



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

**GURU RAM DASS B.Ed. COLLEGE,
JALALABAD (WEST)**

- Name of the Head of the institution **DR. SARABJIT KAUR**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **8427300021**
- Mobile No: **9855206499**
- Registered e-mail ID (Principal) **s_jeet_gill@yahoo.com**
- Alternate Email ID **grd.college@rediffmail.com**
- Address **VILLAGE CHAK ROOM WALA, D.A.V
COLLEGE ROAD, JALALABAD (WEST)
DISTT FAZILKA, PUNJAB, 152024**
- City/Town **JALALABAD (WEST)**
- State/UT **PUNJAB**
- Pin Code **152024**

2.Institutional status

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

- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **PANJAB UNIVERSITY, CHANDIGARH**
- Name of the IQAC Co-ordinator/Director **MS. NEHA SACHDEVA**
- Phone No. **9855206499**
- Alternate phone No.(IQAC) **9914202030**
- Mobile (IQAC) **9814970333**
- IQAC e-mail address **nehamiddha2003@gmail.com**
- Alternate e-mail address (IQAC) **nehasachdevaphd@gmail.com**

3.Website address

<https://www.grdcollegejbd.com/>

- Web-link of the AQAR: (Previous Academic Year) <https://www.grdcollegejbd.com/aqar-2019-20/>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.grdcollegejbd.com/academic-calender-2021-22/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.77	2011	08/01/2011	07/01/2016
Cycle 2	B++	2.87	2016	02/12/2016	01/12/2021

6.Date of Establishment of IQAC

01/08/2009

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
DEPARTMENT OF YOUTH WELFARE	ZONAL YOUTH AND HERITAGE FESTIVAL	PANJAB UNIVERSITY, CHANDIGARH	28/03/2022	375000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

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

9. No. of IQAC meetings held during the year **6**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **yes**

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

The IQAC designed strategic plan to achieve the CLO'S AND PLO'S of B.Ed. and M.Ed. Course. The IQAC prepared the academic calendar of the college to execute the strategic plan. The IQAC has conducted seminars and workshops to enhance quality in many areas. The IQAC designed the Teaching plans with focus on Teaching inputs and teaching methodologies especially Student Centric Methodologies adopted with an objective to monitor and enhance the teaching learning process. To encourage Innovations in Teaching. The various steps undertaken were organizing brainstorming sessions with the HoDs and faculty on the innovative teaching -learning methods, including ICT methods. The IQAC introduced weekly reporting to monitor teaching quality with a focus on the teaching methods employed. The IQAC promoted few healthy practices in the Libraries.

The IQAC monitors the functioning of the committees, Cells and centres through conducting meetings and monitoring the reports they submit. Various activities like ozone day celebration, Hindi Diwas, Talent hunt day celebration, Punjabi Diwas are organized by IQAC in this year. IQAC also organized various seminars and workshops.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
The College plans to introduce value added and skill oriented small duration courses.	It is under Process, work has begun.
Strengthening the Parents/teachers Association and alumni	Organized parents teachers meeting and alumni meet.
Strengthening the Teachers Orientation programme	Organized various FDP'S In collaboration with other colleges and orientation programme for teachers on ICT.
Strengthening the Students induction programme	Organized various activities like Talent hunt, youth festival, moral values lectures, quiz competition etc.
To Increase IT Infrastructure	LAPTOPS AND PRINTERS INSTALLED

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GURU RAMDASS EDUCATIONAL TRUST	09/02/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	GURU RAM DASS B.Ed. COLLEGE, JALALABAD (WEST)
• Name of the Head of the institution	DR. SARABJIT KAUR
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
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• Pin Code	152024
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• Location	Rural
• Financial Status	Self-financing

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<ul style="list-style-type: none">• If yes, mention the amount	yes	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GURU RAMDASS EDUCATIONAL TRUST	09/02/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	14/01/2023

15. Multidisciplinary / interdisciplinary

COLLEGE IS TAKING STEPS TO CONVERT INTO MULTIDISCIPLINARY UNDER NEP 2020 .

