



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT COLLEGE OF EDUCATION,  
CHANDIGARH**

GOVT. COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH  
160020

<http://www.gcechd.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established in 1954 under a specialized initiative of the Government of India, the Government College of Education, formerly Government Post-Graduate Basic Training College, has evolved into a pre-eminent institution for teacher education in Northern India. Affiliated with Panjab University, Chandigarh, the college boasts a storied legacy of educational contributions.

The academic portfolio of the college includes distinguished programs such as M.Ed. (General), B.Ed. and Post Graduate Diploma in Guidance and Counselling. a Recognized as a research center, the institution aligns its 6-month Pre Ph.D. course in Education with Panjab University.

Nestled within a sprawling campus adorned with meticulously maintained lawns and state-of-the-art facilities, the college encompasses 10 classrooms, 1 seminar room, 1 Auditorium, 9 labs that include each of Science Lab, Mathematics Lab, Language Lab, Computer Lab, Psychology cum Guidance lab, Educational Technology lab, Music Room, Fine Arts Room and Home Science Lab; three well-equipped Gymnasiums (one in campus and two in hostels), Canteen, Library, Medical Room, and an Auditorium catering to 350 audience. Furthermore, the institution provides dedicated grounds for athletics, volleyball, basketball, kho-kho and cricket.

Distinguished by a cadre of 23 faculty members, the college exemplifies unwavering commitment to the intellectual and holistic development of student teachers. We have had 243 students during 2022-23 and hence the ratio of 1:10/11 teacher-student ratio. The faculty is resolute in shaping future teachers distinguished by knowledge, sensitivity to societal needs, visionary acumen, and an unwavering commitment to excellence. Over the years, eminent professionals and faculty are invited to add to the theme - based training processes.

Government College of Education places a premium on skill development for prospective teachers within its meticulously crafted curriculum. This academic framework promotes critical thinking, personal integrity, resourcefulness, and an unwavering commitment to communal harmony and patriotism among its students.

The institution champions social responsibility, underscoring values of punctuality, self-discipline, self-confidence, and a strong sense of duty. Emphasis is placed on fostering dignity, respect for individuals, reverence for elders and women, conscientious care for public property, cleanliness, empathy, righteousness, and dedication.

The college has systematically prepared for new educational challenges with a joint progressive mindset, conserving the core strengths of the dynamic institution of reference in the domain of Education. Parents' expectations, field-based teachers, senior alumni, experts from institutions such as NITTR, observations on various universities where our faculty attends programs including international experiences which are incorporated in the way the college executes its delivery of services.

### Vision

The Government College of Education's vision statements are based on the theme 'Aaroh Tamso Jyoti' which means moving from darkness to light.

## OUR VISION

Preparation of Future teachers par excellence who are:

- Knowledgeable
- Sensitive to the needs of societal aspirations
- Capable of being the harbingers of social transformation
- Sound visionaries

The vision of the institution is to become a model for making the students knowledgeable and sensitive to the needs of societal aspirations while maintaining a strong sense of national integration as students from various parts of the country seek admission in the college. In line with this vision, the college's aim is to foster a supportive atmosphere for students from a variety of backgrounds. It places a focus on the ongoing growth of teaching-learning approaches in order to deliver basic services in a way that is both modern and traditional.

Making students harbingers of social transformation and sound visionaries is also envisioned by the college. For achieving this, underscoring the value of civic participation and responsive education is the college's plan for which planning for effective organization of curricular and co-curricular offerings is strictly adhered to.

## Mission

### OUR MISSION

Preparing Future teachers who are:

- Committed to excellence
- Having quest for Knowledge
- Resourceful
- Eager to acquire relevant skills
- Capable of sensing social needs & aspirations
- Empowered to act as agents of social change
- Prepared to reorient their vision on sound foundations

The mission of the college is preparation of future teachers par excellence which is only possible through inclusive governance and active participation of all stakeholders on a broad range of societal and educational issues. The institution's dedication to transparent and collaborative governance, which promotes quality, empathy, and social responsibility in education, is shown in the active participation of stakeholders in the upgrading the quality of curricular offerings exemplifies the college's commitment to academic excellence. The Cultural Committee also stresses the value of cultural enrichment in boosting students' creativity and social awareness as well as their overall growth. Students play a proactive role in organizing various events as leaders, event managers and participants. These efforts ensure the quest for knowledge and resourcefulness of future teachers.

