



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**A.S.COLLEGE OF EDUCATION**

A.S COLLEGE OF EDUCATION

141417

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Before the independence era in 1912, a primary school was started in the shops of Sh. Surinder Nath, owner of a cotton mill and was upgraded to middle school in 1915. Sh. Murlidhar was the first head of the primary school which got shifted to the existing building now. Sh. Nand Lal Kalra was the first Principal (1919) of A. S. High School under whom the 1st batch of high school passed out in the year 1922. Sh. Madan Gopal Chopra ji was appointed as first teacher in the School.

On 17th November, 1932, A. S. High School, Khanna Trust and Management Society was constituted & registered under the Societies Registration Act, 1860 in Lahore with Certificate No. 32 dated on 17/11/1932 to manage and control this educational institution by appointing Lala Amarnath Bhandari the first President and Babu Laloo Ram was the first Gen. Secretary. The society comprises over 5700 members/donors of Khanna. They elect managing committee after every three years democratically by voting system, which further elects its office bearers every year. The society is a non-profit, non – commercial organization. The Management is an organization of donors and philanthropists who raise funds from time to time for the progressive development of its institutions. The Seven Institutions are running under the management.

It was indeed a blessed day in the history of academic development when in 2007 this college was established as there was no Teacher Education institution in Khanna & Samrala Tehsil at that time. The College is located at Kalal-Majra, Samrala Road, Khanna in rural area in a clean, lush green fields in pollution free locality. The college is affiliated to Panjab University, Chandigarh & is recognized by NRC- NCTE, New Delhi having two units (50+50). The institution has attained high standards in academic performance as reflected by a number of merit positions received by our students. One of the main focus of the institution is towards academic excellence. College shall always strive to design programmes for training the students to imbibe scientific, logical and critical thinking. Our faculty is actively involved in professional development activities for enhancing their skills and competencies.

### Vision

### *Our Vision*

A.S. College of Education is committed to provide modern and quality education. Our Vision is to impart the highest level of training to future teachers to keep pace with modernization and globalization.

The fundamental objective of the college is to shape, sensitize and imbibe in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies to;

- Developing right attitudes, values and ideals.
- Achieve academic excellence and facilitate learning among pupils through appropriate skill and methodologies in a congenial environment.
- Exercise responsible leadership and render selfless service to the community.

- To promote among them high sense of discipline, respect for Indian way of life and traditions.
- To make them responsible, enlightened and useful citizens of the country capable of contributing effectively to the realization of national goals.
- To encourage teaching staff to update their subject knowledge.

## Mission

### *Our Mission*

To create through education, training and research a qualitative renewable talent bank of dedicated committed educators for educating the emerging generation who are:

- Intellectually Well Developed
- Morally Upright
- Socially Concerned
- Spiritually Oriented
- Emotionally Stable

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Philanthropic, committed and Visionary management since 1932.
- Dedicated Principal and diligent faculty.
- Regular & in time payment of salaries by the management.
- Located in a tranquil and eco- friendly environment.
- Locational advantage in attracting both urban and rural youth.
- Remarkable achievements in academics, sports, cultural, Skill in teaching competitions at Zonal and Inter- Zonal level.
- Well-equipped library with sufficient number of text books, general books, e-books, reference books, online journals, e-granthalya, photostat and printing facilities.
- Adequate infrastructure for existing strength.
- 7 days pre- internship workshop where peer teaching, micro, macro, sessional works are conducted under the guidance of the teacher is the regular activity of the college.
- Since its inception, the college has contributed a lot by producing a number of Teachers and Principals working in various educational institutions in India as well as abroad.
- Wi-fi Campus, OHP, Projector and interactive board facility.
- Clean water facility with RO System.
- Well qualified staff (as per NCTE norms) with 04 Ph.Ds. and 2 are pursuing their Ph.D.
- All the Faculty members are well versed in use of computers/laptops and multimedia.

- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing duty leave for professional growth.
- Annual structured feedback is obtained from stakeholders about the institution.
- Good inter-personal relations among staff members as well as in hierarchy with the management and the authorities.
- The College has Anti-ragging cell, Grievance cell, legal cell and committee against sexual harassment etc.
- Various activities are organized by clubs and societies which facilitate all round development of the students.
- Student support services, such as post matric, SC/ST, OBC and minority communities scholarships provided by Panjab university, Chandigarh and Government of Punjab, Book Bank facility is also provided.
- Emphasis on Value education System through morning assembly, clubs & societies and curricular activities and celebration of important national and international days.
- Administrative work is fully computerized.
- 7-Days regular NSS camp is annual feature of the college.
- Benefitting and sharing common assets like Play Grounds, Gymnasium, Auditorium, Hostel, RO facility with the sister concern institutions.

### **Institutional Weakness**

## **Weaknesses :**

- Lack of facility for evening classes.
- Partial utilization of services of alumni members.
- Lack of government grants.
- Need to strengthen more placement activities and drives in the institution.
- Lack of initiatives for undertaking major and minor research projects.

### **Institutional Opportunity**

## **Opportunities :**

- To introduce new courses like M.Ed, B.Ed. (Special Education), Pre-school Teacher Education diplomas and certificate courses in Child Care, ETT/D.El.Ed and various Add on Courses.
- To add new courses, market oriented courses like IELTS, life skill development programmes.
- Developing more linkages with reputed public schools.
- Developing collaborations with foreign universities.
- To strengthen the placement cell.
- Mobilization of financial resources through self-financed courses so as to cater the financial weakness.

### **Institutional Challenge**

## Challenges:

- To Generate financial support as it is a self financed institution.
- The admission and retention crisis due to introduction of 4-year integrated B.Ed course.
- Entry level knowledge and capability of admission seekers is inadequate.
- Rising cost of professional courses which curtails the access and equity to higher education.
- Unemployment/under-employment among trained graduates.
- Decreasing strength of male students in B.Ed.
- Enhancing infrastructural expansion like building a new auditorium.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The Institution is affiliated to Panjab University, Chandigarh and the curriculum prescribed by it is strictly adhered to. The college adopts strategic plans for effective implementation of the curriculum. For executing academic activities, Academic Calendar is planned before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum to local context through the preparation of college calendar, semester plan, curricular activities, action plan etc. keeping in focus of programme learning outcomes and course learning outcomes. Every year the programme commences with Student orientation programme and teacher's orientation. The curriculum is transacted to develop qualities, competencies, skills etc. to transform student teachers to academically excellent and professionally competent teachers for the 21st century and to perform their role effectively. Curriculum of the institution provides ample opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through multifaceted activities and supplementary enrichment programmes to make them ready for the professional field.

The Institution has taken initiative to start a Value Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.

The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees and clubs that make a collective effort to raise the level of awareness amongst the students.

Field trips and academic visits are arranged to add an experiential quotient to the understanding of the students. group discussions, surveys, cooperative learning and excursions provide hands-on experience.

Structured feedback on curriculum is sought from different stakeholders and new strategies and programmes are devised to address the issues.

### Teaching-learning and Evaluation

Teaching and learning experiences are provided to effect a metamorphosis in the students. The college puts in real effort to kindle the fire of virtue and wisdom in the students. The college admits students in compliance with norms and Reservation Policy of Panjab University, Chandigarh and State Government. The entry level performance of student teachers is assessed through various levels such as self-introduction, talent hunt programme etc. Student diversities are identified and are addressed through a variety of mechanisms like peer tutoring, remedial classes, micro teaching classes, field visits, providing learning materials etc. The college conducts remedial teaching and special attention is paid to slow learners. For intellectual development, students are given projects, sessional works and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion, exhibitions, etc. and are adopted to ensure optimum learning outcomes. Teachers adopt multiple mode of teaching to make the teaching learning process an effective one. Student teachers get exposure to know the recent developments in educational field through the classes of experts, discussions, seminars etc. Institution enriches the creative, intellectual and skills domains of student teachers through both co-curricular and extra-curricular activities. Career Counseling Cell and Mentor-Mentee groups deal with academic and stress related issues. The students are evaluated and assessed on the basis of their performance in house examination, attendance, projects and presentations to ensure transparency through Examination Committee. The institution adheres to the academic calendar for the conduct of CIE. Students are sent to schools after meticulous planning and teachers keep 24x7 contact to offer assistance in any difficult situation they face in practice teaching and internship. The teachers always try to put-forth efforts to keep themselves updated progressively through various refresher, orientation and workshops. Learning outcomes academic and co-curricular fields through all programmes offered in the college are stated in college prospectus and on website. Student teachers can make use of grievance cell through which they can address the problems faced them. The initially identified learning needs are catered to perform through a number of methods. Our students have also earned top university positions. Some of our alumni are pursuing higher education and others are engaged in government and private sectors.

### **Infrastructure and Learning Resources**

The institution has smart upgraded classrooms to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled LCD projectors to smart-boards. The unique features include method labs, digitalised library, computer lab, psychology lab, Green Room, multipurpose hall,(with seating capacity of over 250 persons).New ramp add to the distinctive features and makes it a differently abled friendly campus. The library is an empowering unit with a Resource Centre for meeting the various needs of scholars. The college library is digitalised with INFLIBNET, e- Granthalya, bar-coding system. Both modern digital collections and traditional print media. E- content studio with recording facility is an additional feature of the institution. College is endowed with ample facilities for physical development like Basket Ball Court, Volley Ball, Badminton and adequate parking facility (for both students and faculty). Smoke and plastic free green zone, waste disbursal system and other green initiatives. The institution has a High-Power Generator to ensure 24x7 electric-supply, Multipurpose Laser printer, scanner, Copier and Fax and photocopier.The institution is characterised by efficient administrative system with digitalised office, Principal office. The institution plans and arranges various maintenance, modification, upgradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis. The teaching learning resources are used to its fullest potential for the benefit of students.

### **Student Support and Progression**

The college has established system of providing scholarship from Panjab University and in-house funding in the form of fee concession to different students under various categories which proves highly successful in getting university positions. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events. Our Alumni members are working in different positions like : Teacher, Headmaster, Co-ordinator etc. Students of the institution have won various prizes in Zonal Youth Festivals & Inter Zonal Youth Festivals being organized by Panjab University, Chandigarh. The students of the college also appear in various entrance exams at state and national level. The alumni of the college are pursuing higher education after completing their course from the institution. Presently, the College has an active Registered Alumni Association which conducts various activities for Alumni to keep them updated to the latest developments.

### **Governance, Leadership and Management**

A clear idea about the nature and execution of managerial roles is depicted in this criterion. A.S High School Trust and Management Society is known for its social commitment and the educational institutions run by the management always work for the development of the poor and for bringing the marginalized communities to the mainstream. The management has a clear vision about the college and ensures the smooth functioning of the college. As the vision and mission state democratic form of leadership is executed giving priority to all stakeholders. Participatory mode of management exists wherein all faculty members and administrative staff members function in various capacities. A remarkable feature of the institution is the existence of high degree of transparency in financial administrative set up. It is clearly monitored and checked at various levels through audits conducted by Government/chartered accountant and management level. Another remarkable feature of the institution is in its development of strategic plan and deployment. The institutional plan for progress is formulated considering various needs like academic excellence, proving quality standards, strengthening physical and IT infrastructure, day to day administration, co-scholastic and curricular requirements. It is properly executed through wide discussion in various committees. Another feature highlighted in the criteria is about the qualitative strength of faculty members who are appointed purely on merit considering their academic achievements. The procedure for appointment is transparent and clearly stated. The day to day administration and working are carried out through committees, clubs and associations. The criteria gives the glance on measures adopted for the continuous professional development of teachers and the programme undertaken by the faculty members in last 5 years such as seminar/workshop/training programme for administrative staff capacity building programme, life skill development programme. Details regarding mobilization and document of funds from government and non-government/philanthropic agencies are mentioned in this criterion. The constitution and working IQAC of the college is clearly visible in the minutes and action taken report.

### **Institutional Values and Best Practices**

A.S College of education Kalal-Majra,Khanna aims to a holistic development of the learners. The College has a

stated Energy Policy which focuses on the moderate and judicious use of energy and attempt to use energy without sacrificing the essential requirements of the stakeholders. Waste management process starts with segregation of waste in buckets and pits, recycling through Vermi-compost, Rainwater usage, Economical usage through water reservoirs and tanks. Institution has water purifiers for providing clean water. There are separate washrooms for girls and boys. Institution maintains a green atmosphere and cherishes the slogan Green Campus Clean Campus. Institution is committed to encourage green practices. The college is eco-friendly, smoke free and plastic free zone. Dynamic and creative programs and awareness programme like Ozone Day Celebration, Women Empowerment awareness programme, Adult literacy, tree plantation etc. Institution leveraging local environment, location knowledge and resources. The code of conduct for Management, faculty and students display on college website.

### **Research and Outreach Activities**

The institution encourages its staff to engage in research activities and resource sharing through: The College has a Research Committee with 4 doctorates and 2 faculty members pursuing Ph.D. The college organizes seminars, workshops, Faculty development programmes etc. at various national and international levels or professional development. College library enriched with journals like University news, Indian education review, journal of education and many more. Library has e-granthalya software for up gradation of faculty and students. College permit faculty members to attend seminars, workshops, faculty development programme on rotational basis. Our college also provide time table adjustment as per their participation in seminars, workshops, faculty development programmes. College also provide time table adjustment if any teacher wants to attend pre Ph.D course-work. College permit all of the above facilities to teachers by considering college functioning will not suffer.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | A.S.COLLEGE OF EDUCATION                           |
| Address                         | A.S COLLEGE OF EDUCATION                           |
| City                            | Kalal Majra Khanna                                 |
| State                           | Punjab   |
| Pin                             | 141417   |
| Website                         | <a href="http://www.ascekh.com">www.ascekh.com</a> |

| Contacts for Communication |             |                         |            |              |                    |
|----------------------------|-------------|-------------------------|------------|--------------|--------------------|
| Designation                | Name        | Telephone with STD Code | Mobile     | Fax          | Email              |
| Principal                  | Pawan Kumar | 01628-226570            | 9417150563 | 01628-226570 | asce_khn@yahoo.com |
| IQAC / CIQA coordinator    | Alka Sharma | 01628-226170            | 9914414333 | 1628-226570  | asce_khn@yahoo.com |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | Self Financing |

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

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |  |
|-----------------------|--|
|                       |  |

| State      | University name   | Document                      |
|------------|-------------------|-------------------------------|
| Chandigarh | Panjab University | <a href="#">View Document</a> |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) |   |                                |                    |  |
|---|---|--------------------------------|--------------------|--|
| Statutory Regulatory Authority  | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks  |
| NCTE  | <a href="#">View Document</a>                                 | 15-05-2015                     | 12                 | Validity is permanent if the institution confirms to the norms of NCTE |

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

| Location and Area of Campus |                          |           |                      |                          |
|-----------------------------|--------------------------|-----------|----------------------|--------------------------|
| Campus Type                 | Address                  | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | A.S COLLEGE OF EDUCATION | Rural     | 5                    | 2600                     |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BEd,Education                   | 24                        | Graduation                 | English,Hindi,Punjabi        | 100                        | 95                             |

**Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1                |        |        |       | 0                          |        |        |       | 12                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 0      | 0      | 0     | 3                          | 5      | 0      | 8     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 4                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 11           |
| Recruited   | 11          | 0             | 0             | 11           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 1            |
| Recruited   | 1           | 0             | 0             | 1            |
| Yet to Recruit  |             |               |               | 0            |

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>      |                  |        |        |                            |        |        |                            |        |        |              |
|--------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b>   | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                                | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/<br>LLD/DM/M<br>CH | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                          | 1                | 0      | 0      | 0                          | 0      | 0      | 1                          | 2      | 0      | 4            |
| M.Phil.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 2      | 0      | 2            |
| PG                             | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 1      | 0      | 2            |
| UG                             | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>      |                  |        |        |                            |        |        |                            |        |        |              |
|--------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b>   | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                                | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/<br>LLD/DM/M<br>CH | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                          | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                             | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |
| UG                             | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

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

| Details of Visting/Guest Faculties                         |      |   |        |   |       |
|--|------|---|--------|---|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male |   | Female |   | Total |
|  | 1    | 0 | 0      | 1 |       |
|  |      |   |        |   |       |

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 13                                      | 0                          | 0            | 0                | 13    |
|           | Female | 82                                      | 0                          | 0            | 0                | 82    |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 2             | 4             | 3             | 6             |
|  | Female | 21            | 16            | 14            | 13            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 1             | 3             | 1             | 0             |
|  | Female | 15            | 12            | 11            | 10            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 5             | 2             | 1             | 2             |
|  | Female | 49            | 37            | 22            | 28            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 93            | 74            | 52            | 59            |

### **Institutional preparedness for NEP**

|  |   |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>By 2030, be at least one large multidisciplinary college in every district-this was a headline that one could not miss when the National Education Policy-2020 was announced. The headline encapsulates the bold reforms that will be implemented in the Indian Education and higher education system. Multidisciplinary or interdisciplinary learning is a “whole” or “comprehensive” method that covers an idea, topic or text by integrating multiple knowledge domains. Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject issue in a multidisciplinary</p> |
|--|---|

|   |  |
|---|--|
|   | <p>curriculum, multidiscipline are used to study the same topic. Multidisciplinary and a holistic education across the science, social science, arts, humanistic, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.</p>  |
| <p>2. Academic bank of credits (ABC):</p> | <p>One of the provisions of the National Education Policy 2020 (NEP 2020) is the introduction of the Academic Bank of Credit (ABC). ABC will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period. • Academic Bank of Credits shall provide to every student the facility to open unique or individual Academic Bank Account in digital form; and the account holder shall be provided with a unique ID and access to the Standard Operating Procedure (SOP) • The ABC Regulations intend to give impetus to blended learning Mode, allowing students to earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. The student can earn up to 50 per cent credits from outside the college/university where she/he is enrolled for the degree/diploma programme. • Courses undergone by the students through the online modes through National Schemes like SWAYAM, National Programme on Technology Enhanced Learning (NPTEL), Virtual Lab (V-Lab) etc. or of any specified university, shall also be considered for credit transfer and credit accumulation. • Credits obtained by students by undergoing Skill-courses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes are also eligible for accrual and redemption of credits through the Academic Bank of Credits.</p> |
| <p>3. Skill development:</p>              | <p>The NEP-2020, with its focus on skill development, will hold the key to restructuring the educational ecosystem so as to improve the employability of future generation. NEP-2020 will encourage on skill development and boost employability. Skill development is a significant driver to address poverty reduction by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth, and overall development. The Government has laid the foundations for a sustainable skill development ecosystem, however, it is now time to further build</p>   |



|  |   |
|--|---|
|  | and bank upon it by leveraging the NEP to reap the benefits of our unique demographic dividend.   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>“Knowledge of India” will include knowledge from ancient India and modern India, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture’s languages. All languages in India, and their associated arts and culture will be documented through a web-based platform, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more.</p> |
| 5. Focus on Outcome based education (OBE):   | <p>Given the global adaptation of outcome-based education frameworks and an enhanced focus on higher-order learning and professional skills, the NEP promises a paradigm shift in conventional practices of curriculum design, education delivery and assessment. Outcome-based education or outcomes-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments</p>   |

|  |  |
|--|--|
|  | <p>should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. Outcome-based methods have been adopted in education systems around the world, at multiple levels.</p>   |
| <p>6. Distance education/online education:</p> | <p>Distance education, also known as distance learning, is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via mail. Today, it usually involves online education. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, e-learning, m-learning, online learning, virtual classroom etc.) are used roughly synonymously with distance education. E-learning has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline.</p> |

## Extended Profile

### 1 Students

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 107                                     | 121     | 159                           | 164     | 136     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |
| Any other relevant information          |         | <a href="#">View Document</a> |         |         |
| Other Upload Files                      |         |                               |         |         |
| 1                                       |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100  | 100     | 100                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Letter from the authority (NCTE / University / R |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

#### 1.3

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 27   | 27      | 27                            | 27      | 27      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Central / State Govt. reservation policy for adm |         | <a href="#">View Document</a> |         |         |

**1.4**

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 48   | 68      | 83                            | 71      | 62      |
| File Description                                 |         | Document                      |         |         |
| List of final year students with seal and signat |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

**1.5**

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 48   | 68      | 83                            | 71      | 62      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Consolidated result sheet of graduating students |         | <a href="#">View Document</a> |         |         |

**1.6**

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 59   | 52      | 74                            | 93      | 74      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Enrollment details submitted to the state / univ |         | <a href="#">View Document</a> |         |         |

**2 Teachers****2.1**

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

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 8  | 12      | 11                            | 13      | 10      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Copy of the appointment orders issued to the tea |         | <a href="#">View Document</a> |         |         |

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

| 2020-21   | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 13  | 13      | 13                            | 13      | 13      |
| File Description                                |         | Document                      |         |         |
| University letter with respect to sanction of p |         | <a href="#">View Document</a> |         |         |

**3 Institution****3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

| 2020-21  | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 46.686   | 55.422  | 68.883                        | 77.694  | 13.247  |
| File Description                                 |         | Document                      |         |         |
| Audited Income Expenditure statement year wise d |         | <a href="#">View Document</a> |         |         |

**3.2****Number of Computers in the institution for academic purposes..****Response: 13**

| File Description                       | Document                      |
|--|-------------------------------|
| Invoice bills of purchase of computers | <a href="#">View Document</a> |
| Copy of recent stock registers         | <a href="#">View Document</a> |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

The college is affiliated to Panjab University, Chandigarh. The curriculum is revised after every four to five years taking inputs from academic and industry experts by the university. The college prepares its Academic Calendar on the basis of the University academic calendar at the beginning of the semester. This calendar includes semester wise schedules for Institute-level Curricular, Co-curricular and extracurricular activities.

Administrative committee and Academic committee of the college plans and monitor academic activities for effective curriculum delivery.

Academic Calendar is prepared by adding timelines and schedules for activities and events like Orientation programmes for fresher students, Workshops on lesson planning in their pre- internship programmes, Examinations, Faculty Development Programs (FDPs), Field Visits and celebration of important days etc. The Institution also follows a specific Time Table Programme for the effective delivery and transaction of the curriculum.

Faculty prepares Unit Lesson Plans based on Course Outcomes (COs). Administrative committee reviews the lesson plans. The Plans are discussed in the class for better outcomes.

Regular classroom teaching is supplemented with Guest Lectures, Seminars, Assignments, Quizzes, Tutorials, Case Studies, Hands-on-Sessions, Field Visits, Internships. Online resources are also used by faculty and students.

Class teachers monitor regular academic activities.

Internal Assessment tests are conducted which are based on the performance of the students in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester is prepared by Internal Assessment committee moderated by the principal. Advanced and slow learners are identified and necessary actions are taken wherever applicable. Assessment for Engagement with the field (Pre- Internship) are based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations etc.

End Semester examinations are conducted by the University.

**Reviewing of the curriculum to adapt to the local contexts:** - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee

accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & the heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the administrative committee from approximately 20 percent randomly selected students. For the session 2019-21, End-term feedback is collected online on depth and breadth of syllabus covered, how well the subject delivered, effective time utilization of time during the lecture, real-life examples used, etc.

The academic evaluation is conducted every academic year to evaluate the curriculum delivery on parameters like course plan, teaching and learning methods, evaluation process and CO attainment.

All the decisions are communicated through staff meetings and administrative committee meetings.

| File Description  | Document                      |
|---|-------------------------------|
| Plans for mid- course correction wherever needed for the last completed academic year   | <a href="#">View Document</a> |
| Plan developed for the last completed academic year   | <a href="#">View Document</a> |
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

**Response:** A. Any 5 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Meeting notice and minutes of the meeting for in-house curriculum planning  | <a href="#">View Document</a> |
| List of persons who participated in the process of in-house curriculum planning                                       | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | <a href="#">View Document</a> |

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

**Response:** A. All of the above

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

## 1.2 Academic Flexibility

**1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**

**Response:** 36.23

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 21      | 21      | 22      | 21      |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 58      | 58      | 62      | 57      |



| File Description   | Document                      |
|--|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Academic calendar showing time allotted for optional / electives / pedagogy courses  | <a href="#">View Document</a> |

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

**Response:** 0.2

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Brochure and course content along with CLOs of value-added courses | <a href="#">View Document</a> |
| Any other relevant information                                     | <a href="#">View Document</a> |

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

**Response:** 8.01

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 55      | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | <a href="#">View Document</a> |
| Course completion certificates  | <a href="#">View Document</a> |

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

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

**Response:** B. Any 3 of the above

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

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

**Response:** 0

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

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

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

#### Response:

The curriculum is transacted to develop knowledge, qualities, competencies, skills and values to transform prospective teachers to academically excellent and professionally competent teachers appropriate for the 21st century.

#### 1. Fundamental or coherent understanding of the field of teacher education,

Individual assignments, library work, seminar presentations, quizzes, debates, discussions, brain storming, diary maintenance etc. help them to develop Meta-cognitive skills.

Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various psychological, sociological, and philosophical principles as well as practices.

The institution provides learning experiences to address the challenging career of a teacher as a Nation builder, agent of social change, and international perspectives of education through orientation programmes and workshops in their pre internship programmes, group discussion, debates, practicum, assignments, seminars, mock interviews, role play, NSS camps etc.

#### 2. Development of Competencies and Procedural knowledge

Micro teaching workshops and simulated teaching, Link Classes, Demonstration Classes, Lessons based on Models of Teaching, Sessional Work during internship workshops provide skills, Macro teaching workshops to understand the methodology, strategies, knowledge of procedures and importance of lesson planning.

Competencies to transact school curriculum that are specific to optional teaching subjects. Core paper provides technological basis of education. (Blog creation, Digital text, E content, online learning, online quizzes, online assignments, ICT integrated lesson templates etc. are provided). Subject curriculum provides sufficient theoretical and practical experiences in pedagogic content knowledge. Participation in various college level, P.U. zonal and Inter-Zonal Skill-in Teaching and teaching aid preparation competitions.

The college has 9 pedagogical subjects (English, Hindi, Punjabi, Mathematics, Science, Social Science, Economics, Commerce and Computer Science) and teacher in charges organizes programmes and competitions to develop competencies of different pedagogical aspects.

Internship (16 weeks) helped the student teachers to improve and apply competency and skills in chosen specialization which they have already practiced in theoretical and practical classes.

Problem based practicum helped to develop critical thinking and problem - solving ability.

Invited talks/ lectures of experts on different themes, training on the preparation of learning aids by experts in the field contribute much to the methodology of teaching. The curriculum provides understanding on Objective based evaluation, preparation of **Test based lessons**, preparation of different tools of evaluation and school /community-based project to successfully complete their internship and in future service as a teacher.

### 3. Values, Attitudes, Skills

The institution provides the following activities and programmes to develop Emotional intelligence, Communication Skills and to inculcate Values and Attitudes:

#### 1. Emotional intelligence:

- Knowledge on EQ, Competency building, and Self-Awareness Activities are provided in the core paper classes.
- Workshops on life skills, soft skills and Stress Management are provided.
- Reading and reflection of texts are provided in all Core classes.

#### 2. Negotiation and Communication skills:

- Provided collaborative environment to communicate freely in all core paper, pedagogy subjects and optional classrooms.
- Activities through clubs, committees and college union provide student teachers to engage in teamwork and environment for Negotiation to settle their differences.
- Reading and reflecting from the texts, Peer review of classes during internship, debates and brainstorming, Problem based practicum, Project etc. provided through curriculum helps to develop critical thinking ability of student teachers.

#### 3. Values, attitude and Collaboration with others

- The college provides opportunities for **Social visits of different institutions, conscientisation programmes**, remedial programme for school students, participating in inter-college competitions, organising inter- school programmes, Social networking.
- The **core paper Gender, School and Society** provides understanding of gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc. The college organises programmes **on women empowerment, ways to eliminate gender bias, human rights with respect to family, society, work culture** etc with special emphasis on women's issues.
- The propagation of an **environment friendly culture** through activities like **campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, related programmes, development of medicinal plant garden** etc. Relevant competitions and campaigns are organized to inculcate naturalistic intelligence among student teachers.
- The college provide opportunities to the students by organising **Yoga camps and celebrating International Yoga Day every year and also demonstrations on Yoga** done by various experts and Talks by **Art of Living faculty on Self-awareness and self-management activities** through practice.
- **Observation of International days** such as environment day, water day, earth day, women's day,

literacy day, Human Rights Day, AIDS day, friendship day, mother's day etc. to inculcate Global Perspectives and Integration.

- **Observation of National days** for promoting National Integration: - To inculcate Patriotism and national values important days like Independence day, Republic day, Gandhi Jayanthi, Teachers day, National Science Day etc are celebrated.
- To develop values among students **Hawan Yajna, morning assembly and celebration of important days** are the integral part of the curriculum. College also encourages the students to participate in **P.U. Zonal and Inter- zonal youth festivals**.
- Theoretical knowledge and Programmes **to promote attitude against Terrorism as a part of Peace Education and concept of anti-corruption** for developing the right economic value are provided in the core paper classes.
- **Celebration of religious and cultural fests:-** lohri, Basant, Deepawali, Christmas, etc are celebrated to promote cultural and social values.
- **Community Extension:** - Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship.
- To develop collaboration among students, **donation drives, visit to old age homes, awareness rallies through NSS and Talent Hunt programmes** are organised every year.

| File Description   | Document                      |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | <a href="#">View Document</a> |
| List of activities conducted in support of the above         | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                 | <a href="#">View Document</a> |
| Paste link for additional information                        | <a href="#">View Document</a> |

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

#### Response:

Theoretical knowledge on Development of school system, Functioning of various Boards of School Education and Functional differences among them through their **foundation paper F-1.4 (Education in Contemporary India)**.

Theoretical and practical understanding of Current practices in assessment and evaluation, are familiarized through the **foundation paper F-2.3 (Assessment for Learning)** like Standard Based Assessment, Online,

Computer Based and Open Book Examinations, Teacher made and standardized tests, grading system, merits, and demerits, Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point, Scoring procedure - manual and electronic, development of Rubrics, Classification of learners according to their level of performance in Grading system helps student teachers to perform well as evaluators.

