But it contributes significantly in the year 2021, 2020, 2019, 2018 at the college level for the development of institution.The alumni association regularly organize get together events that enable old and new to connect with each other, the current batch of students, as well as the faculty members and other staff, the events are filled by various fun and entertainment programs.Current students welcome and entertain alumni through various song and dance performances and small games . Alumni also take turns to regale students ,faculty and staff by sharing their memories of old days , work experiences finally the events ends with a lavish dinner party .

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3.   Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Documentary evidence for the selected claim	[View Document](#)
Any additional link	[View Document](#)

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 1

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

Alumni association plays crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, learning resources, organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

Vision Statement

Our college will be a world leader in the integration of
* To uplift standard of teaching, learning and research.
* To become national epicentre of knowledge, culture and skills.
* To develop scientific approach and performance culture among Teachers Trainees.
* To act as catalyst of change by providing state of Art Infrastructure in academic and Co-curricular excellence, learning and evaluation, interaction with stake holders and community.
* To continue expanding and exploring locally, nationally and globally.

Mission Statement

* To provide a wide range of instructional, teaching, learning and research facilities.
* To promote innovation in teaching learning evaluation and research.
* To create ignited pool of humane teachers.
* To participate in problems and concerns of society.
* To inculcate moral and spiritual values for growth of healthy, peaceful and gender just society.
* To prepare and equip the teacher trainees with necessary virtues skills for facing the challenges of life.
* To promote all round development of teacher trainees.

Nature of Governance and Prespective plans

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration . Guru Ram Dass B.Ed college delegtes authority to the Principal of the college ,who in turn shares it with different levels of functionaries in the college .The Coordinators and Teachers In-charge of various committees and cells along with the non-teaching staff and students work in tandem and play an important role in determining the institutional policies ,perspective plans and implementing the same.

Furthermore, faculty of the college play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision making process . Various cell and committees are instituted fo the day to day functioning of the college .Some of these committees are the Academic Committee ,the Examination Committee, the Admission Committee etc; they enjoy considerable administrative and academic autonomy in running their disciplinary part of the committee.

 In the preparation of the Perspective Plan, IQAC of the college has taken initiatives to obtain Inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the

college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Response:

Guru Ram Dass, B.Ed College ,Jalalabad [w] practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers in-charge of the various cells and committees in the college.

The following committees and cells are operational in the institution to implement various activities:

Academic Committee

Research Committee

Anti-Ragging Committee

Admission Committee

College Discipline Committee

Library Committee

Examination Committee

Sports Committee

IQAC Committee

Cultural Committee

Placement and Career Counseling Cell

Internal Complaint Cell

SC/ST/OBC and Minority Committee etc.

The ways in which coordinators and teachers in-charge of different cells and committees participate in the Management Process is as follow:

The Principal of the college oversees the activities of various committees and cells.

Academic committee is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.

Academic committee often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures, and inter-college exercises.

Academic committee is at liberty to introduce creative and innovative measures for the benefit of the students. Cultural committee organises all the functions and morning assemblies in the college.

Examination committee prepares date sheet and conducts two house tests in a semester and prepares internal assessment of students.

IQAC does the planning and evaluation for quality assurance in the college and organises meetings periodically, throughout the year.

Participative Management

Planning and Development: Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by Guru Ram Dass B.Ed College,Jalalabad[w]. For salary, salary- module of e-governance is used to prepare salary and upload salary slips. It keeps the record of all personal details of employees. Academic calendar is pre-planned and is uploaded on the college website.

 Administration: The administrative activities involve maintenance of records related to infrastructure, faculty, support staff and students, inventory etc. of the college. Service books of the faculty members are updated.

Student Admission and Support: During the admission time, complete details of student i.e. personal data, qualification, fees deposit etc. are saved .