The institution's dedication to making students as agents of social change and undertake social

responsibility is demonstrated by NSS, RRC, Eco-Club, Legal Literacy Cell and Electoral Literacy Club, which make students empowered and give them knowledge and eagerness to acquire relevant skills they need to be educated and engaged citizens. These efforts also make them capable of sensing social needs and aspirations.

To make students empowered to reorient their vision on strong foundations, various clubs and societies demonstrate the college's commitment to create societal and environmental awareness and community involvement, enabling students to assume leadership positions in sustainable practices and community service. Government College of Education is unwavering in its commitment to upholding exemplary standards in education, epitomizing a dedication to quality, excellence, and the comprehensive development of its student body. This steadfast commitment underscores the institution's vision, mission, and values, positioning it as a distinguished beacon of education in Northern India.

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

### Institutional Strength

- The college is a seven decades old teacher education institution and enjoys the status of one of the pioneer teacher education institutions of the country.
- The college is known for its students' achievements in academics, cultural and sports activities at local, university, state and national levels.
- The college has quiet and sprawling campus space where one can witness students delving into physical fitness, practicing games, studying individually or in small peer groups under the trees, much away from the urban noise and congestion. We have auditorium as a seat of frequent activities as camos, training, celebrating important days and broadcasting national events.
- Out of 23, 22 faculty members are doctorate. The mentorship of the ever upskilling, progressive college faculty is exemplary in demonstrations, discussions and hand holding for transition of the pupil teachers from theory to hands on experiences.
- The students from different backgrounds and neighboring states, also some from as far as North East and foreign students usually from India Based Tibet families, Ladakh, Arunachal Pradesh and other states bring unity in diversity in day to day to life.
- The work culture integrates technology, soft skills training, life skills and exposure to diverse cultural experiences. ICT is compulsory discipline and also a routine. The soft skills module brings industry experts to the campus.
- College prioritizes student-cantered learning, integrating action research projects, practical exposure, and diverse assessment techniques.
- The institution fosters a research-oriented mindset through various activities, collaborations, and thematic initiatives. Extension activities, partnerships, and MOUs with institutions contribute to student exposure at national and international levels.
- The institution's commitment to environmental sustainability, clean energy practices, waste management, and community engagement reflects strong institutional values and best practices. It maintains environment friendly campus with top-notch facilities, incorporating solar power systems, rain harvesting, and state-of-the-art infrastructure.
- It provides a conducive learning environment with modern tools, a well-equipped library, and adherence to inclusivity standards.
- The Placement Cell, Student Council and Alumni Association actively contribute to student welfare,

academic excellence, and alumni engagement.

- The institution exhibits inclusive governance with various committees, emphasizing civic education through specialized cells and clubs. Continuous improvement, financial resource management, and commitment to academic excellence are notable strengths.
- The opportunity to share any grievance, seek personal counselling from round the clock available helplines, is not limited to the students. It is a culture in the college to talk about it and find an early solution.
- The low finance costing in bringing top notch resource persons is a goodwill reciprocation of college faculty delivering sessions on resource exchange basis only.

### **Institutional Weakness**

- The college is a huge campus but the modifications to this building are restricted. If urgently required it can be done through a process of approval of Chandigarh Administration.
- Curriculum changes have to wait for the Board of Studies and cannot be made directly inspite of enjoying a lead college status.
- Our philanthropic angels including faculty preferred to go unnamed in many financial gestures and those in kind to support student in need.
- Many employed students cannot share their appointment letters as private set ups they work for do not issue any such document. Placements in teaching cannot be reflected much as it comes later with experience-based intake in the government and private set ups inspite of none sitting idle after training in education. Private tutoring goes unaccounted.
- The system demands multilevel sanctions and approvals to seek and execute any project.