16. Academic bank of credits (ABC):

NIL
17.Skill development:
Communication skills Calligraphy skills Tokri making, khidhu making, Singing, Dancing skills
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
Prayer in Morning Assembly Moral Education Lectures Community Kitchen Celebration of Gurpurab's and Festivals
19.Focus on Outcome based education (OBE):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.
20.Distance education/online education:
Our College has no provision of distance education and college is placed with all equipments for online education. However Panjab University creates examination centres at our college.

Extended Profile

1.Student

2.1 439

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 250

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 105

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

File Description	Documents
Data Template	View File

2.4 230

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 200

File Description	Documents
Data Template	No File Uploaded

2.6 209

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 10387401

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

4.2 35

Total number of computers on campus for academic purposes

3. Teacher

5.1 39

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 439

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

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Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

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Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

[View File](#)

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File Description

Documents

Data Template

No File Uploaded

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Number of students enrolled during the year

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Data Template	View File

2.Institution

4.1	10387401
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	35
Total number of computers on campus for academic purposes	

3.Teacher

5.1	39
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	24
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

The college strictly follows the curriculum prescribed by the Panjab University and gives its valuable inputs by participating in curriculum revision workshops and in the meetings of Board of Studies. The Institution ensures effective curriculum delivery through a well-planned and documented process. For the effective and smooth transaction of the curriculum the principal holds meeting of the faculty in the beginning of the session in which number of working days, working hours, distribution of the

syllabus into different units, examination plans, National and International seminars/workshops to be conducted, options to be offered, tentative time tables are planned. Every year IQAC plans and prepares academic calendar of the college keeping in mind the calendar of university. Academic processes are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions. 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.

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

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

B. Any 5 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.grdcollegejbd.com/programme-learning-outcomes-plos-course-learning-outcomes-clos/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****33**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**0****1.2.2.1 - Number of value-added courses offered during the year****0**

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**0****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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

5

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

5

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

1.3 - Curriculum Enrichment

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

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. 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 and Extension Lectures, the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

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

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

To familiarize the students with respect to diversity in the school system, the Institution offers various subjects like Gender, School & Society, Knowledge, Curriculum and Understanding Disciplines Inclusive Education, etc. throughout the degree that covers various aspects associated with the diversity. As per the syllabus of Panjab University of B.Ed., the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further they are also sensitized regarding different assessment criteria adopted in schools, norms and standards being followed in different schools. During their pre-internship programme, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in social background of students, medium of instruction, methodology adopted by the teachers, infrastructure, scholarships offered etc. Various programs like Celebration of national and international festivals/days, Seminars, Workshops are conducted on diverse themes, and students are encouraged to participate in the seminars, webinars which help them to understand the role of diversity and equity in the teaching learning process.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The institute is following the curriculum in a way as to provide varied experiences to the students. 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. 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. Environment education and Gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum.

Alumni of the college are invited time and again to interact with students to share their life experiences. The Institution organizes workshops, internal Skill in-Teaching Competitions; Zonal Competitions Personality Development Workshops for life Skill Education, Placement drives to give a suitable platform to shape their experiences.

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

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Four of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
209	
2.1.1.1 - Number of students enrolled during the year	
209	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

62

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

50

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

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. 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. 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. Faculty members interact with parents about the performance of slow learners. As regard advanced learners, they are given activities and tasks according to their capabilities.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

39

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

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 cocurricular 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.

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

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

30

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

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

209

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

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

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

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. 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.

Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festival, tutoring etc.

Balancing Home and Work Stress

Keeping abreast with recent developments in education and life

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

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

Five/Six of the above

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

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

Use of Google Classrooms and Zoom App: The faculty of the college use Google class room and Zoom App to deliver the course content in an effective way.

Certificate courses: Many students of the college have enrolled themselves in various certificate courses.

Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids.

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

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.

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

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing

Eight /Nine of the above

inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made	Four of the above

written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Three of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and	Four of the above

sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

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.