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response: Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transactions. They plan and perform procedure to obtain the reasonable assurance about whether the financial statements are free from material misstatements. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report"

Transparency is also followed in academic functioning of the college. All the guidelines given by PUCHDand UGC are followed. Before the commencement of the session, college academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Greater use of technology is encouraged to enhance teaching- learning process Periodical tests and house tests are scheduled regularly to assess the progress of the students. At least two house examinations are conducted before the students appear in the final examination conducted by the university. There is an Examination coordinator who takes the responsibility of submitting the student applications for the exams, prepares date sheet, manages seating arrangement, maintains the record of absentees and also prepares the question papers. The examination coordinator works with examination committee of the institution to complete the examination process smoothly.

The results of students are also uploaded on college website. The Principal is responsible for overall administration and academic functioning of the institution in keeping with policies of the management as well as the mandatory regulations.

All the Administrative activities are also fair and transparent. Every activity related to purchase and accounts is uploaded on e-governance. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained on e-governance. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by affiliating university. Admission processes of various courses are based upon previous merit of the students.

Library is partially automated e.g. records are maintained online for issuing and returning of books. The process of book selection, purchase and accessioning the same after purchase is done by the librarian of our college. The classification and cataloguing of books is ensured with proper maintenance of books, journals, periodicals and newspapers.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The institutional Strategic plan is effectively deployed The extensive goals of Perspective Plans are associated with Guru Ram Dass B.Ed College,Jalalabad[w] that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development.

The college management gives liberal freedom and tractability to the Principal together with the department committees to lead all the academic activities in the college .They regularly meet and take necessery steps to formulate and implement strategic plans of the institution .Mentorship is introduced in all the departments and it is commendably supervised by the Principal and Vice -Principal .They invite suggestion from senior staff and to study the impulses of the institute in general and take steps for further improvements as far as they are within the capacity and recommend the management for modifications.The following strategies are adopted by the institution to monitor and evaluate policies ;

Regular meetings of the councils (Governing council,Managing council,and IQAC)

The feedback system (regular feedback from Stakeholders,Alumni Members,Staff and Students)

Periodical Academic Audit Team visits to the department (Twice in a session)

Regular visits of the Principal and Vice-Principal to the department .

Heads of the departments monitor the system of each department regularly.

Annual Evaluation and Presentation by each department and Programme Committee Coordinators regarding their activities .

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

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.

Response:

Policies: College has well defined policies related with different running programs. This College has autonomy for policy making but it should abide by the rules of management governing council. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also institutes scholarships, endowments, fellowships to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research & e-governance, divinity and extension activities etc. which make their policy by periodic meetings with principal.

Administrative Setup: Guru Ram DassB.Ed College has a well-defined organizational structure. Our Governing Council reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. E-governance of college is the best example of transparent administration, as each action related with the college is uploaded on the portal like salary, inventory, student record, finance etc. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. All rules and regulations are stated in the service manual drafted by the Governing Council. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of House Test and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Staff members have been designated as Coordinators or members of various committees and cells. Students are involved as active members of the committees and cells.

Service rules: All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointment: Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3 Implementation of e-governance are in the following areas of operation

    1. Planning and Development
    2. Administration
    3. Finance and Accounts
    4. Student Admission and Support
    5. Examination System
    6. Biometric / digital attendance for staff
    7. Biometric / digital attendance for students

Response: E. Any 1 or none of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Response:

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee etc.

The Cultural Committee of the college holds various meetings of Teaching and Non-teaching staff for organising several programmes.

A series of meetings of teaching and non-teaching staff was convened and it resolved the outlines of the programmes to be organised. The Principal obtained the approval for the resolutions and the consent for the organisation of programmes from the Management.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Yes, the institution has welfare measures for both teaching and non-teaching staff.

Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc.

Yoga camps are organised from time to time.

Duty leave is provided for attending Workshops, Orientation course, refreshers courses .

Research facilities are available for teachers pursuing their Ph.D.

Fee Concession is provided for wards of the staff studying in the college.

Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund.

Staff can avail vacation leave, 20 days of Casual leave, Earned leave, Medical leave, and Sick leave.

Ladies teaching and non-teaching staff can avail maternal leave .

Festival bonus for non teaching staff.