Practical knowledge on Tools of Assessment, tests, checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal record, etc. helps student teachers to gather data for internship, project and action research.

Besides this the college familiarize the students with the diversities in the school system through their **Pre-internship programmes I, II and III**. At the end of the programme, student teachers prepare a report of the local school where they visited. Every student teacher gives two demonstration lessons in each school subject before sending them to schools in simulated teaching.

Theoretical discourses and presentations help student teachers to understand concept, principles, importance and components of educational management and the structure of management at different levels.

Awareness of development of school system in India, Organization of School Plant- school site, building, infrastructure, School records and registers, Types and maintenance are given through **foundation paper F-2.5 (School Management)**. Through curriculum student teachers familiarized with the Total Quality Management in Education.

The school exposure programme is carried out in local/nearby schools. For this, the student teachers are placed in various types of schools such as Government, Private, Urban and Rural schools under PSEB, CBSE, ICSE boards in their **Pre- internship programmes I, II**. They present their observations and reflections in the college for sharing their experiences with teachers and peer groups to compare the differences in the system.

Teacher's and Mentor's also familiarize the students about the diverse nature of the Indian Education System in their sessional work during their Orientation/ Workshops on Pre- internship programmes I, II and III.

Students Visit to schools of differently abled through their **Foundation Paper F-4.3 Inclusive Education**.

Students are encouraged to collect details of different systems in India from internet to understand state wise variations in school curriculum and functioning and also from International and Comparative perspective.

Knowledge on Structure of Educational management in Punjab, at Central, State and Local level is provided in the curriculum.

| File Description   | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim   | <a href="#">View Document</a> |
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View Document</a> |
| Paste link for additional information  | <a href="#">View Document</a> |

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

#### **Response:**

Our teacher education program provides a wide range of curricular experiences to its students by connecting their learning to the real world during their internship programme in various schools.

Student teachers see the complex nature of the classroom in relation to the structure of their course goals and assignments. They take **foundation courses and choice- based pedagogy courses** in which they learn Assessment, Classroom Management and School Management Concepts, Curriculum Approaches, Communication and Employability Skills and Action Research etc. Each of these courses helps students to understand what it means to get to know their students as well as how to use data to inform daily instructional decisions for their class. These courses also provide the structure to allow for conversations about designing environments that lend themselves to cognitive engagement.

The institution makes efforts to organise orientation and workshops for student teachers before going to their internship programmes. They prepare and follow a lesson plan format to attend to the several elements they will consider not only in their planning but also in their practice. Practice is done in their sessional work. Regular observation is also done by teacher educators/ mentors to facilitate student engagement in the classroom. Peer observation is also one of the aspects for the self-reflection among student teachers during simulated teaching.

The institution also makes efforts for organisation and participation of students in various **P.U. Zonal Skill- in Teaching and Teaching Aid Preparation Competitions on different pedagogy subjects (Social Sciences, Sciences and Languages) etc.** to give them exposure to the real-world experiences. Subject wise seminars and discussions are also taken by the mentors to enhance their self- confidence and capacity building.

Activities are organized to inculcate Social and National values, integration and development (Observation and celebration of national days, conscientisation programs on social issues and evils, human rights education, Environment conservation etc.).

Brainstorming sessions, seminar presentations, problem-based practicums, activities, cultural programmes, sports activities and school based conscientisation programmes are organized to identify and resolve the major social, intellectual, physical and environmental issues, challenges faced by our pluralistic society. It helps in accentuating the use of functional knowledge in nurturing and equipping the classroom learner to

face those challenges.

During Covid -19, The institution facilitates the student teacher with access to **ICT (Information and communication technology) and also through their foundation course ICT Skill development F-1.5 and EPC-2.2.** Various platforms are used for online teaching considering the convenience of the students like google meet. They are also trained during their online workshop on school internship, how to create classrooms, Google forms and uses of screen recorders and various learning engagement activities in their daily school classroom environment.

The institution also undertakes various community service programmes for behavioural engagement of student teachers like NSS, visit to old age homes etc. where they observe community norms and participate in activities.

The institution also takes initiatives to conduct extension lectures, talks and webinars on Career counselling and group counselling with the help of DBEE (District Bureau of Employment and Enterprise), Ludhiana and mock interviews are also conducted to make the student teachers ready for the professional field.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |
| Paste link for additional information        | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from**

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

**Response:** A. All of the above

| File Description                                     | Document                      |
|--|-------------------------------|
| Sample filled-in feedback forms of the stake holders | <a href="#">View Document</a> |
| Any other relevant information                       | <a href="#">View Document</a> |
| Paste link for additional information                | <a href="#">View Document</a> |



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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description  | Document                      |
|---|-------------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View Document</a> |
| Action taken report of the institution with seal and signature of the Principal | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 70.4

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

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

**Response:** 13.33

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 24      | 22      | 7       | 21      | 16      |

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

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

**Response: 0**

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

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

#### File Description

Data as per Data Template

#### Document

[View Document](#)

## 2.2 Honoring Student Diversity

**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

#### Response:

The students got the admission in B.Ed course after qualifying the entrance examination conducted by recognized universities like Panjab University Chandigarh, Punjabi University Patiala and Guru Nanak Dev University Amritsar.

At the entry level assessment, college prepares itself for freshers. The college facilitates the students with best possible chances of success in attaining the academic goals of institution. Assessment results are used in the placement. The college has a comprehensive admission process catering to the needs of students belonging to various categories. Students are counseled at the time of admission and are guided to choose the particular subject combination by assessing their needs. Scholarships, financial aid, book bank, bank loan facilities are offered to students belonging to EWS and other needy students. Each teacher in college is having 10-12 students under tutorials where they guide the pupil teachers individually as per their learning needs and has a whatsapp group for content sharing and personal guidance.

The institution assesses the learning levels of the students, after admission through Orientation Program organized for the freshers to acquaint them with the B.Ed curriculum, college infrastructural and library facilities. The students are familiarized with the faculty, syllabi, course plan, academic calendar, examination system and internal assessment criteria. To overcome the language barriers the college provides them the opportunity to choose any medium (English, hindi or punjabi). The students also visit language lab and use the equipments to have better understanding about concepts of language. After identifying their learning needs, the students excelling in various fields of creativity are encouraged to represent the college at different levels and to participate in Talent Hunt and Youth festivals for their readiness towards B.Ed program.

The college provides academic support to the students by providing various facilities like reference books, journals in library. The college also has well equipped Educational Technology lab where get to interact

through various electronic gadgets like OHP, LCD Projector, Interactive board, CDs, have internet access in ICT and ET lab where they can prepare their lessons, CVs and topics related to syllabus. Special facilities are provided to physically challenged students like separate class rooms on the ground floor, ramps etc.

Recognizing the need of the hour and requirement of skill development, different courses have been introduced for their academic support. Periodic oral and written tests for pupil teachers are conducted to enable them to perform better in examinations. Peer learning is encouraged where the students discuss the topics with slow learners, real life examples are used, extensive use of audio visual aids are used for better comprehension while teaching. Guest lectures, House meetings, Remedial teaching and Tutorials are arranged from time to time. Guidance and placement Cell provide opportunities through special career talks (online/offline) and placement opportunities through District Bureau of Employment and Enterprises Ludhiana (DBEE) where our students are registered and also a part of whatsapp group managed by the college and same institution in which they got many messages regarding employment and competitive exams

| File Description   | Document                      |
|--|-------------------------------|
| The documents showing the performance of students at the entry level | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                         | <a href="#">View Document</a> |

**2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports with seal and signature of Principal                                      | <a href="#">View Document</a> |
| Relevant documents highlighting the activities to address the student diversities | <a href="#">View Document</a> |
| Photographs with caption and date, if any   | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

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

**Response:** As an institutionalized activity in accordance with learner needs

| File Description   | Document                      |
|--|-------------------------------|
| Reports with seal and signature of the Principal   | <a href="#">View Document</a> |
| Relevant documents highlighting the activities to address the differential student needs | <a href="#">View Document</a> |
| Photographs with caption and date  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:** 15:1

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

Response: 7

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

## 2.3 Teaching- Learning Process

**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. To make the process of teaching and learning more effective, various student centric methods are used. Average teacher pupil ratio is kept suitably low to ensure quality teaching. Here one can notice a complete transformation of teaching learning process from traditionally teacher centered to student centric. Experiential learning, participative learning, and problem solving methodologies are used to ensure effective learning outcome.

**Experiential Learning:** Excursions, field visits/ surveys and visits are organized from time to time to expose students and faculty to advanced levels of knowledge and skill requirements.

Group projects and case studies are also assigned to the students which encourage peer learning and team spirit.

The pupil teachers are entrusted with the assignment of preparing projects and working models under the guidance of the concerned teachers.

The students of teaching of Computer Science and ICT are given assignments to prepare blogs and resume software on their own as a part of their practical curriculum.

For improvement in practical skills of students, the college has been opting the craft options like Candle Making, Gardening and Interior Decoration and Home Craft.

**Participative Learning:** The college organizes different group activities as group discussions, exhibitions, inter college competitions, quiz contests, brain storming sessions, seminars, workshops, fine arts competitions, paper presentations, debate, poster making competitions on various themes.

Extension lectures are organized by the college which provides the faculty as well as the pupil teachers an opportunity to interact with eminent resource persons from other colleges and parts of the state.

Documentaries and short movies are also screened for the students to ensure effective learning outcome.

#### **Problem Solving Methodologies:**

Teachers organize group discussions at regular intervals which are duly followed by question answer rounds at the end as a part of problem solving methodology.

Special attention is paid to slow and advanced learners as per their requirement.

Career Counseling and Guidance Cell of the college and various talks of eminent speakers prepare students to meet the challenges of life boldly.

| File Description  | Document                      |
|---|-------------------------------|
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

**Response:** 100

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 8       | 12      | 11      | 13      | 10      |

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |
| Link of LMS                    | <a href="#">View Document</a> |

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

**Response:** 100

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

Response: 107

| File Description                                  | Document                      |
|---|-------------------------------|
| Programme wise list of students using ICT support | <a href="#">View Document</a> |
| Landing page of the Gateway to the LMS used       | <a href="#">View Document</a> |
| Documentary evidence in support of the claim      | <a href="#">View Document</a> |
| Data as per Data Template                         | <a href="#">View Document</a> |
| Any additional Links                              | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or more of the above

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

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

#### Response:

The college has a mentor-mentee programme wherein each teacher is assigned almost 11-12 students to address students concerns that may go undetected during the normal course of instruction in class. Among these concerns, teachers often address student's apprehensions, suggestions regarding the curriculum and future career prospects. There are formal interactions scheduled during tutorial and morning assembly also, however, the students are free to meet their mentors as and when they need to in informal contexts. Gauging the feedback from students, faculty often arrange for alumni to come and engage with their students with regard to scope in the industry that is currently prevalent or those alumni who have gone to higher studies. These interactions become very vital to students in the academic life. The mentor mentee programme is pursued at the courses at the undergraduate level.

In morning assembly each week each house has to perform all the activities in assembly that is beforehand planned in the house meeting. In house meeting the house incharge divide the duties to perform various tasks like news, paper reading, speech, conduct the whole assembly. This is the best example of Group work.

The institution provides an environment to the student teachers where along with the academic growth of the student teachers cultural, social, intellectual, moral, mental & professional growth is also taken into consideration.

The institution provides an innovative and creative globally networked environment to the prospective teachers for effecting global perspectives in local contexts.

Student teachers are completely trained to face challenges of the modern era. The curricular framework is structured keeping in view needs and backgrounds of the learners and there is adequate scope for flexibility and provision of diverse and varied learning experiences to facilitate teaching and learning and develop appropriate and conducive environment.

The college creates an overall environment conducive to learning and development of the students through timely planning for time table, college calendar and the detailed skill in teaching, examinations as well as co curricular activities.

Regular staff meetings are held to review the entire work done and drive cues for reformative actions and



futuristic planning in order to bring about qualitative enhancement.

The faculty members use innovative and latest teaching methods according to the needs of the students. Teachers address student queries by giving individual attention by adopting suitable methods. Every student is allotted a mentor for guidance. Student grievances are forwarded to grievance readdressal committee and followed up.

The institution has the facility of well equipped ICT Resource Centre, Computer Lab and updated library and laboratories where student teachers are given instruction & knowledge as per their requirements.

Internet facility is available to all students as well as teachers at the college library and computer lab for curricular enrichment and transaction. For effective curricular transaction, the faculty members make use of Computers and LCD Projectors etc.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

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

**Response:** B. Any 4 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | <a href="#">View Document</a> |
| Documentary evidence in support of the selected response/s  | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

**Response:**

Innovation in education encourages teachers and students to explore research and use all the tools to

uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Creativity, innovation and learning Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development. Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear.

One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. Creative thinking deepen and extend learning, rather than be an enjoyable but superficial activity, it must be grounded in understanding of the content being investigated. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative. Creative practice needs to complement diligent and deliberate practice that develops foundational skills – not be a substitute for it. An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. It might be thought that remembering factual information does not involve creative processes.

Creative approaches can be very helpful in remembering information. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

### **Promotion of Creative Thinking:**

The college has always been active in the promotion of original and creative thinking among the students and to ensure the same, various strategies are adopted

The creative base is inspired by various inter-college and intra college activities. College also organizes plenty of academic and extra -curricular activities in various fields like skits, speeches & creative writing, and poster making Competitions.

### **Interactive Teaching:**

To ensure interactive teaching, the faculty makes use of PowerPoint and multimedia presentations for the better retention and understanding of the content.

Career Counseling cell, **Mentor- Mentee groups/** Tutorial groups have been formed to deal with **academic and stress related issues.**

### **E -Learning:**

Computer laboratory has the Internet facility to access the latest research and other advancements in the respective subjects. Computer laboratory which are open to use by the faculty as well as students

The college library also provides the computers with internet facility and access to e-journals and eBooks for the students.

The college has also formed WhatsApp groups of all the students of all sessions to promote effective learning. The students as well as teachers use the same to upload and exchange their work, educational videos and information and thus collaborative online thinking is promoted.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |

## 2.4 Competency and Skill Development

**2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

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

**Response:** A. Any 8 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Reports of activities with video graphic support wherever possible | <a href="#">View Document</a> |
| Documentary evidence in support of the selected response/s         | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Link for additional information                                    | <a href="#">View Document</a> |

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian**

**languages /Community engagement****Response:** A. Any 8 or more of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Reports and photographs / videos of the activities                                     | <a href="#">View Document</a> |
| Documentary evidence in support of each selected activity                              | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Attendance sheets of the workshops/activities with seal and signature of the Principal | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

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

**2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

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

**Response:** B. Any 3 or 4 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Samples prepared by students for each indicated assessment tool                    | <a href="#">View Document</a> |
| Documents showing the different activities for evolving indicated assessment tools | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |

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

**Response:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Sample evidence showing the tasks carried out for each of the selected response | <a href="#">View Document</a> |
| Documentary evidence in respect of each response selected                       | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

**Response:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Report of the events organized  | <a href="#">View Document</a> |
| Photographs with caption and date wherever possible                                       | <a href="#">View Document</a> |
| Documentary evidence showing the activities carried out for each of the selected response | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or more of the above

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

**2.4.8 Internship programme is systematically planned with necessary preparedness..****Response:**

Internship programme is systematically planned in the college with all the necessary preparedness. As per the syllabus by Panjab University, Chandigarh there is a provision of pre-internship-1, pre-internship 2, and Internship program and post internship phase.