### **Institutional Opportunity**

- Embracing emerging technologies and trends in education, such as online learning platforms and digital resources has enhanced the institution's educational delivery. Trainings available on various forums has been availed to make it furthermore robust.
- Free of cost international events were done online and such networking of the faculty can be further optimized. Events were done by engaging experts from Canada, USA, Australia, Lithuania, United Kingdom, besides Indian pioneers in different fields in COVID times and later.
- COVID slow down was used as an opportunity. Our students bagged many prizes in academic and cocurricular events where they sent recorded and written entries in poetry, dance, essays, papers, and more. They also imparted training on IELTS, did event management along with pursuing education. One of our faculty members contributed as volunteer in containment zone. Another one mentored and distributed masks through NSS Volunteers.
- Community Engagement was optimized during the recent years. MGNCRE, Government of India is now a work partner in many allied domains to promote masses from rural and weaker sections, on sustainability and promoting NEP 2020. Opportunities still exist to strengthen community engagement through additional awareness programs, partnerships with local communities, and expanding the reach of extension activities.
- The college faculty has produced research papers and written books and book chapters during the last few years in a reasonably good number. The experiences are being documented in the annual reports and set an example for the fellow scholars.

## Institutional Challenge

- Ensuring optimal resource allocation to support diverse initiatives, including research, infrastructure maintenance, and student support, may pose a challenge.
- Through we have sprawling green campus, staying compliant with evolving environmental regulations and sustainability standards can be challenging.
- To make the student teachers as efficient human resource can be a challenge for any educational institution and same is with us as it requires significant balance between in and out of class activities, experiential learning and human values. Our college has taken significant measures in this direction.
- Expanding and maintaining an active alumni network requires ongoing efforts and strategic planning.
- The focus on improving communication skills of pupil teachers as they are coming from different states.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curriculum prioritizes four key objectives. Firstly, a pre-internship program provides a real classroom understanding through observation. Secondly, procedural knowledge is cultivated via organized activities, including demonstration lessons and exposure to teaching skills. Thirdly, there's a focus on applying competencies such as emotional intelligence, critical thinking, and communication skills. Finally, various activities, assignments, and research projects foster essential skills like cultural awareness, critical thinking, and social engagement. The integration of technology, soft skills training, and diverse cultural experiences contributes to holistic student development.

The college strictly follows the curriculum prescribed by the Panjab University and gives its valuable input by participating in curriculum revision workshops and in the meetings of the Board of Studies as many of our faculty are members of Board of Studies. Curriculum planning and enrichment is one of the important aspects of the institutional planning. Keeping it in mind college is having specific committee which works continuously in dealing with the different matters related with the Curriculum planning and enrichment.

The institution acquaints students with the country's school system and international contexts. B.Ed. curriculum modules cover Education in Contemporary India, Curriculum Analysis, and Understanding Assessment Systems. Pupil teachers engage in practical sessions analyzing norms and subject-wise assessments. They learn about Standard-Based, Online, and other types of examinations. Value-added courses, international collaborations, and alumni interactions enrich understanding of Indian and global school systems. The focus is on preparing pupil teachers as professionals through academic and cultural committees, extension platforms, and internship programs. Skills shared by alumni in invited lectures contribute to their future preparation.

Various value added courses are offered during the session which aims at adding value to the existing curriculum and are offered in the areas of personal, social and professional well being of prospective teachers. Prospective teachers are also encouraged to pursue self study courses and due facilitates are provided for self study courses.

The college prioritizes to strengthen its feedback mechanism by inviting feedback of all stakeholders including students, teachers, alumni, parents and school heads. The feedback is collected online, analyzed and used for improvement of teaching-learning process.

### **Teaching-learning and Evaluation**

The Government College of Education employs a continuous evaluation process to identify and cater to the diverse learning needs of students. Admitted students are categorized as moderate or high-level learners based on academic performance. Tailored support mechanisms, including specialized exams and tutorial classes, are provided to address individual needs. Post-admission, content tests and remedial programs further assess and support students at different proficiency levels.

The institution prioritizes student-cantered learning across programs, integrating research projects and practical exposure. Various teaching methods, including workshops and collaborative agreements with NGOs, enhance participative learning. The use of technology, facilitates communication, while diverse assessment techniques, including interviews and talent searches, contribute to a comprehensive educational experience. Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process.