Staff is allowed to use college ICT facilities for their research work.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 2.27

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	2	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Link for additional information	[View Document](#)

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 10

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	3	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Link for additional information	[View Document](#)

6.3.4 Percentage 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

Response: 1.14

6.3.4.1 **Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Link for additional information	[View Document](#)

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The

objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

. Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases:

their academic qualification , research experience and training ,worked on research projects or carried out, publications : published papers in journals , book publications , chapter published in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .Evaluation experience includes: paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response;

The institution has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an on-going continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

Hence, every income and expenditure has an internal check and internal audit. Then periodically internal auditors do internal audit verifying the related receipts, vouchers, ledger postings etc. and the external audit is also done by auditors by an authorized C.A.. The system of maintaining accounts except petty cash is done by bank transactions thus ensures internal check and balance of accounts.

 The external Certified Charted Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly.

File Description	Document
Report of Auditors of last five years signed by the Principal	**View Document**
List of audit objections and their compliance with seal and signature of the Principal	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**View Document**
Data as per Data Template	**View Document**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**View Document**
Link for additional information	**View Document**

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Institutional strategies for mobilization of funds:

The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various

agencies like UGC, MHRD, NCTE etc. The Institution and faculty apply for various projects and developmental schemes announced by these funding agencies.

The college mobilises funds for its regular activities from various agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives.

The IQAC committee always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources. The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors.

Optimal Utilization of Resources:

The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill based courses. Each and every single rupee received, is spent using proper channels, such as quotations, e-trending, discussion with consent of committees and Cheque or on-line payment system.

Optimal Utilisation of Resources:

1. Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.

2. Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilisation of resources.

3. Accounts and Audit: All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell. As soon as the IQAC was established in the college in 2009, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra-curricular activities.

From 2009 onwards, IQAC was constituted with the following goals;

Communication of information on the various quality parameters of higher education.

Development of quality benchmarks for the various academic and administrative activities of the institution.

Documentation of the various activities leading to quality improvement. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes.

Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

The institution would like to high light the following activities of the IQAC:

Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators

Improved teaching-learning and evaluation process

Effective delivery of curriculum and enhanced usage of ICT tools

Establishing/introducing more Under Graduate and Post Graduate Teacher Training Programs

Organising Seminars/Workshops/Conferences and Endowment lecture series

Recognizing and felicitating distinguished alumni

Organizing staff training programmes

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Response:

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms.

Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year.

A good number of faculty participation in syllabus revision workshops enhances the preparedness for effective teaching learning in the classrooms.

Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses like compulsory/elective/add-on/remedial etc. on one hand and schedules of co curricular and extracurricular activities on the other.

The most commonly used methods are projects, internship, field visits and ICT based teaching including LMS like Google Classroom. For further enhancement, many faculty members prepare specialized tools such as workbooks, practical handbooks, blogs, etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.

Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each semester. In addition, the college calls parents' meetings.

The parents are invited to the college for a discussion with the teachers in the presence of the students. During such meetings, the teachers share with the parents their observations about the studies and behavioural patterns of the student. Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the IQAC.

The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes.

As a quality measure, academic audit is also conducted by college . IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance.

The success of this effort is seen in form of number students getting university ranks, and other research competitions, placement in organisations within and beyond state and high rate of progression along with higher percentage of result.

Some quality-enhanced measures taken by college are:

eHigh Performing students are paired with the low performing students to achieved desired learning outcomes.

Delivery of Demonstration lessons by high performing senior students to juniors Participation in various Co-curricular activities.

ICT usage in teaching-learning process.