In pre-internship-1 a brief orientation programme arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student teachers observed the following:

1. Philosophy, aim and vision of the school.
2. Organization & Management (Affiliating body, type of school, type of management)
3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
6. After completion of the field exposure programme, student teachers developed a detailed report and present it for evaluation at the college.

In Two weeks Pre-internship approximately 10 to 12 student teachers attached in one school for the

purpose. The college organized at least two demonstration lessons in each school subject before sending the student teachers to schools. The supervising teacher from the college orient the Principal and faculty of the school about the whole school observation/experience programme. During this programme, the student teachers observe the following:

1. The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. The student teachers observe teaching learning process for which they use observation schedules. The institute develops these schedules; and orients the student teachers on the process of observation as well as use of the schedules.

2. Evaluation procedures used in the school

a) Types of evaluation

b) Maintenance of examination records

3. Library resources

4. Types of Grants and Scholarships received by school

5. Record of any one stock register

At the end student teachers develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and present the same in the college.

**Phase-1: Pre-Practice Duration:** In this 7days workshop on lesson planning is organized every year and student teachers learn to write various types of lessons.

**Phase-2: Teaching Practice Duration:** The convenient small groups of student teachers attached to a school and he/she undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators. Mentor teachers provide the necessary information to the pupil teachers. as well as instruct them for the smooth functioning of the internship.

**Phase II. Assessment of students' performance:**

Assessment is based on the participation in School Activities, participation in organizing co-curricular activities.

Teaching Practice file (Both teaching subjects)

**Phase – III Post-Practice and Evaluation Duration:** Presentation of brief report by each student teacher on his/her internship experiences.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

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

**Response:** 2.18

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

Response: 22

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Plan of teacher engagement in school internship                  | <a href="#">View Document</a> |
| Internship certificates for students from different host schools | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Copy of the schedule of work of internees in each school         | <a href="#">View Document</a> |

#### **2.4.10 Nature of internee engagement during internship consists of**

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

**Response:** A. Any 8 or more of the above



| File Description  | Document                      |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | <a href="#">View Document</a> |
| Sample copies for each of selected activities claimed                           | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

##### Response:

Institution adopts effective monitoring mechanism during internship programme. The monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teachers, principal of the school and mentor teacher which is also from the school.

Every year our students experience the working atmosphere in schools for a full one semester where they have the exposure to interact with the real teaching learning atmosphere. Before going to the internship the college organizes a one week orientation for pupil teachers. In orientation program all the teachers teach all the types of lessons like Macro lesson plan, Micro lesson plan, Diary format, lesson plan based on models, skills based lesson plans. Teachers also give the demo of the entire lesson plan that students will write in their files. Orientation program organized by the college before going to the internship.

The college forms every year an internship committee which looks after all the necessary work related to the programme.

The supervising teacher from the college orient the Principal and faculty of the school about the whole school observation/experience programme. They have been instructed by the teacher in charge from the college that they must observe the students during their teaching, pupil teachers should be included in the preparation of time table, daily adjustments and performing duties in mid semester tests, evaluating the answer sheets, organizing and celebrating important days in the school. All the pupil teachers act as a regular teacher in the internship period and get the experience of multifarious activities done in a school.

**Nomination of Mentor Teachers:** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship. A school teacher plays the role of mentor who guides the trainees at every step and on teachers of internship committee also guide them.

**Teacher in charges from college:** The faculty members of the college allotted to different schools as supervisors during the internship period. The supervisors coordinate the activities of the mentor teachers of the school; and assess pupil teacher's performance and provide on-site guidance and support during internship whenever possible. Teacher in charges from the college visits the schools quite often and keep a check of the pupil teachers activities.

**Selection of Group leader** –when schools have been allocated to the pupil teachers the college selects a group leader from each group. The duty of the group leader is to keep in contact with the teacher in charges and mentor teacher from the school. Maintain the attendance sheet of all the trainees and instruct others to attend periods according to the time table or adjustments provided by the school.

When students go to the school our college teachers visit the schools prior and have a discussion with the Principal and mentor teachers. Our teachers explain all the evaluation process to them so that they can have proper check on the students during their internship period.

| File Description                                | Document                      |
|---|-------------------------------|
| Documentary evidence in support of the response | <a href="#">View Document</a> |
| Link for additional information                 | <a href="#">View Document</a> |

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

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

(\* ‘Schools’ to be read as “TEIs” for PG programmes)

**Response:** C. Any 2 or 3 of the above

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

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

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

**Response:** B. Any 4 of the above

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

## 2.5 Teacher Profile and Quality

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

**Response:** 83.08

| File Description   | Document                      |
|--|-------------------------------|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:** 27.78

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

Response: 3

| File Description                                      | Document                      |
|---|-------------------------------|
| Data as per Data Template                             | <a href="#">View Document</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View Document</a> |

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

**Response:** 8.13

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

Response: 65

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

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

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

#### Response:

The expectations from teachers are high and rising each day. The teachers are expected to have a deep understanding of what they teach and to keep up with the rapidly expanding knowledge base; to be passionate, compassionate and thoughtful; to make learning central and encourage students' engagement and responsibility; to respond effectively to students of different needs, backgrounds and mother tongue, and to promote tolerance and social cohesion; to provide continual assessments of students and feedback; and to ensure that students feel valued and included and that learning is collaborative. The college time to time provides the opportunities to the teachers to enhance their skills and update them professionally. During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, Webex (as many online meetings of the Panjab university Chandigarh were conducted on Webex), how to make Google forms, how to make YouTube channel etc. All the teachers of our college working currently have their YouTube channels on which they have posted their lessons of particular subjects. After that teachers also shared the links of the YouTube channel with the students after taking online class. In a way this is very beneficial for the students. Our college organized a Faculty Development Programme in 2018 sponsored by MGNCRE in collaboration with Department of Education Panjab University Chandigarh in which all the teachers of the college participated. During pandemic our teachers also participated in online FDPs organized by various universities and colleges to maintain the balance between offline and online teaching-learning process. The teachers from the college also participated in many seminars and workshops to update themselves about recent trends and changes in education. Duties related to conducting examination and evaluations are also assigned by the university to the teachers.

Our two teachers have recently completed their Ph.D. in the year 2018 and 2021 which is the best example of keeping oneself professionally updated. Our NSS program officer is well trained by NSS empanelled training Institute in collaboration with Institute for Development and Communication. During the lockdown period The Department of Youth Welfare (Panjab University Chandigarh) organized online competitions and teachers also participated in that. Teachers themselves collaborate and work in teams, set common goals, plan and monitor the attainment of goals collaboratively.

| File Description                           | Document                      |
|--|-------------------------------|
| Documentary evidence to support the claims | <a href="#">View Document</a> |
| Link for additional information            | <a href="#">View Document</a> |

## 2.6 Evaluation Process

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

#### Response:

Evaluation is an innate part of teaching learning process. The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by Panjab University, Chandigarh.

On the commencement of each new academic session, the students are intimated about the evaluation system to be followed.

Updation of different university notifications about the examination is provided to the teachers as well as students.

Continuous information regarding evaluation on the basis of house examinations/ unit tests, attendance, projects, presentation, participation in class and model making is provided to students. As per the university syllabus college follows internal evaluation system.

House tests are evaluated and shown to the students so that they can work on their weaknesses. In case of unit Tests, the answer sheets are evaluated by the teachers and results are prepared within stipulated time period.

The evaluated answer sheets are given to the students in classes for on the spot discussion of their performance. The teachers discuss the paper in detail with the students and give them tips to attempt the paper in a more effective manner. Remedial teaching is also practiced by the teachers.

#### Attendance Requirements:

Every student is required to attend a minimum of 75% lectures delivered to that class in each paper. A deficiency in attendance is condoned by the Principal for special reasons as per the relevant ordinances on the subject.

#### Meetings with teachers:

The Principal also holds special meetings with all the teachers to discuss the results and performance of the students.

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

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:**

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.

- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
- To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation

is done by the course handling faculty members within five days from the date of examination. The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately.

- The marks obtained by the students in internal assessment tests are displayed on the notice board and college whatsapp group. The marks obtained by the students in internal assessment are uploaded on the university web portal at end of the semester.
- Day to day performance of the students is assessed for every activity/practical which includes regularity, performance, viva and the promptness in submitting the record.
- Assessment for engagement with the field is based on the student's performance in various field related activities, practical work, project work; community related work, diaries, lesson plan files (macro and micro), field observation education resource centers etc.
- For final theory and practical examination internal and external examiner appointed from the other colleges as decided by the Panjab University, Chandigarh.

### **Mechanism for grievance redressal related to examination**

**College Level:** The continuous evaluation of students is carried out by faculty regarding theory lectures, labs, assignments, unit tests. The midterm marks are allotted based on defined strategies and displayed on notice board. Query if any is discussed with faculty and examination committee. The Institute appoints an examination committee for smooth conduction of examinations at the college and for final university examination the Principal appoints separate examination committee as per the guidelines. If students are facing any problems, they are solved by the examination committee and Chief Co-ordinator appointed by the university. The grievances during the conduction of online/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination committee.

**Redressal of grievances at University level:** The queries related to results, corrections in mark sheets, other certificates issued by the university are handled at Panjab University Examination section after forwarding such queries through proper channel. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation through college. The students can also apply through RTI and demand a photocopy of their answer sheet. Any grievance regarding the style of question paper or non-adherence to prescribed syllabus is dealt with at college level through formal representation to the Examination Branch of Panjab University, Chandigarh

| File Description   | Document                      |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | <a href="#">View Document</a> |

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

**Response:**

An academic calendar is prepared by the concerned official at the beginning of each semester in line with the University's calendar consisting of various curricular, extra and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards. It is updated and revised with respect to any changes suggested by the university. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence.

**Preparation of time table** – Time table committee plans the time table before the beginning of session as per the guidelines of Panjab University Chandigarh according subjects of each semester.

**Lecture plan** - Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of assigned subject. The type and schedule of internal evaluation is Planned in consultation with the Principal of the college.

**Internal Examinations-** The dates of unit tests and house tests are mentioned in the academic calendar. Detailed Examination schedule is announced in advance, by members of examination committee. To maintain further compliance, exam sheets are checked within five days after the commencement of each examination. In case of practical work internal viva and practical exams are conducted by respective teachers before/after the university examinations. The Institution right from the Admission of the new Entrant to the examinations administers and calculates minutely the progress of the pupil teachers and the college also constantly keeps track of their performance and progression in their further future prospects. Thus the 360 degree continuous internal evaluation of Knowledge-based education is rendered to the Students of the Institution.

**Question Paper Setting-** The question paper of internal exams is prepared by concerned teachers and is approved by the Principal. The Principal and examination committee selects question paper for common subjects out of a pool of papers prepared by all concerned teachers.

**Exam sheets evaluation-** The answer sheets are checked by the subject teachers in the given period of time.

**Assignments and seminars-** In addition to the tests, assignments and seminars are also the part of Continuous Internal Evaluation. Assignments are provided to students on the scheduled dates mentioned in the academic calendar. Every teacher conducts regular class tests in the form of discussions, seminar presentations, oral tests etc. Dates for submission of assignments are posted in whatsapp groups and Google classroom by respective teachers.

**University Exams-** The tentative dates for university exams are indicated in the academic calendar. The final university exam schedule is also displayed on students' notice boards.

**Student feedback** – At the end of academic session students submit their feedback for each subject through online feedback forms from the academic session 2020-2021 for maintaining complete anonymity.

**Academic Monitoring-** The Principal monitors the syllabus covered and student's attendance in the form of report from the faculty before the House examinations. Remedial classes are conducted for weak students in subjects.

**Amendments-** In case of unseen conditions, academic calendar is modified and revised as per the instructions of the Panjab University Chandigarh.



| File Description  | Document                      |
|---|-------------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 2.7 Student Performance and Learning Outcomes

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

#### Response:

Program Learning Outcomes and Course Learning Outcomes are very well planned by the college and also displayed on the college website. The program outcomes and the course outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Panjab University, Chandigarh. The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training.

The college ensures to achieve these Program Learning Outcomes and Course Learning Outcomes as per University guidelines. The teachers evolve themselves professionally outfitted with skills and competence for fulfilling technological needs and global concerns. College has adopted a system of education which strengthens the prospective of every learner to attain, preserve and transfer knowledge leading to foresighted society through innovative, experiential and joyous modes of learning. The college selected and makes use of learner-centred teaching techniques, developing an insight of fundamental change in conceptualizing disciplinary knowledge in school curriculum, essential capabilities for organizing learning experiences, selecting and making use of suitable evaluative strategies for facilitating learning. As a subject Gender, school and society it fulfills the challenges and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc. The institution involves student-teachers with self, child, community and school to form close associations between different curricular areas. College also provide many opportunities to the students to engage in community services like under NSS activities students get to interact with the community. Our NSS volunteers visit the surrounding villages and clean public places like dispensary, primary school, Gurudwara sahib etc. they also participate in adult literacy campaigns for the elderly people of the village. Under these activities our volunteers work on the theme NOT ME BUT YOU as they represent themselves for the wellbeing of community. Many awareness lectures are also organized under these by experts, government and private doctors, faculty from Art of Living etc.

The teachers guide the pupil teachers in the general classrooms. The teachers also hold discussions and seminars in classroom teaching which gives the students an opportunity to explore more about the topics and present their views in front of the teachers as well as their peers. The teachers adopted various methods for teaching like lecture method, lecture cum demonstration method, heuristic method, project method, role playing method, discussion method to ensure the best learning.

Our students actively participate in curricular as well as co curricular activities.

All the courses prescribed by Panjab University Chandigarh of all the four semesters' gives and immense opportunity to know more about their fields like values, culture, educational system, digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners, appreciation towards the role of pedagogy subjects in daily life. All these courses help to develop an understanding of the various methods, approaches and techniques of teaching.

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

### 2.7.2 Average pass percentage of students during the last five years

**Response:** 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 48      | 68      | 83      | 71      | 62      |

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

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

**Response:**

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which developed and enhanced different skills in the students to fulfill the growing demands in the field of education.

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators

or concerned subject teachers. So far the feedback and monitoring mechanisms are concerned, Internship incharges of the institution use to go to the various practice teaching schools to discuss with the school teachers and the student teacher regarding the progress of this task.

Besides , thorough interaction with the Principal and the school teachers in respect of their concerned subjects gets the feedback about student-teacher's class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems faced by the student –teachers in teaching and managing the classes . After completion of teaching practice in the schools, post internship phase is held in the institution in the presence of the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools. Teacher educators give some suggestions for further improvement in their teaching performance.

The institute has a mechanism in place to cater to the students coming from across the country. Due importance is given to design, revision and effective delivery of curriculum in most efficient manner. Evaluation system is flawlessly designed to evaluate student performance at each stage of the program.

Class Tests: These tests are conducted in the form of discussions, seminars on a regular basis and the performance of students of different levels is evaluated by test scores.