Mentoring efforts focus on supporting faculty in teaching and guiding students' overall development. Faculty members engage in continuous professional development through workshops, seminars, and collaborative efforts, fostering both soft and professional skills in students. The institution emphasizes innovative teaching practices, skill development workshops, and internships to prepare students as transformative educators.

During the B.Ed. internship program, the students placed in collaborating schools go through hands-on rigorous orientation. Monitoring mechanisms ensure the optimal impact of internships, with structured approaches and teacher educators playing pivotal roles in overseeing student-teachers.

In summary, the Government College of Education focuses on recognizing and supporting students at various proficiency levels, promoting student-cantered learning, and fostering continuous professional development among faculty, ultimately preparing students for transformative roles in education. The students from time to time are apprised of their performance, regularity and contribution to various domains are appreciated as an incentive to contribute more from time to time. Their attendance is displayed and the competitions through the year are acknowledged regularly, usually on value education, Intra College and inter college levels based platforms. That seeds the proactive participation throughout the year.

### **Infrastructure and Learning Resources**

The Government College of Education, Sector 20-D, Chandigarh prides itself on its comprehensive and advance technical support facilities dedicated for providing conducive teaching and learning environment. The

physical infrastructure of the institution is designed to support various academic programs like B. Ed, M.Ed. and PGDG&C, ensuring that students have access to latest amenities across different disciplines.

The college maintains top-notch facilities for an optimal learning environment, with government maintenance departments overseeing preservation and repairs. Water supply and electricity are managed by respective Engineering government departments to ensure uninterrupted access. Committed to sustainability, the campus incorporates solar power systems and rain harvesting.

Academic and support facilities, including ICT infrastructure, adhere to GEM protocols and GFR guidelines, supported by government grants for maintenance. Regular grants for sports facilities and campus maintenance, overseen by the Engineering department, contribute to ongoing operations and renovations.

Prioritizing technological advancement, the college boasts a state-of-the-art ICT infrastructure with a robust LAN and ICT enabled classrooms. The Computer Laboratory houses cutting-edge computers, and learning spaces are equipped with LCD projectors and internet-enabled systems. Various technology resources, software tools, and assistive technologies enhance research and inclusion.

The library, computerized with Libsys software, facilitates smooth book issuance and returns. Subscribing to the 'N-LIST program of INFLIBNET' expands access to e-books and e-journals for faculty and M.Ed. students.

The college, in collaboration with concerned government departments, maintains a fully ICT-enabled campus. Adhering to latest standards on the college website, through technological integration, empowers the community for a transformative learning experience.

Our dedicated team ensure the upkeep of the building. The green scape of the college, actively managed by the Eco Club and NSS Environment Wing, includes fruit trees in the boys' hostel nurtured by the warden, students, and a team of gardeners, showcasing the commitment to sustainability and innovation.

### **Student Support and Progression**

Various committees and activities play integral roles in the process of learning, including the Literary and Cultural Society, Skill-in-Teaching Committee, and Curriculum Planning and Enrichment Committee. Regular co-curricular activities, awareness programs, webinars, workshops, and competitions are organized. The institution emphasizes personality development workshops, placement programs, and values education assemblies.

The Student Council of the college actively contributes to institutional functioning through various clubs and committees, including NSS, Electoral & Literacy Club, Parijat Eco-Club, Science Club, Legal Literacy Club, Ahaar Kranti Club and Cultural Committee. Students have the freedom to organize and execute activities under the guidance of respective in-charges. The selection process for the student council is transparent and involves democratic elections. The Student Grievance and Redressal Cell addresses issues related to student welfare, such as anti-ragging and sexual harassment, while also handling hostel-related problems. The college has a 24-Hours helpline for any immediate redressals, Grievance Redressal Cell, Minority Cell, Internal Complaint Committee, and Equal Opportunity Cell besides a cushion of tutor in-charges to all students. The legal literacy and Cyber Crime Awareness equip students to observe Cyber *Swacchta*.

The Placement Cell is actively working to attain its core objectives. Some exit students undertake masters/



diplomas/ PhDs in their core domain. Many enter school education as teachers at all levels -TGTs, PGTs or primary. There are others who elevate themselves into higher education teaching also. *Kendriya Vidyalayas*, *Navodya Vidyalas*, Punjab /Haryana/Himachal Pradesh Government-based school education boards employ many of our students for permanent placements from time to time.