Tutorial Sessions for high Achievers.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	**View Document**
Link for additional information	**View Document**

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 0

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Response:

ACADEMIC INITIATIVES

- Up gradation of computer lab with new purchased computer systems
- Psychology lab was upgraded with new psychological tests and new computer system with Wi-Fi facility.
- Smart board for effective teaching learning environment is installed in Technology Lab.
- Value added courses have been introduced by the college.
- College website has been redesigned.
- College library is upgraded with new books of different teacher training programs Preparation of time-table as per the guidelines of academic calendar.
- Faculty uses techniques like team teaching, role playing, project method, ICT-based teaching and flipped classroom through well equipped classrooms and laboratories
- Organised various extension lectures/ workshops/ seminars for creating general awareness and enriching knowledge of the staff
- Faculty members are encouraged to conduct research in field of education
- Faculty members are encouraged to participate in Refresher/ Orientation/ Induction training program for their professional and personal growth.

Administrative Initiatives

- Training sessions regarding new policies initiated by management from time to time.
- Yoga training for stress management
- Soft skill training
- Staff are encouraged to attend workshops and training program

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - 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

Response:

Response:

The institution's "Energy Conservation Cell" resolves its energy conservation policy with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of 'Discipline Committee'.

Policy Statement

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Policy Objectives

To promote awareness to increase and encourage minimization of energy waste.

To ensure realistic and comprehensive reduce of energy to save energy usage cost.

To improve energy efficiency through consistent, safe and secure methods.

To ensure safe handling and minimize wastage by facilitating repair and reuse.

To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.

To assure acceptable indoor air quality and natural light facility.

Action Plan

Extension lectures of persons with expertise in the area to promote awareness about energy conservation in order to increase and encourage minimisation of energy waste.

Periodical meetings of Energy Conservation Cell and College Discipline Committee regarding orientation of rules, regulations, facilities and observations.

Well-designed building to maximize the use of natural light and ventilation.

Sensitization of staff and students to turn off lights /fans when not in use.

Air conditioners are used only when necessary.

Use of modern more cost-effective LED lights.

High voltage conventional CRT monitors have been replaced by TFT/low power LCD monitorsin all the laboratories and offices.

Preference to outdoor games, open gym facility for both students and staff

Preference to Energy-efficient Appliances with Timers and Energy Star Ratings which consume less energy like Split AC instead of Window AC, 4-Star Rated Refrigerator and Microwave, etc. Floor-wise master switches for each room to shut down power of entire room when not in use.

The new Academic Block under construction is also more energy efficient with highly structured building, low-energy LED lighting, etc.

Use of alternate sources of energy for meeting its power requirements

The institution has the facility of Solar Energy with 2 kwt Rooftop Solar PV System as analternate source of energy.The electricity generated through this plant is first sent to Government Electricity power house then the institution consumes the power sent by the Grid according to its consumption.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Response:

Our institution realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The institution's *"Waste management Cell"* resolves its *'Waste Management Policy'* with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college *'Beautification Committee'*. The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the college i.e. Principal, staff and non- teaching staff, students.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation

mechanism at the source. It applies the motto*, to reduce, reuse, recycle and recover* waste products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.

Policy Objectives

- To ensure that waste management is performed in accordance with all waste.

- To minimize waste generation at source and facilitate repair, reuse and recycling.
- Disposal of wastes in a cost effective manner.

- To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.

- To promote environmental awareness in order to increase and encourage waste minimization,reuse and recycling.

- To invest into the expansion of recycling opportunities in the college and transform waste into value added products.

- To ensure the safe handling and storage of wastes in the college.

- To provide appropriate training and code of conduct for staff, students and other stakeholders on waste management issues.

- To promote holistic approach of waste management in the campus.

Action Plan

The Institution takes following significant initiatives for waste management.

- Extension lectures of persons with expertise in the area to promote awareness about waste management in order to minimize waste management issues.

- Periodical meetings of Waste Management Cell and College Beautification Committee regarding orientation of rules, regulations, facilities and observations.

- Cleaning/waste management facilities are provided and looked after by beautification

- Procedures are adopted to dispose obsolete and unusable items preventing accumulation of junk and allowing optimum utilization of space.

- Use of paper for routine correspondence is discouraged; notices, order, circulars, etc. are issued electronically through e-mail or e-governance.

- Extreme care is taken in disposing e-wastes.