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

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

2.4.9.1 - Number of final year students during the academic year

200

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation

Seven/Eight of the above

**Student counseling PTA meetings
Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents
Administrative responsibilities- experience/exposure Preparation of progress reports**

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

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

Role of Teacher Educators

The internship lasts for 17weeks. 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.

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.

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.

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.

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

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

24

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

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

4

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

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

10

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

240

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

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

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.

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

2.6 - Evaluation Process

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

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. 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.

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

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

The Institution appoints Nodal Officer, Examination Clerk for smooth conduct of Examinations. The students can approach the Teachers, Nodal Officer and 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. 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.

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

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

Before the commencement of the academic year, the 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

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

2.7 - Student Performance and Learning Outcomes

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

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.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	View File

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

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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

200

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

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. 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. 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. Peer tutoring is also provided to serve academic needs of such students. Assured in terms of their scoring in these tests.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

95

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Four of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

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

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

Nil

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

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

10

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

3.3 - Outreach Activities

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

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

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

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

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

180

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

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

175

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

175

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

The institution organizes outreach activities for welfare of community and multifaceted development of students. These activities are performed in collaboration with govt. organization, schools, colleges and local community with the active participation of faculty and students. Some of the outreach activities are:

- 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 hygiene and conserving

natural resources.

- The College also organized Ek Bharat Shresht Bharat Activity in collaboration with KKPM College of Education, kerala.
- The College also Organized Panjab University Zonal Youth and Heritage Festival in collaboration with department of youth welfare , P.U. Chandigarh.
- The College also Organized seminars, workshops and faculty development programmes in collaboration with colleges of education like Sant darbara singh college of education, lopon, Keway college of education, abohar, J.D. College of Education, Muktsar.
-

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

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

Nil

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

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

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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.

Classroom facilities:The College has 24well-ventilated and spacious classrooms with green boards, comfortable furniture and wi-fi facility. The college has one seminar room with adequate seating capacity, which are used to organize workshops, seminars and conferences.

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 Resource Centre) with adequate equipment and material in the college.

Computing facilities:The College has 35computers with wi-fi connectivity, out of which 28are installed in computer laboratories, 2 in administrative office, 1 in principal office, 1 in art and craft lab, 1 at Reception and 2 in library.

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	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities****7**

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.grdcollegejbd.com/laboratories/#1680925885466-9e3c4225-6108
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**902649**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

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, ebooks, 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, edissertations, 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 theses and e-dissertations set-up and it 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.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.grdcollegejbd.com/library/
Any other relevant information	No File Uploaded

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

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 National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to e-journals and ebooks. The college has also subscribed services of which are digital repository of Indian e-theses and edissertations set-up by the DELNET 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	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Three of the above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data template</td><td>View File</td></tr> <tr> <td>Receipts of subscription /membership to e-resources</td><td>No File Uploaded</td></tr> <tr> <td>E-copy of the letter of subscription /member ship in the name of institution</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data template	View File	Receipts of subscription /membership to e-resources	No File Uploaded	E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data template	View File										
Receipts of subscription /membership to e-resources	No File Uploaded										
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded										
Any other relevant information	No File Uploaded										
4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)											
0.59											
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File	Any other relevant information	No File Uploaded			
File Description	Documents										
Data as per Data Template	View File										
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File										
Any other relevant information	No File Uploaded										
4.2.5 - Per day usage of library by teachers and students during the academic year											
4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year											
105											

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

One of the above

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

4.3 - ICT Infrastructure

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

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 as per their need.

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

4.3.2 - Student – Computer ratio during the academic year

7.14

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet

D. 50 MBPS - 250MBPS

connection in the Institution (Leased line)**Opt any one:**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

736004

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

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

The 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. The respective heads and concerned members discuss these issues with the principal.

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.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.grdcollegejbd.com/grievance-redressal-cell/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Five or more of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
9	200

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

3

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

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

17

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

5.3 - Student Participation and Activities

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

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

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

10

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

5.4 - Alumni Engagement

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

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 endswith a lavish dinner party.