The Alumni Association which is a registered body organizes talks, seminars, webinars, and conferences, providing opportunities for alumni to contribute as resource persons, assist in counselling students for employment, share success stories, and actively participate in cultural and sports competitions. They are a valuable resource for IQAC and contribute to the college outreach activities. The registered alumni body, accessible on the college website, receives requests from senior members globally. Notable alumni from around the globe revisit, sharing their journey and the foundation strengths cherished from the college. Other alumni serve in various sectors, enriching the college's legacy.

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

The College cultivates future teachers through inclusive governance and active stakeholder participation, embodying academic achievement and national integration. Diversity is cherished in all aspects, overseen by committees like the Curriculum Enrichment Committee, Cultural Committee, Legal Literacy Cell, Electoral Literacy Club, and Home Science Club, ensuring inclusive governance with faculty and student involvement. The Code of Conduct is meticulously documented and observed by all the stakeholders.

Civic education is promoted by the Legal Literacy Cell, Electoral Literacy Club, Science Club, NSS, and Eco Club, showcasing a dedication to holistic development and environmental awareness. The Feedback Committee and Internal Quality Assurance Cell (IQAC) monitor progress based on feedback from alumni, teachers, students, and parents.

A decentralized and participatory management structure guides the Admission Committee and Skill in Teaching Committee, integrating values like self-control, accountability, and responsibility into regular activities. The IQAC plays a pivotal role in planning events for teachers' professional development.

Financial resource management involves determining annual needs, adhering to government purchasing rules, and maintaining transparent record-keeping on the AISHE portal. Administrative transparency is upheld through accessible academic policies, timely information dissemination, and impartial evaluation procedures.

The strategic plan encompasses teaching and learning improvement, research and development, co-curricular activities, human resource management, collaboration with schools, centralized admission, continuous evaluation, infrastructure enhancement, and ICT integration. Commitment to academic excellence is evident through faculty participation in conferences and research activities. Collaborations with Kachi Sadak (By Infosys Foundation) and the Sri Aurobindo Rupantar Scheme further emphasize the institution's dedication.

The governance structure, under the Directorate of Higher Education, Chandigarh Administration, ensures smooth operations, adhering to UPSC guidelines for regular faculty recruitment and the Director Higher Education, Chandigarh Administration, for contract employees, underscoring the commitment to high standards.

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

The college is a prestigious seven decades teacher education institution with a rich history spanning around seven decades, known for its commitment to maintaining a clean and green campus by implementing comprehensive energy and resource conservation policies, observing Environmental days and educating the community on responsible practices such as "Reduce, Reuse, and Recycle."

Through our clean energy policy, the institution demonstrates a strong commitment to environmental sustainability and resource conservation. By implementing various measures such as promoting energy-efficient practices, harnessing solar power, conserving water, and embracing electric vehicles, we actively contribute to a cleaner and greener future. The institution remains dedicated to fostering a culture of sustainability, raising awareness, and continuously exploring innovative solutions to promote energy conservation and energy efficiency. Solar panels reduce reliance on conventional power sources. Rainwater harvesting, surface water management, and a tertiary water connection is implemented. The institution promotes electric vehicles as environment responsibility.

A robust waste management system involves separate bins for dry, wet, and e-waste, fostering a culture of sustainability. Awareness activities, rallies, pledge drives, and competitions reflect dedication to community engagement and responsible waste disposal. The commitment to a cleaner, greener future is evident through these initiatives and underscores the institution's value and best practices in environmental sustainability.

The institution is a clean and green campus, well-ventilated rooms, natural light, greenery, and meticulous waste management. The college actively engages in social awareness campaigns, community service initiatives, and environmental activities. Its rich history and commitment to excellence make it a beacon of education and values, demonstrating a multifaceted approach to education and community engagement.

The practices of effective societal contributions and promotion of Indian knowledge system represent our best practices. The continuous and comprehensive capacity building of pupil teachers through local, national and international collaborations reflect our efforts from being generic and traditional Indians to being global and humanistic in our overall approach.