- Different colored *Waste Bins* across the campus are placed at strategic locations and every lab

maintains separate bins for wastes.

- Safe disposal of hazardous waste which cannot be recycled or reused is adopted depending upon waste category.

- Vermi- composting to use biodegradable waste collected from the campus.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Response:

The institution following the motto Reduce, Reuse and Recycle, took subsequent steps in the above mentioned context.

Cleanliness and Sanitation

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of '*Body, Mind and Soul'*.

Initiatives:

- Organisation of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on*'3R's- reduce, reuse and recycle'* policy to avoid clutter in campus.
- *'Cleanliness Drives'* such as picking up litter in and around the college, cleaning labs and classrooms, performing plays on cleanliness during assemblies.
- *Drawing and poster competitions, slogan competitions,* etc.
- Cleanliness activities as part of community service under NSS scheme.
- Removal of the broken, waste and unusable material.
- Workshops and interactive sessions on reuse and recycling of waste materials in and outside the campus.
- Mass pledge by students and staff members for maintaining cleanliness in and outside campus.
- Posters and instruction boards displaying habits of cleanliness.
- Tutorial Display board with news, quotes, thoughts, etc. on hygienic lifestyle.
- Discussions in tutorials to share ideas on cultivating habits of cleanliness in daily life.
- Interactive sessions with experts on the importance of clean water, decent toilets and good hygiene.
- Skits on theme save water in tutorials and assemblies.

Green Covers and Pollution free environment

Our College also makes efforts to spread awareness among the students regarding pollution free environment with following activities:

- Entire campus has four well maintained lush green gardens having approximately 1,000 trees and plants.
- Every year 'Tree plantation' is carried out to increase green cover.
- Instructions to turn off the lights when not in use.
- Recycle and reuse of waste papers.
- Minimum use of plastic bags in the campus.
- Use of fans instead of Air Conditioner most of the time.
- Choreographies on theme 'Importance of Trees' in morning assemblies.
- The students learn to reuse plastic grocery bags for other purposes like to grow plant seedlings, to store old clothes and books, to make doormats, etc. in best out of waste workshops.
- Presentation of "Plant-Saplings" to invited guests.
- Joining of 'carpool' by the staff members and students to save fuel and reduce its cost.
- Use of own ceramic cups at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.
- Encourage senior students not to throw away their notes and books at the end of the semester, rather donate in the college library or their juniors so as to avoid paper wastage and energy.
- Plantation drive during teaching practice.
- 'Print little' promotion with paperless office and the continuation of E-governance practice by the management.
- Maintaining carbon neutrality through 'Plantation Move' by NSS students inside and outside college campus.
- Celebration of 'World Environment Day' with the theme, 'Reduce, Reuse and Recycle'

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.09

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.19	0.07	0.09	0.07

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

- The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge. The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste, Seminar on Good and Bad Touch *in Internship practicing* Schools.
- Provides opportunities to work together with neighboring schools and community members by helping in providing them resources and facilities for use which directly fosters *social connectivity,trust, bond, and network* between students and communities. For example; Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day,
- Promoting biodiversity through energy conservation, waste management, greenbelt in campus, conserving water through rain water harvesting, etc.
- Organization of extension lectures and seminars on Road Safety and Traffic Rules, SwatchBharat, Religious Equality, AIDS and Human Rights Day, etc. to make students aware about the environmental issues, social burning issues. These lectures make a connection to and a responsibility for their local environment.
- Organization of Cleanliness Drive to encourage students to clean their local surroundings.
- Students are also assigned projects on 'Tree Plantation' and "BetiParadhoBetiBaccaho". This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- Field trips are arranged to make students aware about the places and environment around them and provide opportunity to work with local people to understand their problems.
- Visits in museum, historical monuments to make them familiar about their own culture, history and other cultures and develop respect for their heritage.
- Institution organizesculture heritage program, youth fest to provide our society great artists in different fields.
- The Institution 'strengthens ties with the Community and help the Marginalized' by raising relief funds many a times with the help of staff and students.
- Institution organized and participated in blood donation camp for social welfare.
- Institution organizedvisits to orphanages and old age homes for community service and developing values among the students.
- Develop a system that facilitates home-school-community communication. To fulfill this purpose our institution arranges alumni meets, assemblies, parent teacher meeting, etc.