The Institute follows evaluation pattern of marks for internal evaluation and to prepare final lists.

Examination:

Program outcomes are displayed at various prime locations in the institute premises and are also available on the website to make faculties and students aware of the Program Outcome and Program Specific Outcome so as to make students aware of different course learning outcomes as mentioned in the syllabus provided by Panjab University Chandigarh.

The Program learning outcomes are helpful in developing the framework of teaching and learning. The Course learning outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics.

| File Description   | Document                      |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 2.7.4 Performance of outgoing students in internal assessment

**Response:** 100

### 2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

**during last completed academic year**

Response: 48

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | <a href="#">View Document</a> |
| Data as per Data template  | <a href="#">View Document</a> |

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

Before the commencement of the academic year, the Institution prepares 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process

In the beginning of the academic session the students are apprised of academic calendar and the same is uploaded on the college website. Only head of the institution can incorporate minor changes in academic calendar which he may deem fit considering the unforeseen circumstances

The Schedule of All Examinations is given in academic calendar.

The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process. The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement chart, list of invigilators etc. The record of internal assessment is maintained at college level.

**Teacher: Stakeholders:** The stakeholders are aware of the Continuous Internal Evaluation of every subject in the college.

The college strictly follows the academic calendar of Panjab University, Chandigarh. Examination Board of the college decides on dates during which the internal assessment is to be given to students and dates by which the marks need to be submitted to the office.

The schedule of dates of semester examination, internal assignments, practical examination and viva-voce is adhered to as mentioned in the academic calendar of the university.

For the practical papers, Internal Evaluation is done in almost all practical classes. Dates for submission of

assignments are posted in whatsapp and displayed on the notice boards groups by respective teachers.

The schedule of external examination is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for CIE.

1. Preparatory Exams are conducted every year before university exams.
2. Every teacher conducts regular class tests with mcqs on the related topic.
3. Online tests are conducted by teachers with the use of Google forms

After evaluation answer scripts are distributed among the students. Their doubts are also cleared with advice about writing correct & apt answers.

The regular monitoring is done by the Governing Council. The Principal conducts curricular and extra-curricular review meetings on regular basis to check the implementation and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required. Further, extra lectures are scheduled to complete the syllabus before university examination.

| File Description                         | Document                      |
|--|-------------------------------|
| Documentary evidence in respect to claim | <a href="#">View Document</a> |

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.61

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:** 0

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | <a href="#">View Document</a> |

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

**Response:** B. Any 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Sanction letters of award of incentives                      | <a href="#">View Document</a> |
| Institutional policy document detailing scheme of incentives | <a href="#">View Document</a> |
| Documentary proof for each of the claims                     | <a href="#">View Document</a> |
| Data as per Data Template                                    | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated               | <a href="#">View Document</a> |
| Documentary evidences in support of the claims for each effort     | <a href="#">View Document</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View Document</a> |
| Link for additional information                                    | <a href="#">View Document</a> |

## 3.2 Research Publications

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

**Response:** 0.93

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 2       | 1       | 2       |

| File Description  | Document                      |
|---|-------------------------------|
| First page of the article/journals with seal and signature of the Principal           | <a href="#">View Document</a> |
| E-copies of outer jacket/content page of the journals in which articles are published | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |

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

**Response:** 2.31

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 5       | 6       | 5       |

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

### 3.3 Outreach Activities

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

**Response:** 9.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 10      | 5       | 11      | 11      |



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

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

**Response:** 35.23

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 48      | 41      | 51      | 47      | 55      |

| File Description  | Document                      |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal     | <a href="#">View Document</a> |
| Event-wise newspaper clippings / videos / photographs with captions and dates | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

**Response:** 35.23

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 48      | 41      | 51      | 47      | 55      |

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

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

#### Response:

The college believes in the all round development of the students and in sensitizing them to the prevalent social issues. Session begin with Hawan ceremony every year to inculcate the values. For harmonious development the college has functional unit of NSS and clubs/cells like

Eco Club ,Science Club, Anti Ragging Club, legal Cell, Committee against Sexual harrasment, IQAC Cell. All the significant dates such as National Science Day, Independence Day, Ozone Day, Yoga Day, Teachers Day, Hindi Divas, Rashtriya Ekta Saptaaah etc are celebrated to familiarize students with the value of our culture and traditions. The college promotes social consciousness through NSS. In our bid to encourage more and more students to be responsible citizens, we organize Rallies on special issues, for sensitizing not only our own students but also the immediate community/ neighbourhood. The students are involved in cleaning the campus under Swachhta Abhiyan and are made aware of the menace of vector borne diseases like dengue and chikunguniya.

In order to sensitize the students about Human Rights, Cancer, Investor awareness, Inclusiveness, morning assembly is conducted. In order to ensure overall development of the students they are encouraged to participate in various items of Youth festivals like Heritage items, literary items, dance items, fine arts items etc. Educational trips are organized every year to the various places like Kurukashetra, Science city Kapurthala, Jaipur etc.to sensitize students about community.

Sensitized students visit community and aware community through various activites.

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

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****Response: 0****3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

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

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**3.4 Collaboration and Linkages****3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 3.8****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 2       | 3       | 1       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs                | <a href="#">View Document</a> |
| List of teachers/students benefited by linkage exchange and research | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |

**3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response: 1**

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

Response: 1

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Copies of the MoUs with institution / industry/ corporate houses | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |
| Link for additional information                                  | <a href="#">View Document</a> |

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

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

Response: B. Any 5 or 6 of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report of each activities with seal and signature of the Principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information                                    | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered**

**Response:**

The college aims to achieve the primary objective of providing the students an education complete with personality development and professional training. To facilitate the same, a policy making mechanism that ensures transparency and efficient distribution of funds is in place. For conducting effective delivery of its curriculum the college has 12 spacious classrooms, 9 ICT enabled classrooms including one fully equipped Smart Classroom, 1 ICT enabled Computer Labs, one are ICT enabled, provision for 3 portable projectors and one staff room. There are well-marked and self-contained spaces for NSS. The college has a well maintained Botanical Garden having different types of ornamental, medicinal and class-work material shrubs, herbs and trees. Music Room equipped with various musical instruments are available in each section for curricular and co-curricular purposes. The Girls Common Room in each section offers recreation and relaxation to students as a few indoor games can be played here. The College Cafeteria caters to students with a variety of snacks, hot and cold beverages at reasonable rates .This offers a meeting hub for students where discussions are held freely.

The college boasts of having one cricket ground, one basket ball ground, one vollyball ground and one tennis court. The ground has an athletic track for 200 meters

| File Description  | Document                      |
|---|-------------------------------|
| List of physical facilities available for teaching learning | <a href="#">View Document</a> |
| Geo tagged photographs                                      | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Link for additional information                             | <a href="#">View Document</a> |

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

**Response: 75**

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

**Response: 9**

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

Response: 12

| File Description                                   | Document                      |
|--|-------------------------------|
| Geo-tagged photographs                             | <a href="#">View Document</a> |
| Data as per Data Template                          | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |
| Link to relevant page on the Institutional website | <a href="#">View Document</a> |

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

Response: 2.58

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.9386  | 1.7610  | 1.3739  | 1.3668  | 1.3247  |

| File Description  | Document                      |
|---|-------------------------------|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college library act as the Knowledge Resource Centre, for the institution and its stake holders adjacent to this is a reading room with a reasonable collection of journals , periodicals and newspaper.

The college library was established in 2007 with a humble collection of books. However, the present library room has been extended, modernized and updated over the years.

The College Library houses many collections of books, journals, reports, and other resources, offering a

ready platform for the students, teachers and other stakeholders to pursue learning and research.

A.S. College of Education is a knowledge hub that provides comprehensive access to text and reference books, journals, magazines, audio/vedios, CD-ROMs and much more. The rich collection covers diverse disciplines of educational Psychology, Teaching Learning Process, Information Technology, Health sciences and Sciences, Humanities and its related field.

The library is a member of e-Granthalya, N-List and Inlibnet which provides catalogue of books, database of theses and dissertation, database of e-books etc.

The Fully computerised internet equipped library of the college has a collection over 6700 books with subscription of magazines, jounals, newspapers in english, hindi and punjabi.

The library is developing a comprehensive collection of print, digital and media resources on education, philosophy, psychology, sociology, English literature ,History, Geography, Economics, political science, varied disciplines of sciences , health and Physical Education to fulfil the teaching and research needs of the teacher education community. The teaching and research work of the institution is also supported by online resources and e-library. The library has institutional membership of Information and Library Network Centre (INFLIBNET) , to fulfil information needs of faculty, students.

. It provides excess to a big number of journals and books of national and international standards. The library has Offline book search facility.

### **Functions of Library Committee**

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Reviewing the working of the committee
- Availing new trends in library management
- Utilization of grants and other facilities
- Adopting measures for motivating staff and students for strengthening reading habits

The library has computer and internet facilities. There is a computer with Laser Printer B/W and xerox machine. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library is kept open on all working days from 9.00 a.m.to 4.30 p.m.

The new arrivals are displayed in the display stand which is kept in the library and reading room. The list of new arrivals are displayed in the Notice board and the staff room.

| File Description   | Document                      |
|--|-------------------------------|
| Bill for augmentation of library signed by the Principal | <a href="#">View Document</a> |
| Web-link to library facilities                           | <a href="#">View Document</a> |

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

##### Response:

Almost all of the University Libraries' e-journals, e-books, and other electronic information resources accessed from any computer on the campus network. The students on use online access for their projects, assignments and seminars etc. Faculty member use online access for their publications, seminars, conferences, subject related material and prepration of lectures. This is possible with the help of ICTs using remote access tools.

- Peculiarities of the library
- All books are bar-coded
- The Library has institutional membership of Information and Library Network Centre (INFLIBNET),
- Each student is given a unique bar-coded ID card
- Students can borrow only 2 books at a time for a period of 14 days
- Faculty can borrow 15 books for a period of one month
- Books of the reference section will not be issued

Readers will be responsible for any damage caused to the book If a book is damaged or lost by anyone he/she is responsible to replace it or pay three times the cost of the book including postage.

Late return will be penalized

All books must be returned to the library 3 days before the close of each term.

The library is freely accessible (on request) to staff and students of other institutions.

The new arrivals are displayed in the display stand which is kept in the library.

| File Description                                 | Document                      |
|--|-------------------------------|
| Details of users and details of visits/downloads | <a href="#">View Document</a> |
| Landing page of the remote access webpage        | <a href="#">View Document</a> |

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



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

**Response:** C. Any 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Receipts of subscription /membership to e-resources                          | <a href="#">View Document</a> |
| E-copy of the letter of subscription /member ship in the name of institution | <a href="#">View Document</a> |
| Data as per Data template  | <a href="#">View Document</a> |

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

**Response:** 0.87

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0.83    | 0.92    | 1.8     | 0.81    |

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

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

**Response:** 8.12

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

**Response:** 170

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

Response: 366

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

Response: 40

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

Response: 47

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

Response: 311

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

**4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

Response: C. Any 2 of the above

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

### 4.3 ICT Infrastructure

#### 4.3.1 Institution updates its ICT facilities including Wi-Fi

##### Response:

Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource (licensed online journals) of the institution.

The connection strength has been progressively increased over the years to meet the changing demands of the situation.

To meet the growing demands of technically skilled professionals in the modern competitive world, the college ensures that its students and faculty are facilitated with latest computers and software. College frequently upgrades the IT facilities including Network, Internet and WI-FI in college campus.

The college upgrades its IT infrastructure and facilities in order to ensure effective teaching learning process. Feedback and suggestions are sought from the faculty for improvements in infrastructure and action is taken accordingly. The college has 1 ICT resource centre. 21 Computers and one Laptop with internet facility and Licensed Software like Windows and Antivirus are provided in laboratory. Scanners, Printers, Projectors, Photostat Machines, 21 UPS and 12+ CCTVS are also being used effectively in both the sections. Internet facility is made available in the entire campus at a high speed leased line connection of 30 MBPS. In 2017-18, the college took a giant leap in upgrading IT infrastructure. Visual Studio has been installed to facilitate research on Multi-media data base.

Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location

It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Each floor has a network router.

Password protection is ensured for security and safety.

Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the ICT resource Centre.

| File Description   | Document                      |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 8.23

| File Description  | Document                      |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 30

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

Response: 30

| File Description  | Document                      |
|---|-------------------------------|
| Receipt for connection indicating bandwidth   | <a href="#">View Document</a> |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | <a href="#">View Document</a> |

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

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

**Response:** C. Any 2 or 3 of the above

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

#### 4.4 Maintenance of Campus and Infrastructure

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

**Response:** 13.85

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6.08067 | 6.80231 | 7.46302 | 8.37188 | 7.56665 |

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

##### 4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

**Response:**

Proper care is given to the maintenance of equipment and infrastructure, so that optimal utility can be obtained.

**Library:**

All new books and journals are entered into library accession registers. Damaged /lost books are removed as per procedure mentioned in Panjab University Calendar. Annual stock taking of the library resources is duly carried out and the reports are submitted to the Principal. The Librarian is ably assisted by her support staff of a Restorer, and a Cleaner in the efficient and smooth running of the library.

**Science Laboratories:** The maintenance of these laboratories falls under the supervision of Asst.Prof.Alka Sharma and Asst.Prof.Hari krishan for routine management. The outdated equipment and chemicals are disposed of as per the rules of the district administration or of Panjab University, Chandigarh. Stock registers are methodically maintained and checked by the teachers incharge and are verified by the Principal.

### **Sports:**

An efficient ground staff is attached with the Department of Physical Education for the proper maintenance and marking of tracks and grounds. Proper stock registers of sports equipment procured and in use are maintained. Every year the facilities are upgraded and new equipment is added.

### **ICT Resource Centre:**

The College has One ICT Resource centre with Wi-Fi facilities. The college has engaged the services of a System Administrator for the upkeep of its infrastructure. A strong Firewall has been installed to protect the computer systems from data theft.

### **Construction & Purchase Committee:**

To ensure proportionality, transparency, accountability and fairness in procurement of necessary articles for college use, a purchase committee has been set up. A group of staff members in this committee independently review and evaluate the purchasing documentation like quotations and recommend the most appropriate supplier on basis of price and quality.