## **Research and Outreach Activities**

Government College of Education is deeply committed to fostering research, innovations, and extension activities by engaging in a variety of thematic and need-based initiatives to educate, sensitize, and engage its stakeholders. Essay writing, paper reading, and debates are held over the sessions to instill a research-oriented mindset. The institution collaborates with renowned speakers and institutions to upskill students and faculty, addressing areas crucial for nation-building and social causes. Education Beacon, a peer reviewed journal with ISSN number since 2012 publishes research work by scholars and faculty; it is online since 2019. The faculty have got 252 publications including books, research papers and articles at international and national levels in the last five years. All the regular faculty are doctorate. M Ed and PhD research works are supervised by the faculty. Newsletters and books have been published; national seminars and conferences were attended and hosted in the relevant domains including NEP 2020. The action research is carried out as microteaching in all pedagogy subjects.

Partnerships and MOUs with institutions like the Regional Institute of English provide exposure at national and international levels. Extension activities aimed at connecting students with the outside world and relevant industries. Through clubs like Red Ribbon, Eco Club, Science Club, Home Science Club and *Aaahar Kranti* Club, and the NSS, the college optimizes its in-house resources to organize rallies, competitions, and awareness

programs. The collaborating institutions upskill students in core domains and life style aspects. Sports tournaments have proven time and again to allow our all - rounders shine at the University level and support national tournaments in the city.

NSS Units of the college have adopted village Kajheri and the Government High School and the area counsellor are work partners to execute various theme works. Electoral awareness, health and hygiene, tree plantations, simplified awareness interactions for villagers and children have been a part of the program. The locale around college is made aware through rallies and cycle rallies on sensitive themes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
Address	Govt. College of Education, Sector 20 D, Chandigarh
City	CHANDIGARH
State	Chandigarh
Pin	160020
Website	<a href="http://www.gcechd.ac.in">http://www.gcechd.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sapna Nanda	0172-2700075	9988852632	-	gcechd@yahoo.co.in
IQAC / CIQA coordinator	Anjali Puri	0172-2784182	9855443240	-	naacgce20dchd@gmail.com

Status of the Institution	
Institution Status	Government

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	28-05-2014	<a href="#">View Document</a>
12B of UGC	28-05-2014	<a href="#">View Document</a>

**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>	11-07-2015	319	Permanent validity College has been recognized by NCTE since Nineteen Ninety Seven and the revised recognition order regarding present intake of seats for two year BEd and MEd programs issued in two thousand fifteen has been attached

**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?	Yes
If yes, name of the agency	Mahatma Gandhi National Council of Rural Education Department of Higher Education Ministry of Education Govt of India
Date of recognition	02-04-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Govt. College of Education, Sector 20 D, Chandigarh	Urban	16.56	67016.13

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education,	24	Graduation	English,Hindi,Punjabi	220	213
PG	MEd,Teacher Education,	24	Bachelor of Education	English,Hindi,Punjabi	100	14
PG Diploma recognised by statutory authority including university	PG Diploma, Guidance And Counselling,	12	Graduation	English,Hindi,Punjabi	20	16

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				29			
Recruited	0	0	0	0	0	0	0	0	8	14	0	22
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	14	8	0	22
Yet to Recruit				18
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	17	9	0	26
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	6	0	1	1	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0



Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	6	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	11	0	0	22
	Female	56	32	0	0	88
	Others	0	0	0	0	0
PG	Male	2	2	0	0	4
	Female	1	9	0	0	10
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	2	0	0	3
	Female	6	7	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	3	3	5
	Female	13	11	16	12
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	2	3	1	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	8	5	14	16
	Female	84	86	81	82
	Others	0	0	0	0
Others	Male	8	4	5	4
	Female	10	20	13	6
	Others	0	0	0	0
Total		129	133	133	128