Institution has linkage with other educational bodies, NGOs .Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice. Many teachers and students visit orphanage, slums, rehabilitation centers, schools for disabled and work their voluntarily.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

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

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Response:

BEST PRACTICE -1

TITLE: ICT for effective Teaching-Learning

Objectives: To:

- provide access to authentic ICT resources and virtual "space" for learners
- promote child centric technological methodologies
- share contents, assignments, questions, readings and grades online

- enhance student networking

Context:

Most significant development- online teaching-learning attributed to the impact of Information

Technology is a way to ensure effective institutional functioning and blended learning.

Practice:

- Recorded lectures and live lectures by Faculty
- Use of apps like WHATSAPP, Google Classroom, Meet, Zoom, Telegram, Messenger, E-Blog YouTube, etc.
- Digital Course Orientation Contents, assignments, questions banks, quizzes, lab manuals and relevant articles, research and current knowledge are posted digitally
- Submission of assignments in Google classrooms
- Availability of E-journals and e-books
- Language lab and communication skill laboratory to enhance knowledge in the field of communication and writing skills
- Webinars, Computer based examinations and Web based examination by students and online FDP's by staff
- Technology lab cum Seminar hall, equipped with multimedia and smart board
- Computer lab equipped with computers with latest configuration
- College continuously investigates the advances in ICT and uses innovative ways in supporting teaching and learning process

Evidence of Success:

- Multimedia presentations, you Tube lectures by faculty
- On-line creativities by Students
- Webinars attended by faculty and students.
- Videos, feedbacks, assignment submission, comments and online fee submission
- E-governance

Problems encountered:

Non-availability of smart phones among rural students

BEST PRACTICE -2

TITLE: Improving Mental Health of students through Counseling

Objectives: To:

- promote good mental health of students
- develop insight about their problems and solution
- develop confidence and make them more relaxed
- aware them of their strengths and weaknesses help them in suitable adjustments

Context:

The college follows the "practice of improving the mental health" of its students so that they may get success, happiness, and satisfaction in life.

Practice:

- Guidance and counseling Cell attached to Psychology Laboratory, helps in maintaining students' mental health
- Regular teacher educators with masters in Psychology help the students to develop insight about their problems
- Lab organizes meetings with Psychologists and Psychiatrists from different reputed institutes.
- In sessions, experts guide to look at problems with an objective way, help them to know their strengths and weaknesses without being judgmental.
- Students explore problems and alternative courses of action to solve problems
- They suggest strategies for managing and altering patterns for resetting thoughts and feelings
- Students talk about their stresses, family issues, depression, anxiety, relationship issues, home sickness, identity, loneliness, loss of motivation, pain, problems with food or body image.
- Records are maintained in black and white which provide information to all.
- Evidence of Success:
- Regular attendance in Counseling sessions

Problems encountered:

Separate room to hold counseling sessions

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Response:

Our efforts to be distinctive must be in harmony with our vision, priority and thrust area. Vision of our institution is 'the holistic development of teacher trainees and teacher educators to give new direction to the society'. Institutional distinctiveness also sets a central theme around which excellence is built and that binds the tie with our rich Indian culture and religion. With this view, our institution always celebrates different important days of different religions.

True religion helps man to become passionate, innovative, secular and humane. In accordance with our mission, the year 2019 was celebrated commemorating 550th Birth anniversary of Shri Guru Nanak Devji, and many programs were held to tell that this is the high time to focus and understand the secularism, propagated by Guru Nanak Dev Ji.