### **College Cleanliness & Sanitation Committee:**

Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So a cleanliness committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

### **Gardening Club:**

Gardening Club of the college ensures the maintenance & proliferation of green cover in the college. Regular plantation is conducted and gardeners are instructed regarding proper upkeep of lawns Measures taken at Administrative Level The college has engaged the services of two full time electricians to supervise the upkeep and maintenance of all inverters, generators, sound systems, electrical fittings and appliances.

| File Description                                 | Document                      |
|--|-------------------------------|
| Appropriate link(s) on the institutional website | <a href="#">View Document</a> |



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Sample feedback sheets from the students participating in each of the initiative                                     | <a href="#">View Document</a> |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | <a href="#">View Document</a> |
| Photographs with date and caption for each initiative  | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Paste link for additional information  | <a href="#">View Document</a> |

**5.1.2 Available student support facilities in the institution are:**

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

**Response:** A. Any 8 or more of the above



| File Description       | Document                      |
|------------------------|-------------------------------|
| Geo-tagged photographs | <a href="#">View Document</a> |

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

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

**Response:** B. Any 5 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional guidelines for students' grievance redressal                                       | <a href="#">View Document</a> |
| Data as per Data Template for the applicable options   | <a href="#">View Document</a> |
| Composition of the student grievance redressal committee including sexual harassment and ragging | <a href="#">View Document</a> |
| Paste link for additional information  | <a href="#">View Document</a> |

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

**Response:** B. Any 3 or 4 of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Report of the Placement Cell  | <a href="#">View Document</a> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <a href="#">View Document</a> |
| Data as per Data template   | <a href="#">View Document</a> |

## 5.2 Student Progression

| <b>5.2.1 Percentage of placement of students as teachers/teacher educators</b>                                       |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>Response:</b> 9.34  |                               |         |         |         |
| <b>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</b> |                               |         |         |         |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 6  | 4                             | 8       | 5       | 8       |
| <b>File Description</b>  | <b>Document</b>               |         |         |         |
| Upload any additional information  | <a href="#">View Document</a> |         |         |         |
| Data as per Data Template  | <a href="#">View Document</a> |         |         |         |
| Appointment letters of 10% graduates for each year   | <a href="#">View Document</a> |         |         |         |
| Annual reports of Placement Cell for five years  | <a href="#">View Document</a> |         |         |         |
| <b>5.2.2 Percentage of student progression to higher education during the last completed academic year</b>           |                               |         |         |         |
| <b>Response:</b> 31.25   |                               |         |         |         |
| <b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>  |                               |         |         |         |
| Response: 15   |                               |         |         |         |
| <b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>  |                               |         |         |         |
| <b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>                                     |                               |         |         |         |

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

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

**Response:** 13.55

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 11      | 15      | 10      | 8       |

| File Description  | Document                      |
|---|-------------------------------|
| Data as per Data Template   | <a href="#">View Document</a> |
| Copy of certificates for qualifying in the state/national examination | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

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

**Response:**

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

Yes, the institution has a student council. The student council consists of meritorious students and they play a proactive role in the functioning of college as they are the future teachers of the nation and they are required to develop the qualities among themselves. The functioning of the following students councils are :-

- **Houses** There are 4 houses of students in the college . In every house of students there is 1 captain and 1 vice-captain who takes care for proper functioning of morning assembly as her their turn and duty.
- **Tutorials** The duty of tutorial is divided into 8 teachers and under these 8 teachers there are 15

students and there is leader of each tutorial. The leader tutorial used to collect biodata of each student. Each tutorial is made in charge of all the functions to be organized in that week or to assist any Association which is holding its function on that week.

- **TP Group Leader** There is 1 Teaching practice group leader in every school who reports the presence or absence of the pupil teacher as well as the activity of each and every pupil teacher under his leadership to the mentor teacher.
- **Class Representative** Every year 2 boys and 2 girls are elected as class representative by way of voting by the students.
- **NSS Camp** The institute conducts NSS Camp in the month of June and December every year and the class representatives look after the activities of students in NSS Camp.
- **Discipline** The institution gives much attention towards discipline in the college and for proper discipline, duties have been assigned to the house captain and vice captains. The tutorial leaders, TP group leaders, festival leaders, Class representatives, who are working for proper discipline in the college under the supervision of teaching staff and principal of institution.
- **Refreshment** For each and every function performed in the college, the duties for refreshment has been assigned to the leaders/captain/ CR's who manage the refreshment under the supervision of teaching staff and principal.

Each tutorial is made in charge of all the functions to be organized in that week or to assist any Association which is holding its function on that week.

This council Also has student representative as president, 2 vice president (one male and one female), general secretary, secretary 09 executive members. This council organizes cultural activities, extension lectures, sports and games, involving grievance redressal mechanism.

## COMMITTIES ,CELLS,AND CLUBS

A member of literary Societies and clubs are set up which are managed by the students under the guidance of college staff.

| File Description  | Document                      |
|---|-------------------------------|
| List of students represented on different bodies of the Institution signed by the Principal | <a href="#">View Document</a> |
| Documentary evidence for alumni role in institution functioning and for student welfare     | <a href="#">View Document</a> |
| Copy of constitution of student council signed by the Principal                             | <a href="#">View Document</a> |

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

**Response:** 1.8

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Reports of the events along with the photographs with captions and dates | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

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

The alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. The alumni are currently working at various positions all over the globe and proving their mettle in all spheres of teaching.

**The Alumni Association Contribution through various means:**

- **Book Donation:** Contribution by donating Books.
- **Alumni Interaction:** Alumni give inputs to aspiring B.Ed graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies in teaching world.
- **Placement & Career Guidance Assistance:** Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
- **Job opportunities:** Alumni provides innumerable opportunities in various companies to the

students.

- **Awareness:** Some of our Alumni have established startups in different sectors. They decided to become teacher during their academic span at our college.. Through the journey as an teacher they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.
- **Alumni Meet:** The alumni get chance to reconnect with the new students and old friends. This is the best platform for networking and sharing current happenings in the teaching world. These inputs are helpful to academicians for molding the aspiring students.
- **Promoting Institute Events:** Alumni associates with various events conducted at our college. Alumni take active role in planning and organizing any activity, competition or events
- **Institute Social Responsibility:** Our Alumni in association with A.S. college of education are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, clothes, Stationary etc.

## Communication

- Social Networks (Facebook/Whats App)

The institution has an Alumni Association christened as Alumni Association A.S. college of Education Khanna under the patronage of the principal.

1.

| S.No | Name              | Designation     |
|------|-------------------|-----------------|
| 1.   | Jatinderjit Singh | President       |
| 2.   | Neha manro        | Secretary       |
| 3.   | Gurpreet Kaur     | Joint Secretary |
| 4.   | Harneet Kaur      | Cashier         |
| 5.   | Shruti            | Member          |
| 6.   | KanuPriya         | Member          |
| 7.   | Rajindar          | Member          |
| 8.   | Jatinder Singh    | Member          |
| 9.   | Harmandeep Singh  | Member          |

2. Every student of the college is enrolled as member of alumni Association. This association meets from time to time and arranges get togethers, functions and other events involving the alumni. Alumni are encouraged to visit the college and maintain their link with the staff and colleagues. They are encouraged to work towards college development. The alumni provides inspiration and motivation for trainees to perform well during the training period.

Teacher Incharge

Mrs. HARJEET KAUR(Asst.Prof.)

Dr. SHILPY ARORA(Asst.Prof.)

Mr. HARI KRISHAN(Asst.Prof.)

S. AVTAR SINGH(Office Astd. cum Computer Operator)

### Contribution of Alumni

- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practice and staff-student support.
- Alumni conduct guest lecturers for students, which leads to productive interaction and experience sharing.
- Alumni interact with the students on regular intervals for directing them for developing professional competencies and also for carrier guidance.
- Alumni also strengthens the placement cell of the college for job opportunities and for generating references in the job market for the placement of the students.

| File Description   | Document                      |
|--|-------------------------------|
| Details of office bearers and members of alumni association      | <a href="#">View Document</a> |
| Certificate of registration of Alumni Association, if registered | <a href="#">View Document</a> |

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

**Response:** A. Any 6 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Report of alumni participation in institutional functioning for last completed academic year | <a href="#">View Document</a> |
| Income Expenditure statement highlighting the alumni contribution                            | <a href="#">View Document</a> |
| Documentary evidence for the selected claim  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:** 4

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

#### **5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

##### **Response:**

The 'Alumni Association of A.S. COLLEGE OF EDUCATION KHANNA' provides dedicated support in all activities of the institute. It has contributed significantly through financial and non-financial means during the last five years.

- Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme
- The Alumni placement cell is a cell that guides the post graduates on educational, vocational or personal basis.
- Alumni helps in pre Internship of new students as they tell them the nature in schools and everything related to it.
- The Alumni living in abroad have also registered for the Alumni association and they stay in touch with the college, they help the students by telling them that how they can go abroad after B.Ed for further studies.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- The institute takes feedback from all Alumni members in surveys that motivates the students.
- Provide counseling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for printing of magazines, conference proceedings, and brochures.
- Offer honorary services to teach, guide, action research of students.



| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information            | <a href="#">View Document</a> |
| Documentary evidence in support of the claim | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

##### Response:

The institution has a well-defined vision and mission to make concrete and dedicated efforts for quality and value-based education. For the fulfillment of the mission, the leadership strives to maintain an open and interactive environment. All stakeholders are actively encouraged to participate and voice their perspectives for effective decision making and policy formation. A two-way communication between the staff and the authorities is an important feature of our institution. The governance of the college is reflective of the effective leadership as it addresses the needs of students and society it seeks to serve by: (a.) Developing attributes as per the need of the discipline. (b.) Developing overall personality of the students to be good citizens. (c.) Inculcating human values and having regard for heritage and culture. The college has well qualified faculty members and competent administrative staff who work under the constant guidance of the Principal and the patronage of the managing committee to provide effective leadership and management at various levels. The involvement of leadership is achieved through a well-defined organizational structure consistent with the educational wing of A.S. High School Khanna Trust and Management Society (1932)

The Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic calendar of Panjab University, Chandigarh to accomplish its objectives. The college administration relies heavily upon its Internal Quality Assurance Cell comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: The administrative and academic committee collects feedback from students and other stakeholders and this feedback is considered for future action of the institution. At the commencement of each academic session the administrative and academic committee comes out with different proposals for the effective delivery of curriculum as well as for the general improvement in efforts to impart social skills and awareness regarding environmental issues.

| File Description  | Document                      |
|---|-------------------------------|
| Vision and Mission statements of the institution  | <a href="#">View Document</a> |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | <a href="#">View Document</a> |
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 6.1.2 Institution practices decentralization and participative management

#### Response:

A.S. High School Khanna Trust and Management Society (1932) is quite sensitive to latest management concepts like decentralization, teamwork, decision making, participative management etc. That is why it has adopted the policy of decentralization and the same is ensured through participatory management of the institution. The Principal with the support of Conveners of various committees initiates the decision making process which creates an organizational climate of participatory democracy. The faculty plays a significant role in the planning and effective implementation of the college administrative process. Responsibilities are delegated to them based on their competence, commitment and aptitude to meet the institutional objectives. It facilitates them to balance workload and provide development opportunities to staff to create positive and motivating environment, to inculcate team spirit to take initiatives and to make learning a more interesting and rewarding experience.

At the institutional level, various committees are formed which take decisions regarding their respective fields. They hold meetings at regular intervals and take into account the opinion of all members. The resolutions are passed with the consent of majority of members. Through committees such as administrative committee, Academic Committee, Time table Committee, Anti-Ragging Committee, Examination Committee, Discipline Committee, Purchase Committee, Construction Committee, Press Committee etc. The college encourages a culture of participative management. clubs and societies, teachers and students work in a cooperative spirit, helping and motivating each other and encouraging every individual to grow. The governing body also includes two staff representatives to look into the overall policy and governance.

#### CASE STUDY - PURCHASE COMMITTEE

One case study of Purchase Committee of the institution which shows that the institution is following the policy of decentralization and participative management. Though it is the Principal of the college who has the last say in the decisions of the committee, a senior assistant professor is appointed as the convener of the committee. The committee is constituted of a few full-time teachers, the office superintendent and one member from the office staff. Transparent working Procedure: Firstly, the demands and requisites are received by the office. Then the Principal marks those demands and requisites to the committee. The convener of the committee notifies the time and date of the meeting to all the members to discuss and decide about the demands received. On a fixed date and time, a meeting is called. After thorough discussions, Quotations are called, In the presence of Principal, Members and the Bidders, the quotations are opened and three lowest quotations are selected and a comparative statement is prepared. Full transparency is taken care of in all the procedures undertaken. All members sign the comparative statement and then the order is placed to the lowest bidder. After the order is duly completed a cheque is issued to the supplier. The committee holds its meetings as and when required. The minutes of the meetings are maintained regularly.

| File Description   | Document                      |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

#### Response:

**Financial Transparency:** The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each financial year. The day to day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals. The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level. The financial transparency of the institution reflects in the following actions Preparation of annual statement of accounts Structured utilization of management funds, Auditing and documentation of the fund by internal and external system. Documentation of all financial transactions, Periodic filing of documents of income tax paid by staff members.

**Academic Transparency:** The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities. The rules and regulations are made clear to the Students through the college Annual Calendar; made available online or through Hard copies. Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs etc. are posted on the College notice board. They are circulated among the staff and students. The admission process is organized as per the norms laid down by the Panjab University, Chandigarh in the Prospectus. The process is published through the College Website and also by one-to-one counseling on campus for those who seek information regarding admission. The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the Admission process : Online process through college Panjab, Punjabi and Guru Nanak Dev University level Admission Portal on the basis of merit and reservation policies of Government of Punjab. Interaction Session with parents and students, Course curriculum explanation through interview, Proper documentation with receipts for official and in-house contribution by Students/Parents.

**Transparency in Administrative and auxiliary functions:** Periodic review meeting at various levels, Periodic Faculty Meetings, Institutional IQAC, Class Representatives (CRs) Meetings, attendance and admission. Grievance Redressal mechanism for faculty, students and parents, timely handling of files and papers to various agencies.

| File Description   | Document                      |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

In view of the strategic plans, the institute has perspective plan of advancement. This arrangement is made according to the necessities of the students and so as to oblige the requirements of the institute and the society.

Following Major areas are covered in the plan as mentioned below:

1. Academics
2. Co-curricular activities
3. Feedback from stakeholders

#### Academics

A.S .College of education,Kalal-Majra, Khanna is an affiliated institute from Panjab University, Chandigarh. It receives curriculum as provided by the Panjab University, Chandigarh.

The curriculum provided by the university focuses on various issues viz:

- To have insight into the concept, types and role of education.
- To understand the concept, principles, factors affecting human growth and development.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To acquaint with the Indian educational system in post-independence era.
- To provide knowledge about nature of Language.

#### Co-curricular activities :

As the modern educational theory and practice gives top most priority on all round development there is the vitality of the organisation of these activities, in the present educational situation. For bringing harmonious and balanced development of the child in addition to the syllabus which can be supplemented through curricular activities, but the co- curricular activities play significant role. These activities are otherwise called as extra-curricular activities. It is therefore said that the co-curricular are to be given

importance like the curricular activities. So the organisation of co-curricular activities is accepted as an integral part of the entire curriculum.

**Types of Co-Curricular Activities:** Co-curricular activities are categorized in the following heads:

- **Physical Development Activities:** These activities include games, sports, athletics and yoga.
- **Cultural Development Activities:** The activities like music, dancing, dramatics, folk song, community activities, exhibition, celebration of important festivals comes under this category.
- **Emotional and National Integration Development Activities:** Under this category organisation of educational tours, speech programmes, celebration of national and international days are included.

#### **Feedback from stakeholders**

Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis. End-term feedback is collected from students by the administrative committee from approximately 20 percent randomly selected students.