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Education is a broad umbrella to each area of study and it threads well the strengths and peculiarities of various areas and disciplines offered in the college from the pedagogical point of view. Our College is affiliated to Panjab University and follows the curriculum prescribed by the university which is multidisciplinary in nature and prescribes the subjects like Educational Philosophy, Educational Psychology, Educational Technology, Pedagogical subjects of various disciplines etc. The time table, co-curricular activities, field trips, invited lectures, faculty trainings and offering services as resource persons to academic world ensure intertwining the need-based information and knowledge exchange is</p>
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	<p>done optimizing the relevant connections of the ecosystem. The faculty have their training in diverse specializations. The students come from science, humanities and social sciences, creative arts, languages and music, engineering and information technology, and so on. They study and exchange and thus create activities that combine the flavours of all of these. A value education session talks about the important days / themes in that week at the national and international levels. NSS Camp invites psychologists, police personnel, environmentalists, management and entrepreneurship trainers, specialists from the various portfolios of Government of India (e.g., MGNCRE), in order to raise the functional readiness of the pupil teachers. Researches being supervised by our faculty for masters and PhD fellows reflect on socially relevant interdisciplinary topics for their research. The wide reading and reporting constantly encourages the multi-/inter-disciplinary approach which allows a broader growth.</p>
2. Academic bank of credits (ABC):	<p>The College is affiliated to Panjab University which is in the process of developing ABC for all the affiliated colleges. The readiness of college for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university. For this purpose, a centralized database along with the database of the colleges is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. It is difficult the college to go beyond University norms for an affiliated College. The degrees of B.ED. and M.ED. are spread over 4 semesters. the PGD Guidance and Counselling is spread over two semesters. To explain the process, the B.Ed. be taken in reference - for each degree/ diploma, the respective in-charges follow the same pattern. The Skill -in- teaching In-charge and the admission committee have the record of each student as a pupil teacher from the pedagogy point of view as well as the tutorial grouping. The step wise growth over the first three semesters is short term internships in rural &amp; urban setting, orientation and reporting. One Semester long internship follows. Though the entire curriculum of the university is being followed</p>

	in letter and spirit, the college is dependent on the university for ABS.
3. Skill development:	<p>Skills development is a constant pursuit in the college for the readiness of the pupil teachers for personal and professional growth to arrive in the world of work and sustain themselves as healthy and happy individuals. The curriculum is so designed that the PT learns the methodical approach to the delivery of information. During the First Semester students study a paper titled Teaching through Drama and Music and third semester students have a mandatory component like Simple Expressional Competencies, in second semester pupil teachers opt for various crafts like Interior Decoration, Gardening, Clay Modelling, Computer Craft etc. The skill of pedagogical mind set is focused in the two teaching subjects while they apply the theory of education, its philosophy, measure, assess, evaluate and the minute skills of feedback and incorporating changes. The two internships in first year in the urban and rural schools expose them to challenges and strengths which becomes the skill set to apply in the next semester internship. Lesson planning is a fine set of skills to do justice to the teaching learning process. The skill in teaching committee draws feedback and discussions. The skill development committee looks after the behavioural and crafts in daily life and during the session a 7 day workshop on Capacity Building was held. A successful intensive course by inviting interdisciplinary mentors was planned by the host creative team. Value education period, society weekly period, detailed NSS programs of national programs and personality development all together build the pupil teachers to contribute much to the present and future.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The learners in the college are from Hindi, Punjabi, English mediums of learning and writing. The faculty involved is ensured to have teaching skills in the three languages and efficient in at least two. The classroom instructions been flexible, English and Hindi/ Punjabi are combined. College in collaboration with Government College of Yoga Education and Health, Sector 23, Chandigarh and Lokayurved Wellness Concept organized a Faculty Development Program under the aegis of IQAC and RUSA on “Integrated Yog and Ayurveda Wellness Awareness Program for Teacher Educators” and One Day</p>