1. Production and Staging of a light and sound program:

- From 6th April till 27 November, students of Khalsa College of Education Ranjit Avenue, Amritsar, staged self -prepared light and sound program, "Noor Diyan Pairhaan" (*Footprints of Divine Light*) directed by S. Yudhpreet Singh Cheema, Assistant Professor, at different educational institutions of the state and local Art Gallery.
- Live performance by the students of college theatre group depicting the life history of Guru Ji, featuring major events right from his birth to his demise.
- This play was largely based on the topic of female foeticide and aimed to spread Guru Saheb's message of secular humanism to the contemporary world.
- The students got a stage and dais to develop their academic as well as professional, cultural, religious, social consciousness, alertness, and responsiveness. It was also staged in the educational institutions outside Amritsar district.
-

1.Kirtan Darbar in the commemoration of 550th birth anniversary of Guru Nanak Devji

- To celebrate 550th Birth anniversary of Guru Nanak Devji, the college also participated in the

"Kirtan Darbar" organised by the Management.
- The students and staff paid their obeisance and overwhelmed by the divine Gurbani.

1. Hosting of Akhand Path and Langar

Akhand Path (Continuous Recitation) of Guru Granth Sahb was also held in the college premises in this series of religious celebrations. The students and staff recited the path and did the seva of langar.

4. Series of lectures on Guru Nanak Devji's Bani

Series of lectures were delivered on the topics discussed in *Guru Nanak's Bani such as*

environmental concerns, female feticide, women empowerment, etc. by the invited Resource

persons and college Professors.

5. Art workshop

- A national level 'Fine Arts Workshop' was conducted by the college on the same theme.
- College fine arts students along with renowned artistes from all over India also participated with great enthusiasm.

- Visits to

- SultanpurLodhi
- Manikaran Sahib
- First assembly of session was dedicated to 550th Prakash Parv giving message of 'Ek Omkar and Ekas ke hum Baarik'.
- Our Institution has its own mission statement accordingly we always try to function uniquely, innovatively and markedly different from other institutions.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, smart boards, interactive boards with projector etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities. The college has appointed technical staff for maintaining hardware and ICT infrastructure in the campus.

Concluding Remarks :

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and augmentation of various facilities in the classrooms, laboratories, library, sports etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. For the smooth functioning of the system, various cells and committees have been formed, which constantly monitor and evaluate the requirement of maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads and concerned members discuss these issues with the principal.

The classrooms are laid out with adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment. Stock registers are maintained for every laboratory. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Both computer laboratories have adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider. Free access to internet is provided to faculty and the students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** 1. **Website of the Institution** 2. **Prospectus** 3. **Student induction programme** 4. **Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Orientation programme for teachers ha snot been considered by DVV
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2</td><td>2</td><td>3</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : None of workshops qualify for Value – added courses
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>170</td><td>220</td><td>240</td><td>230</td><td>225</td></tr></table>

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : None of workshops qualify for Value – added courses

| 1.2.5 | **Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** |

1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	5	7	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	0	0

Remark : Values shave been changed as per supporting documents provided by HEI for verification

| 2.1.2 | **Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** |

2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
157	151	116	207	201

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	51	51	51

| 2.2.4 | **Student-Mentor ratio for the last completed academic year** |

2.2.4.1. **Number of mentors in the Institution**
Answer before DVV Verification : 36
Answer after DVV Verification: 27

2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	36	29	32	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	29	32	16

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided supporting documents as per NAAC SOP , to allow us to verify the metric
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** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Value has been changed as per supporting documents provided by HEI to verify the metric
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school**

2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: E. None of the above

Remark : HEI has not provided supporting documents relevant to the metric as per NAAC SOP , to allow us to verify the metric

2.4.7	**A variety of assignments given and assessed for theory courses through**
	
	1. **Library work**
	2. **Field exploration**
	3. **Hands-on activity**
	4. **Preparation of term paper**
	5. **Identifying and using the different sources for study**
	
	    Answer before DVV Verification : A. Any 4 or more of the above
	    Answer After DVV Verification: C. Any 2 of the above
	  Remark : HEI has not provide data ,as advised during clarification response . Moreover , The details provided by HEI is not in sequence order and not self explanatory