**Strategic plan for an activity:** The College purchase committee discussed with principal of the college regarding white wash of the college campus. Staff representative initiated the process through principal and with worthy Secretary. Then agenda was put forward in Governing body meeting through college secretary. The governing body meeting was held and discussed to call for Quotations from various contractors. After calling quotations, again governing body meeting was held in which one lowest price sealed quotation was finalized in the presence of contractors and purchase committee of the college with some terms and conditions. Then white wash process completed within four months.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Documentary evidence in support of the claim                        | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to the page leading to Strategic Plan and deployment documents | <a href="#">View Document</a> |
| Link for additional information                                     | <a href="#">View Document</a> |

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

**Response:**

### Hierarchy of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Office Assistant is the authority of all administrative function. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. The academic committee frames policies and regulations and it is published in the academic Calendar of the college. Administrative committee review academic economic and physical facilities and other activities of the college and suggest remedial measures.

### Functioning

Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution. Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences Resource persons to various institutions especially HRDC. Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.

### Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines. Notification in registered newspapers Preparation of list Inviting university nominees after getting concurrence to the post. Constitute of interview board as per government norms. Issuing interview memo to all eligible applicants. Conducting interview and preparation of minutes signed by selection board members. Preparation of merit list with the approval by the Office Assistant. Issuing appointment orders on the basis of vacancies available. The College functions under the supervision of A.S High School Khanna Trust And Management Society. The Principal is the administrator of the college and he works in collaboration with the governing body to regulate and maintain a congenial academic environment. The Principal along with members of the teaching and non teaching staff implements the decisions and policies of the management. Faculty members report to the Principal and carry out the functions of the college. The College has a well-defined organizational structure in the administrative staff also. Hierarchy of staff, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are defined as per the rules of the Panjab University. In addition, a number of clubs and committees comprising students & faculty members are active in various committees to enable effective learning of students. The college has a democratic setup, where each unit is given full freedom to innovate and plan its perspective of development, operates through a structured organization for discipline and smooth functioning. Role and responsibility of various bodies are well defined to ensure accountability.

| File Description                              | Document                      |
|---|-------------------------------|
| Documentary evidence in support of the claim  | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |
| Link to Organogram of the Institution website | <a href="#">View Document</a> |

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

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

**Response:** D. Any 2 of the above

| File Description                               | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces of each module | <a href="#">View Document</a> |
| Geo-tagged photographs                         | <a href="#">View Document</a> |
| Data as per Data Template                      | <a href="#">View Document</a> |
| Any additional information                     | <a href="#">View Document</a> |

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

##### **Response:**

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs. The head of the institution organizes meeting before the commencement of the academic period. Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization. The plan of action is prepared after thorough discussion. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal having a supervisory role. Principal frequently have meetings to ensure that the responsibilities are done by each committee and club. The College Staff Council, College Union assist the Head of the institution in the academic activities. Every month staff meeting is conducted where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to the Principal and the Principal conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications.

##### **Effectiveness of Administrative committee**

As per the information given by Dean, Faculty of Education, P.U. Chandigarh that Due to Covid-19 it is not possible to carry on school internship programme for Semester III students of B.Ed. As the course is entirely related to school practice teaching and due to closure of schools, it is not possible to conduct the practice in schools as per prescribed rules. So, it was resolved in the meeting of Board of Studies to swap the syllabi of semester i.e. of B.Ed. IV to B.Ed. Semester III. Further all external practical's of B.Ed. will be conducted internally in online mode.

In Staff meeting it was also decided for three days' workshop for teachers on how to create class in google meet and google classrooms and appreciated the efforts of teachers to create their YouTube channels and



same training will be given to students for enhancement of their skills. Dates for Online teaching for Semester III be decided. Time table was scheduled as per university guidelines.

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information                                      | <a href="#">View Document</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View Document</a> |
| Link for additional information                                 | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The institution gives dire importance for the welfare of its Faculty members. Significant initiatives were taken for the teaching and Non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned. The management is vigilant to maintain the much-needed professional environment in the campus. Wheat loan is granted to the non-teaching staff and the rules and regulation are as per the Management. The staff members cooperate with each other and extend support in times of emergencies. Medical and health insurance scheme is provided to the employees as per rules of Government of Punjab. Canteen facilities for students and staff. Encourages the staff to be resource persons in other institutions, Motivates the staff to take part in seminars, workshops, conferences and publications. Realizing that a satisfied employee is an asset for the institution and can make college a productive place. Some of the initiatives towards the welfare of the staff and faculty. College has developed a healthy practice of providing salary to both teaching and non-teaching staff. Research facilities (INFLIBNET) are available for faculties pursuing their Ph.D.

##### Casual Leave:

All employees are eligible for casual leave (Male employees- 10, Female employee- 20) as per norm prescribed by Panjab niversity chandigarh, per year at 1 day per month during the Academic Year.

### **Out-Station Duty (OD)/ Duty leave**

- OD is granted, when staff members are required to go out on official duties or to participate in Seminars, Conferences, Workshops, for presenting paper etc. as approved by the Principal/Designated Authority.
- The Principal/Designated Authority shall have the right to cancel the leave sanctioned earlier, for any emergency work in the college.

### **Maternity Leave**

- A woman employee of the institution, is eligible for Maternity Leave (ML) for a maximum of 2 months, subject to prior approval of the Principal/Designated Authority.
- The decision of the Principal/Designated Authority will be final in sanctioning of ML.

### **Medical Leave**

Medical leave as per norms is permissible in 1 academic session for medical purpose.

### **Earned Leave**

Earned Leave is granted as per university norms.

Loan against PF, ESI Gratuity for non-teaching and teaching staff as per the guidelines of Panjab University Chandigarh. Free uniform is provided to the non- teaching staff.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | <a href="#">View Document</a> |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

**Response: 0****6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

**6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response: 2****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

| File Description   | Document                      |
|--|-------------------------------|
| List of participants of each programme                           | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Brochures / Reports along with Photographs with date and caption | <a href="#">View Document</a> |

**6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response: 31.48****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 8       | 3       | 5       | 0       | 1       |

| File Description                       | Document                      |
|--|-------------------------------|
| Data as per Data Template              | <a href="#">View Document</a> |
| Copy of Course completion certificates | <a href="#">View Document</a> |

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

#### Response:

The performance appraisal system of teaching staff follows the guidelines of Panjab University, Chandigarh. For this purpose, the college has adopted pronged system. Self Appraisal for ensuring quality performance by the staff, the institution has initiated a system of taking feedback from students. Thus it is ensured that students can give their feedback without any pressure. The feedback is evaluated and necessary measures are recommended.

Teaching is an art which requires constant energy, practice and progress. Self-appraisal forms issued by the NCTE, Punjab Government, this requirement by encouraging staff to evaluate their own performance. Every member of the teaching staff has to fill this form annually. It allows educators to identify their own academic strengths and weaknesses. It also helps the institution to achieve greater goals of teaching learning. It encourages the teachers to focus on their own professional development apart from their usual teaching work.

The Principal holds regular meetings for result analysis with in each semester. The report on results of individual teachers is forwarded to the management. There is also an efficient in-built mechanism to check the work efficiency of non-teaching staff. The record of their performance is maintained in their personal files. The non teaching staff is headed by an office Assistant. He supervises the office staff and reports the progress to the Principal regularly.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal                      | <a href="#">View Document</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

A.S College of Education kalal- majra, Khanna conducts audit in accordance with auditing standards generally accepted. Those standards require College plan and perform the audit in collaboration with chartered Accountant. The financial audit is conducted annually at different levels Internal audit by management of the Institution. Internal Audit by Chartered Accountant. following: (a) all receipts from fee, donations, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. Regular audit is conducted in the institution. Audit may take 2-3 days. In the audit Objection will be attempted in time if needed. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report of Auditors of last five years signed by the Principal                          | <a href="#">View Document</a> |
| List of audit objections and their compliance with seal and signature of the Principal | <a href="#">View Document</a> |

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

Response: 0.03

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

|         |          |          |          |          |
|---------|----------|----------|----------|----------|
| 2020-21 | 2019-20  | 2018-19  | 2017-18  | 2016-17  |
| 0       | 0.021000 | 0.095400 | 0.003100 | 0.021000 |

| File Description   | Document                      |
|--|-------------------------------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given                                       | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

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

##### **Response:**

##### **Mobilization of Funds**

The college is basically a self-financed private college and it doesn't receive any type of grant or aid from the Government. The college follows a well defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC.

The college Accounts office prepares an annual budget estimate in consultation with A.S. High School Khanna Trust and Management Society. Fee is the major source of funding.

Other sources of funds are: Interest from savings of the institution. Donations from industrialists and an NGO for setting up of endowments for scholarships and lectures. Donation from faculty members (former and present), alumni and well-wishers. The financial resources are effectively and efficiently used in the institution.

##### **Optimal Utilization of Resource**

The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The Principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the Principal.

The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund,

depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund.

| File Description  | Document                      |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

#### Response:

In both academic and administrative areas, Our Teachers Training College has implemented quality management strategies. It is designed to foster a culture of creativity, innovation, and quality improvement. In order to respond to evolving educational, social, and market demands. The cell evaluates and tracks the various facets of operation. It makes recommendations at various points in the course, from the beginning to the end. This cell also discusses and responds to suggestions received in a variety of ways, including verbal, written, and Suggestion Box and related networks. Its main operations are as follows: Quality benchmarks/parameters for the various academic and administrative activities are being developed and implemented. Inter- and intra-institutional conferences, seminars on quality-related topics, and the promotion of quality circles are all planned. Documentation of the programs/activities, with the aim of improving quality; Institutional database development and maintenance through improving institutional quality; Creating a Quality Culture Facilitating the creation of a learner-centered atmosphere conducive to high-quality education and the maturation of faculty to implement the required knowledge and technology for participatory teaching and learning.

| File Description  | Document                      |
|---|-------------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

**mechanism****Response:**

Before the establishment of IQAC the college used to function under administrative committee and all the quality concerns decision were made under staff meetings Teacher training college is conscious of educational quality as well as shifting educational, social, and business demands. The standard is reflected in the academic programmes that are implemented and the number of targets that are met. The academic programmes are planned and implemented with great care at the college. The college has adopted well-structured feedback system that take suggestions from different stakeholders of B.Ed. programme. This eventually helps to fine tune teaching learning process and curriculum. The input from stakeholders and previous year's results serve as the benchmark for further progress in order to maintain the standard of its academic programmes. The college Maintains stock verification and ensures it. Students' attendance is monitored, and students are updated, With the help of a schedule for all activities, ensures adherence to the academic calendar. Ensures that students perform well in internal examinations. For a better learning experience, LCD projectors have been used in different classrooms. Remedial classes are scheduled based on the needs of the students and their feedback. The institution has taken steps to digitalize the library in order to make it more student-friendly. Students in the library have access to the internet as well.

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

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

**Response:** 2.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 2       | 1       | 3       | 0       |



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

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

**Response:** D. Any 1 of the above

| File Description          | Document                      |
|---------------------------|-------------------------------|
| Data as per Data Template | <a href="#">View Document</a> |

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

**Response:**

The teaching learning method, operations, and learning outcomes at A.S College of Education, Kalal majra Khanna are all being reviewed. The Administrative Committee evaluates the teaching-learning process on a regular basis and takes steps to strengthen it. The academic calendar is planned ahead of time, displayed and distributed across the institute, and strictly followed. All newly enrolled students are required to participate in orientation programmes in which they learn about the educational structure, teaching learning method, continuous evaluation system, mandatory core curriculum, different cultural practices, discipline, and culture. Before the semester begins, students are informed of the timetable, curriculum layout, and course syllabus. Class committees meet on a regular basis to solicit student input and to take necessary action to improve the teaching-learning process.

**National Seminar conducted on Reforms in Examination and Evaluation System: Emerging Problems and Probable Solution.**

The college organized a one-day National Seminar on 5th February 2018. The theme of the seminar was “Reforms in Examination and Evaluation System: Emerging Problems and Probable Solution” Sponsored by college Development council (CDC). Examination and Evaluation are one of the most important and integral components of the formal education system. Bringing Reforms in the Examination and Evaluation system are constant and continuous process all across the world. The seminar aims at bringing the desirable change in prevailing patterns of examination and evaluation in India and implementing the various innovation and new Government policies and strategies to overcome the evaluation abuse in India

**Faculty Development Programme(FDP)**

Seven days Faculty Development Programme in collaboration with Panjab University, Chandigarh sponsored by Mahatma Gandhi National counsel of rural education (Hyderabad) Ministry of Human Resources Development from 18 to 24 November 2018. Faculty Development programme on “**Nai Talim**, Work education, Experiential learning and community engagement”.The programme enables the teacher educators to transact the community interaction systematically and effectively. The programme was a preparatory input for teacher educators to provide them enough resource material to handle the subject through experiential learning work education and community engagement. Our two initiative shows the Incremental development in college.

| File Description                                      | Document                      |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                            | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

**Response:**

A.S College of Education Kalal-Majra Khanna is very much sensitive towards conservation and use of alternate source of energy. Energy conservation is the effort made to reduce the consumption of energy by using less of an energy service. This can be achieved either by using energy more efficiently (using less energy for a constant service) or by reducing the amount of service used. Energy conservation is a part of the concept of Eco-sufficiency. Energy conservation measures (ECMs) in buildings reduce the need for energy services and can result in increased environmental quality, national security, personal financial security and higher savings.

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- It is mandatory that if any existing light will damage it will be replaced by only LED lights.
- All the teaching, non teaching and students are instructed regarding switch off the lights when they will go out from any room.
- As the rooms are very much ventilated so there is less requirement of electrical lights .
- In college premises there are 3 star AC for reducing consumption of energy.
- College uses LED monitors in ICT labs for saving.
- Peons are instructed to check each and every switch time to time for conserving energy.
- Filtered water is supplied by sister concern college for conserving energy.
- Teachers use Google classrooms for assignments, evaluation purposes.
- For awareness regarding energy conservation poster making competition are organized.
- For awareness regarding energy conservation rallies are organized.
- For energy conservation our staff and students prefer car pooling.

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| Institution energy policy document | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |

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

**Response:**

A.S College of education Kalal Majra Khanna endeavours at harmonious and all round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability.

For waste management the action plans are :

It is mandatory on the part of every employ to report changes/additions in hazardous waste generation and steps taken to reduce generation of waste per unit of production.

- The waste could either be recycled /reused or disposed off .
- Waste avoidance and waste minimization at source.
- In the hierarchy of waste management, waste avoidance and waste minimization have to be attempted first.
- Paper waste be recycled using different ways.
- Burning of leaves, vegetable waste and some general waste will be completely prohibited with in the campus to maintain carbon neutrality.
- Waste management dumping for making compost.
- Different types of bins like red, green and blue for general, Paper and Plastic waste.
- Provision of vermi composting for waste management.
- E- waste management by exchange of items.
- The AC's waste water is used for watering the plants.
- There is Sprinkle irrigation system in the lawns, push taps in the institution for saving water.
- Sign board for water conservation regarding awareness.
- Left out oil in the generator will be given to the generator service person for reuse.
- For avoiding paper wastage Google classrooms adopted.
- There is provision of leakage check periodically.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Any additional information                   | <a href="#">View Document</a> |

### **7.1.3 Institution waste management practices include**

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

**Response:** B. Any 3 of the above

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

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

**Response:** B. Any 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View Document</a> |
| Geotagged photographs   | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                      | <a href="#">View Document</a> |

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

**Response:**

A.S College of Education Kalal Majra Khanna is Located in a village that is 7 Km far away from Khanna and 12 km from Samrala. College is surrounded by farms with lush green Lawns in 5 acre including varieties of trees, herbs, shrubs. Institution is free from pollution. In the college there is Pollution check board by Punjab pollution control board.