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

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

Five/Six of the above

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

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

2

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

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

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 end with a lavish dinner party.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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.

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration .

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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:

Alumni Association

Research Committee

YSC Association

Anti-Ragging Committee

Admission Committee

College Discipline Committee

Guidance and Counselling Cell

Energy Conservation cell

Grievience Redressel Cell

Waste Management Cell

Sexual Harassment Cell

NSS Committee

IQAC Committee

Examination Committee

The committees works 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. Examination committee prepares date sheet and conducts exams, as internal and external. IQAC does the planning and evaluation for quality assurance in the college and organises meetings periodically, throughout the year. 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.

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

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

Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors verify all financial transactions with the supporting documents and approval of proper authority for each financial transactions. 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.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.The examination coordinator works with examination committee of the institution to complete the examination process smoothly. 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 records of students' admission work, examination work,purchase, accounts and inventory are maintained on e-governance.Admission process isbased upon merit by entrance. Library records are maintained online for issuing and returning of books.The classification and cataloguing of books is ensured with proper maintenance of books, journals, periodicals and newspapers.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in

not more than 100 - 200 words

The institutional Strategic plan is effectively deployed. The extensive goals of Perspective Plans are associated with Guru Ram Dass B.Ed College, Jalalabad 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 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 necessary 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 IQAC. The feedback system (regular feedback from Stakeholders, Alumni Members, Staff and Students). Heads of the departments monitor the system of each department regularly.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.grdcollegejbd.com/academic-calender-2021-22/#
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

College has well defined policies related with different running programs. 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. 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, NSS, Examination, finance etc.,.

Administrative Setup: Guru Ram Dass B. Ed College has a well-defined organizational structure. Our Governing body 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 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. Staff members are Coordinators of various committees and cells. Students are also involved .

File Description	Documents
Link to organogram on the institutional website	https://www.grdcollegejbd.com/wp-content/uploads/2023/04/Organogram.png
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

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 YSC Association, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee etc.

The IQAC 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	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

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, refresher 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	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

year

18

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

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

7

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

9

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

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	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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 Chartered Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports in every financial year regularly.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

375000

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

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

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.

Optimal Utilization of Resources:

The College keeps its infrastructure updated from time to time. 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. 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.
2. **Purchase Committee:** The committee considers requirements from all the departments.
3. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. Every year the institution conducts external and internal financial audits.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

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 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.

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

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

The 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 teachinglearning 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.

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.

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

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

22

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.grdcollegejbd.com/wp-content/uploads/2023/04/INTERNAL-QUALITY-ASSURANCE-CELL.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.grdcollegejbd.com/agar-2019-20/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

ACADEMIC INITIATIVES (for first and second cycle)

- 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
- 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 programme.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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'.

The institution has its own energy conservation policy which is being adhered to for the conservation of energy. All the classrooms, faculty rooms, labs, and resource rooms are having all the basic electricity usage and from time to time students and staff members are motivated to use electricity only when required. The institution is committed to following various ways of conserving and using energy resources by making the faculty and students aware of the same. Days of environmental importance are observed in the campus to achieve this objective during

assemblies and days observed by Eco-club and NSS. Good practices to conserve electricity and water are followed e.g. turning off taps, switching off lights, ACs, and fans, etc. when not in use. Reduce, Reuse and Recycle is practiced

E-vehicle is used by college students

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The institution'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 institution has well-maintained procedures for waste management. The entire institution has proper dust bins for collecting waste material. The institution has separate dust bins for wet and dry waste. Dust bins are placed at all the corners in the campus i.e. Admin block, classes, canteen, and parking areas. Dry leaves and other biodegradable waste from the entire campus are collected and Biofertilizer is made at the compost area of the college. Students are motivated to follow the environmental conservation and sustainable growth mission of 'Reduce, Reuse and Recycle' through various lectures, campaigns, and practices. The college also promotes the NON-USAGE of plastic on the campus.

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

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

Three of the above

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

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

Three of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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'.