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**
	
	1.Seed money for doctoral studies / research projects
	
	2. Granting study leave for research field work
	
	3. Undertaking appraisals of institutional functioning and documentation
	
	4. Facilitating research by providing organizational supports
	
	5. Organizing research circle / internal seminar / interactive session on research
	
	    Answer before DVV Verification : B. Any 3 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	  Remark : Only S.No. 5 has been considered .as per attached details/supporting documents

3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : None of the activity mentioned by HEI , qualify for the metric

3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**
	3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	5	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	16

Remark : Values have been changed as per HEi response clarification

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years**
	3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
250	200	270	290	300

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : None of the activity mentioned by HEI , qualify for the metric - outreach activities

3.3.3	**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**
	3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

0	41	55	55	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	50	25

Remark : Values have been changed as per original values input (2016-17) by HEI and the values in Data template for 2017-18

4.1.2

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

4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**
Answer before DVV Verification : 13
Answer after DVV Verification: 5
4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**
Answer before DVV Verification : 26
Answer after DVV Verification: 11

Remark : HEI has not provided details and documents as per NAAC SOP and has neither provided list of all classrooms with room numbers, Values have been entered from Data template and other attachments

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4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21.7	36.06	29.62	29.56	35.4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : None of the expenses mentioned by HEI falls under " infrastructure augmentation" Category

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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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : HEI has provide copy of NEP , however , the metric pertains to provide the proof of "Efforts" made to obtain the same . Value has been changed accordingly

4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided the proof for the facilities , neither it provided the documents asked during clarification.
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Value has been changed as per documents /details provided by HEI
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	10	12	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	3	1

Remark : Value has been changed as per documents /details provided by HEI, and claims in Data template and on pro rata basis

5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 61 Answer after DVV Verification: 6 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 0 Answer after DVV Verification: 0 Remark : Value for the last completed academic year ahs been considered

5.3.2   **Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	12	10	17	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	8	7	14	07

5.4.3   **Number of meetings of Alumni Association held during the last five years**

5.4.3.1. **Number of meetings of Alumni Association held during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

Remark : Value has been changed as per registration o alumni association

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Only S.No. 3 Has been considered
6.3.2	**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years** Answer before DVV Verification:
	Answer After DVV Verification :
6.3.4	**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes** 6.3.4.1. **Total 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 during the last five years** Answer before DVV Verification:

Answer before DVV Verification (6.3.2.1):

2020-21	2019-20	2018-19	2017-18	2016-17
3	12	8	10	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	2	0

Remark : Values have been changed as per attachment

Answer before DVV Verification (6.3.4.1):

2020-21	2019-20	2018-19	2017-18	2016-17

| 10 | 06 | 00 | 00 | 00 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	00	00	00

Remark : Values have been changed as per attachment and considering single teacher only once in an academic year

6.4.2	**Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**
	6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0000000	129500	164680	189580	0000000

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : HEI has mentioned in the Data template that the amount provided by the bodies are for Workshop purpose , and not as Grant/ Donations

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**
	6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	18	21	11	09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : None of the programs mentioned by HEI qualifies for " quality initiatives taken by IQAC "

7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : S.No. 1 and 3 have been considered based on attachments provided by HEI
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : S.No. 3 ,4 & 5have been considered based on attachments provided by HEI
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.78	7.1	2.80	2.01	6.8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.19	0.07	0.09	0.07

Remark : Values have been changed as per Details provided by HEI under "waste management" head , as the initiatives claimed by HEI under Green Initiatives head does not qualify for the intent of |

	the metric

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
259	252	255	300	300

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
239	214	205	250	249

1.2	**Number of seats sanctioned year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	125	125	125	125

1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
211	203	228	229	250

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
211	202	235	229	232

1.5 | **Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
211	200	209	213	214

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
200	195	198	200	200

2.1 | **Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	36	36	35	30

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
39	36	36	35	30

3.2 | **Number of Computers in the institution for academic purposes..**
Answer before DVV Verification : 30
Answer after DVV Verification : 35