For cleanliness ,sanitation, green cover and providing a pollution free healthy environment college opted following actions:

For cleanliness and sanitation following measure are taken:

- College is properly cleaned three or four times in a day.
- Different banners are displayed in college campus regarding cleanliness.
- The college premises has lush green lawns and a rich biodiversity of flora which is taken care of by a dedicated team of gardeners and members of Gardening Club.
- Any new construction at the expense of existing trees is avoided .

- To increase the green cover of the college, plants are purchased from different Nurseries.
- Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it. In the institution there are near about 100 trees.
- In Botanical garden of the college, many herbs with medicinal values and air purifying plants.
- Bird houses have been installed for attracting birds which act as natural biological control agents .
- Vehicles are not allowed to enter the main building area of campus to lessen air pollution.
- The staff and students are encouraged to use pedestrian mode or public transport to reduce the carbon footprint and become more environmentally astute.
- The students are provided necessary documents to facilitate the concessions offered by State Transport Division immediately after admission.
- A sincere endeavour is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposable utensils in the canteen.
- Smoking is strictly prohibited inside the campus and is regarded as a punishable offence as per code of conduct of college.
- Instead of relying on artificial lighting, we use natural light whenever possible.
- The building is provided with ample windows which let the natural light filter into the classrooms and offices. The college is in the process of replacing traditional lights with LEDs.
- We are firmly entrenched in digital era, So we are trying to ditch the use of paper by opting for online procedures.
- Important information conveyed to the staff through WhatsApp group 'college information' and emails reduces dependence on paper notices.
- Staff members are advised to reduce taking printouts and use both sides of paper .
- Eco club, Cleanliness Committee and N.S.S unit are proactive in organizing awareness programs and rallies regarding environment sustainability.
- Signboards loudly convey the message of environment protection and help in engraving green practices in the minds of students.
- We present saplings instead of bouquets to the guests visiting our college

| File Description                                     | Document                      |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View Document</a> |

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

**Response:** A. All of the above

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

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

**Response:** 0.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| .005    | .15     | .03     | .18     | .02     |

| File Description   | Document                      |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

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

**Response:**

A.S.College of Education, Kalal-majra,khanna is striving to imbibe the teaching learning process with unique blend of intellectual vigour and ethical Engagement .

The core belief of the Institution is the holistic vision that discount the past but at the same time embraces

the future with unwavering confidence in the ability to shape it & harness its possibilities. We are committed to nurture & create teachers who are equipped to become world citizen who take pride in their heritage.

A.S College of Education, Kalal Majra Khanna is located in a village surrounded by farms. Institution has green Lawns in 5 acre with Varieties of trees, herbs, shrubs. Institution is 7 Km far away from Khanna and 12 km from Samrala. So institution is free from pollution. In the college there is Pollution check board by Punjab pollution control board having display screen on the road.

A.S College of Education Kalal Majra Khanna is using locational Knowledge and resource in the following manner:

- During NSS camp of the college, various activities are done at near by villages .So students learn the feeling of cooperation, sharing, learn or understand our heritage ,their life style, ethics, morals etc that is missing in the city.
- During pre internship programme, B.Ed 1st and 2nd year students learn the type of school, culture of the school, Observe teachers while teaching, observe students.
- During Zonal and Inter Zonal Youth Festival there are many heritage items like Guddian Patole making,Chhikku making,Paranda making,Nala making,Tokri making ,Mitti de Khidaune,Pehri making,Rassa making, Eennu making,Embroidery: Bagh, Embroidery:Phulkari, Embroidery:Dasuti /Cross stitch,Pakhi designing,Crochet work,Knitting , mehandi designing Items are taught by villagers.
- Using the professors and faculties in the Neighbouring institutions of our surroundings as resource persons and judges during different college activities
- Using Gymnasium of A.S College for students fitness.
- Using halls of A.S College for different functions and also providing our own to them.
- Using different schools for teaching practice and skill in teaching competition.
- Using the Hostel of A.S College for women.
- Visiting students deaf and dumb school of Khanna for the Mentally Challenged to develop empathy.
- A vast collection of old students who are well placed in the many of the neighbourhood schools and colleges also constantly used for supporting the curricular and co-curricular growth of our inmates.
- We participate in various cultural and educational activities in the near by the institution.
- Local police officers help us in conducting procession and during camps.
- Local punchayath member participate in the major events the college.
- Art and Aesthetic Workshop is conducted by artists.
- As the college is surrounded by farms.So during Rice cultivation hay is burnt in Punjab which creates a lot of air pollution. So Students aware villagers through rallies in NSS

| File Description                             | Document                      |
|--|-------------------------------|
| Documentary evidence in support of the claim | <a href="#">View Document</a> |
| Link for additional information              | <a href="#">View Document</a> |

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



ways

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

**Response:** A. All of the above

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

## 7.2 Best Practices

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

**Response:**

### ACTIVITY

**Title of the Practice : WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION**

**Objectives of the Practice :**

- To build a safe and inclusive environment for girls.
- To develop a culture where girls can acknowledge the real world problems and learn to overcome them.
- To boost their self-esteem & confidence.
- To develop in them essential traits like compassion for humanity & love for nature.

**The Context:** Women have been a marginalized class in educational sector. In spite of efforts to reduce gender gap in education, there continue to be significant barriers to girl education.Co-education was introduced in majority of classes in main college and a sincere endeavour was made to generate a gender

neutral atmosphere.

**The Practice:** The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus . Organization of multifarious competitions to equip the girls fully to face the real world. To inculcate entrepreneurial attitude among young girls, they are encouraged to participate Youth Festival, NSS to engrave in them the sentiment of service towards society & nation.

**Evidence of Success:** Stupendous results in academics in all classes prizes in co-curricular activities in Inter College Competitions and Youth Festivals.

## ACTIVITY

### Title of the Practice :WORKSHOP FOR TEACHING PRACTICE

#### Objectives of the Practice :

- To become well acquainted with the classroom teaching environment.
- To understand the working of the school administration.
- To write and demonstrate micro, macro, diary, ICT, test based and teaching model-based lesson plans.
- Skills to develop audio visual aids in each subject.
- To write and demonstrate evaluation tools.

#### The Context:

Internship is an indispensable Endeavour of B.Ed curriculum. Students learn how to integrate theory with practice here .

#### The Practice

Workshop for Internship programme is systematically planned in the to observe the following criterion :

1. Philosophy, aim and vision of the school.
2. Organization & Management .
3. The school/classroom environment with reference to infrastructure , teaching learning materials.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly.
6. After completion of the field exposure program me, student teachers developed a detailed report.

During Pre-internship programme, the student- teachers are instructed that they have observed the following criterion and collected the evidences regarding following criterion:

1. The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. .
2. Evaluation procedures used in the school
3. Library resources
4. Types of Grants and Scholarships received by school
5. Record of any one stock register

At the end of the programme, student -teachers develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and present the same in the college.

Internship programme is systematically planned activity of the college. For this 7days workshop on lesson planning is organized every year and student- teachers learn to write various types of lessons. Every year we allocate students to various schools according to their convenience and requirement of the school.

**Evidence of Success:** Prizes in Skill in teaching and model making competition. Placement of students in different schools.

| File Description  | Document                      |
|---|-------------------------------|
| Photos related to two best practices of the Institution | <a href="#">View Document</a> |
| Link for additional information                         | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

**Response:**

**Area of Distinctiveness:** Developing right attitude, Values and ideals.

A.S. College of Education, Kalal\_Majra k hanna has the vision of “Developing right attitude, Values and ideals”. Being teacher education institution, institution aim to produce teacher with harmonious personality.

So for this students are groomed in such a way that they not only excel in academics but also earn accolades in allied fields of Sports, Co Curricular activities and Community Service.

Institution adopt following practices for developing right attitude, values and ideals.

- ICT enabled teaching is to keep pace with digital age. College has nine ICT enabled classrooms.

The students of teaching of Computer Science and ICT are given assignments to prepare blogs and resume software on their own as a part of their practical curriculum.

- Interface with eminent scholars to broaden the outlook and acquaint the students with latest streams of thought in their subject.
- In addition to academic pursuits within college campus, Educational trips and Industrial visits are also used as tools for optimizing concept development and promoting experiential learning among students. College students has educational trip at Science city Kapurthala, Kurukshetra, Jaipur to inculcate moral values from our heritage and scientific values by experiential learning at these places.
- Access to a well-stocked library with internet facility. The library is a member of e-Granthalya and Inlibnet which provides catalogue of books, database of theses and dissertation, database of e-books etc. The Fully computerized internet equipped library of the college has a collection over 6700 books with subscription of magazines, journals, newspapers in English, Hindi and Punjabi.
- Our results in the past five years have been fairly good and some of our meritorious students clinched university positions.
- Merit Scholarships, Fee Concessions, Roll of Honor and College Color are conferred upon the excelsior in recognition of their consistent hard work.
- Annual athletic meet is a regular feature which provides equal opportunities to boys and girls to exhibit their sporting prowess in various track and field events . Every year college organize Athletic meet in the month of March February.
- The students are afforded ample opportunities to soar higher in this area through various Club and Society activities, Talent Hunt Show, Fresher’s Party, Farewell Parties, Youth Festival and Inter College competitions.
- The college has been stamping its class in Youth Festival consistently. Every year college students begged prizes in Giddha, one Act Play, Singing, Heritage items.
- The students are also motivated not to remain self-centered and are urged to take up social roles through NSS and Outreach programmes. Donation drives,Participation in Walkathons organized for a cause, Awareness Rallies, Candle Marches, Blood Donation Camp,Swachhta Abhiyan, Plantation Drives enable the students to be socially responsible.
- Students are taken to Old Age homes and Deaf and Dumb schools to develop sensitivity towards senior citizens and disabled.
- The college corridors exhibit motivational sayings inspiring the students to adopt ethical lifestyle.
- HavanYajnas, Morning Assembly, Display of Thought of the Day and Yoga camps are the means of arousing spiritual feeling among the young minds and creating a pious ambience in the college.

| File Description  | Document                      |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

The Management is an organization of donors and philanthropists who raise funds from time to time for the progressive development of its institutions. The Seven Institutions already running under this management are:

1. A. S. Sr. Sec. School, Khanna.

(Affiliated to P.S.E.B. Mohali)

2. A. S. College, Khanna.

(A premier Multi- faculty Post-Graduate Co-educational College, NAAC accredited A+ Institution)

3. A. S. Modern Sr. Sec. School, Khanna.

(Affiliated to C.B.S.E. New Delhi)

4. A. S. College for Women, Khanna.

(A Multi- faculty Post-Graduate Women College)

5. M.G.C.A.S. Model High School, Khanna.

(Affiliated to P.S.E.B. Mohali)

6. A.S. College of Education, Kalal-Majra, Khanna.

(Affiliated to Panjab University, Chandigarh & Recognized by NCRNCTE NewDelhi)

7. A.S. Group of Institution, Khanna

(Affiliated to P.T.U.,Jalandhar)

These educational institutions hold a significant place on the educational map of Punjab. The main focus is to regenerate mankind and transform society through quality education.

It is the matter of immense pride that the A.S. College of Education, Kalal Majra, Samrala Road, Khanna has completed its fourteenth session & is serving the people of Khanna and surrounding areas.

### Concluding Remarks :

Despite the challenges posed due to commercialization, privatization of education and endless mushrooming of B.Ed. institutions, the college has been able to maintain its standards and thrive for excellence. Introduction of the two year B.Ed has brought about phenomenal change in the teacher education scenario thus giving birth to

new challenges of admission, retention and mobilization of resources and expansion of infrastructure. The institution is all geared up to overcome the present challenges and scale new heights in the field of Teacher Education. Further it ensures to develop a collaborative environment conducive to learning, exposure to the best National and International practices and promotion of innovation and creativity along with upholding its value system.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2.1     | <p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>21</td> <td>21</td> <td>21</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>21</td> <td>21</td> <td>22</td> <td>21</td> </tr> </tbody> </table> <p><b>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 11 | 21 | 21 | 21 | 21 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 11 | 21 | 21 | 22 | 21 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |  |  |  |  |  |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 11        | 21   | 21      | 21      | 21      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 11        | 21   | 21      | 22      | 21      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
|           |  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2.1.2     | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b><br/>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>7</td> <td>25</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>7</td> <td>21</td> <td>16</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given observation .</p>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 24 | 22 | 7  | 25 | 22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 24 | 22 | 7  | 21 | 16 |         |         |         |         |         |  |  |  |  |  |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 24        | 22   | 7       | 25      | 22      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 24        | 22   | 7       | 21      | 16      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |
| 2.2.4     | <p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b><br/>Answer before DVV Verification : 8<br/>Answer after DVV Verification: 7</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |  |  |  |  |  |

| 2.3.3   | <p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p> <p><b>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b></p> <p>Answer before DVV Verification : 107<br/>Answer after DVV Verification: 107</p> <p>Remark : Input edited as per the given observation number of students using ICT support for their learning , for the last five completed academic years.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2.5.3   | <p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 83<br/>Answer after DVV Verification: 65</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.7.2   | <p><b>Average pass percentage of students during the last five years</b></p> <p><b>2.7.2.1. Total number of students who passed the university examination during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1111 1046 1245"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>69</td> <td>85</td> <td>71</td> <td>62</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1323 1046 1458"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>68</td> <td>83</td> <td>71</td> <td>62</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given documents, Total number of students who passed the university examination during the last five years.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 48 | 69 | 85 | 71 | 62 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 48 | 68 | 83 | 71 | 62 |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 48      | 69  | 85      | 71      | 62      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 48      | 68  | 83      | 71      | 62      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 4.1.3   | <p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p><b>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1854 1046 1989"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>17</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 9  | 17 | 13 | 13 | 13 |         |         |         |         |         |    |    |    |    |    |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 9       | 17  | 13      | 13      | 13      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |



| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.9386  | 1.7610  | 1.3739  | 1.3668  | 1.3247  |

Remark : Input edited as per the given documents ,Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs).

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 21000   | 95500   | 3100    |

Answer After DVV Verification :

| 2020-21 | 2019-20  | 2018-19  | 2017-18  | 2016-17  |
|---------|----------|----------|----------|----------|
| 0       | 0.021000 | 0.095400 | 0.003100 | 0.021000 |

Remark : Input edited as per the given observation , Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs).

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 3       | 1       | 3       | 1       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 2       | 1       | 3       | 0       |

Remark : Input edited as per the given documents.

## 2.Extended Profile Deviations

| ID  | Extended Questions  |
|-----|---|
| 1.6 | <b>Number of students enrolled(admitted) year-wise during the last five years..</b> |

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59      | 52      | 74      | 93      | 74      |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59      | 52      | 74      | 93      | 74      |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9       | 17      | 13      | 13      | 13      |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 46.686  | 55.422  | 68.883  | 77.694  | 13.247  |

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 18

Answer after DVV Verification : 13