Our college is nineteen years old teacher education institution which is known for clean and green campus and it has been maintaining the tradition of cleanliness. The institution has well[1]ventilated Rooms and labs with windows to maximize natural air and light. We take care of the greenery on the campus as there are lots of plants and trees. Other than this

the recyclable garbage waste and non-recyclable waste are dumped in specified containers/dustbins. Rallies and awareness drives are organized to create an eco-friendly attitude among the students and neighboring communities. Ground water recharge project has also been implemented in the college. Drives like Tree Plantation, Campus cleanliness, and Say No to Crackers for pollution free Diwali are some such initiatives. Days like World Environment Day, Ozone Day, and other important days are celebrated for making the students aware of the importance of Pollution free healthy and clean environment around us.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

1.4

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

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

Guru Ram Dass B.Ed. College is nineteen years old teacher education institution in the rural area. The institution organizes cleanliness drives to maintain the tradition of cleanliness. The college organizes several rallies and social awareness campaigns to motivate the local people for their healthy life, making the environment clean and green. Value Education assembly is organized in the college campus every Thursday. Here we celebrate all the national and international days together with enthusiasm. All the festivals like Diwali, Holi, Lohri, Teej etc. are celebrated on the campus. During the Societies period Debate, Declamation, Poetry recitation, Music Competitions, etc. are held every week. Expert lectures are organized and educational movies highlighting local, regional, national, and global issues are shown during societies period. We conduct various community works to become a responsible educational institution and also to make our students responsible citizens. We strongly believe and duly emphasize to inculcate the ethical, academic and social values among the student.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to

A. All of the above

**monitor adherence to the Code of Conduct
Institution organizes professional ethics
programmes for students, teachers,
administrators and other staff Annual
awareness programmes on the Code of
Conduct are organized**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE I

CONSLIDATED LIFE SKILLS THROUH 4 H

Goal

- Engaging cognitive (Head), psychomotor (Hands) and affective (Heart) domains of learning that facilitate personal experience resulting in profound changes in knowledge and skills; and attitudes towards healthy and sustainable lifestyle (Health).
- Incorporating learning objectives that exhibit the emergent property termed as Transformative Sustainable Learning (TSL)

To help transform students into fully functional, self-sufficient and Healthy individuals who commiserate with their living and non-living surroundings

BEST PRACTICE II

Program for Excellence in Teaching and Learning Goal

- To create engaging and inclusive learning environments for students.
- Fostering a community of Scholarly teachers focused on academic success and capacity building.
- To integrate pedagogical best practices; design and deliver effective, inclusive information-an amalgamation of excellence in teaching and learning situations.

Context

Since education is both a training of minds and souls, it should give both knowledge and wisdom. Thus, it is imperative that a seat of higher education should provide amicable opportunities, facilities, and tools for the throughput of factual knowledge and exposure so as to enable the metamorphosis of these facts into rational action-taking potential.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Our college is known as one of the most active and best in the field of education since 2005. With a culture of excellence in teaching - learning and co- curricular activities throughout the year with strong value system embedded in its programmes, college has prepared a large number of dedicated teachers so far and is continuing its mission to do so. Our alumni are placed at various positions in colleges, schools and other departments also. Some alumni are holding administrative positions in schools and colleges. Dedicated staff ensures culture of punctuality and regularity in all areas. The resources and

infrastructure are also made available by the management on priority basis. College put its emphasis on character building and Holistic personality development through various activities and value based programmes, NSS and Red Ribbon Club activities and also celebration of various national and international days in collaboration with other Colleges of Education under various Mou's. Spirit of National Integration and brother hood is inculcated through various sports and games along with physical fitness of Students. To provide the competitive edge in the social, the students are given equal opportunity to participate in intra, inter college competitions, youth festivals and other sports competition organized by Panjab University Chandigarh. To build the socio- cultural bases of the students frequent community interactions and excursions activities are organized by the College. Overall college provides empathetic and comfortable environment to teaching, non teaching and students like a family.

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