	<p>International Workshop in collaboration with Vasudeva Kriya Yoga under the aegis of IQAC with the theme 'Art of Man making through Vasudeva Kriya Yoga was also held. Hindi Diwas is celebrated by involving eminent Hindi speakers. Millet Aahar Kranti events are also held throughout the session. Competitions observing major days and festivals are done in all the three languages. Youth festival that involves Indian Heritage has participation from the college in music- singing and dance competitions, home science based activities, and these become milestones to achieve as the students have conscious skill training in folk of India. Azadi KA Amrut Mahotsava observed by the NSS Wing of the college involved each student as NSS Volunteer to participate in the record number of events. Indian Heritage/ sagas of Independence, special week on Independence Day, Swacchta, No Plastic Drive, VADA Club, MGNCRE activities to connect to the love for our country, India.</p>
5. Focus on Outcome based education (OBE):	<p>Imparting education is always objective based. It pertains to outcomes be seen in the domain knowledge, its application as well as the behavioural changes in the learners, and eventually in the career readiness and initiatives of the learner. At our college, which is the seat of education and experts in transference of knowledge, the delivery of curriculum and its assessment over the semester(formative) as well as at the conclusion (summative) stages follows a time to time reviewed and applied system which reflects the learning processes in the form of feedback given to the student on their internships, lesson plans, their reports in the field work, their feedback on the faculty teaching, faculty feedback on students and also from the other stakeholders. All of these allow quick changes incorporated to improve the learning outcomes at all stages and aspects. At micro level, the tutor in-charge as well as the pedagogy in-charge, and the school mentor, as well as the subject mentor are together monitoring the plans, execution, improvements and documenting of the lessons. Co curricular activities, skill in teaching competitions at the in house to zonal levels, final Skill in teaching lessons at the end of the semester are processes to improve and be innovative teachers to bring transference of knowledge as future teachers to a superior level.</p>

6. Distance education/online education:	<p>The college has a dedicated cell that supports the B.Ed. program of the University School of Open Learning, Panjab University. One of our faculty members coordinates with USOL and thus our college facilitates Personal Contact Program and their examinations also from time to time. Personal Contact Programme Classes are taken by our faculty during the afternoon and evening hours after their college duties. They also evaluate their assignments and undertake their examinations in collaboration with USOL. Beneficiaries include in-service teachers from the region far away places who use the services and infrastructure of the college. The teachers enhanced their skills on the self-learnt skills as attendees of webinars, FDPs and such programs. Some faculty trained others too. Simulated teaching was incorporated wherever there was a need to manage the gaps of school students not available due to their examinations. The role of non-teaching staff for the same has been commendable and the enhancement of machinery and IT for the same was upgraded and optimized to the best. It has been a learning process at all stages for the entire college and students too.</p>
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes Electoral Literacy Club (ELC) has been set up in the College and is fully functional.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes, the students' coordinator and coordinating faculty members are appointed by the college for the Electoral Literacy Club (ELC), which indicates that the ELC is functional. The presence of 4 faculty members and 1 Superintendent as the executive body, along with 10 students from all the courses running in the college i.e. B.Ed., M.Ed., PGDG&amp;C) in various roles, shows that there is a structured organization in place for the club's operations. Additionally, the fact that the club's purpose is to create awareness, carry out activities, and provide assistance for electoral-related inquiries indicates that it is actively engaged in its objectives. The involvement of both faculty members and students in the club's activities suggests a collaborative effort to promote electoral literacy within the college community. Overall, the</p>

	<p>appointment of the coordinator and coordinating faculty members, along with the active participation of students and faculty, demonstrates that the ELC is functional and actively working towards its goals.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) of the college has undertaken several innovative programs and initiatives to promote electoral literacy and awareness. These include organizing awareness rallies in the neighborhood, performing nukkad natak (street plays) in the local community, and engaging in discussions with school students. The club also publishes an annual newsletter and celebrates National Voters Day to highlight the importance of voting. Additionally, the ELC organizes various intra-college competitions such as poster making, bookmark making, designing, rangoli making, creative writing, and quizzes, along with classroom discussions and demonstrations of VVPAT (Voter Verifiable Paper Audit Trail) to educate students about the electoral process. Furthermore, the ELC conducts awareness camps, provides personal guidance for enrollment, and uses visual aids like short videos and songs to create awareness. They also collaborate with the election department to spread awareness through banners, posters, and other means. These initiatives demonstrate the ELC's commitment to innovative and engaging methods of promoting electoral literacy and participation among students in the broader community practices.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) in our college has spearheaded numerous socially relevant initiatives and projects related to electoral issues, showcasing a strong commitment to advancing democratic values and enhancing participation in electoral processes. The club's activities include organizing awareness rallies in the neighborhood, conducting street plays (nukkad natak) in the local community, and engaging in discussions with school students to educate them about the importance of voting and the electoral process. Additionally, the ELC publishes a newsletter focused on the electoral process and related information, which not only informs but also provides a fun-filled experience through riddles, quizzes, recipes, shayari, etc. These initiatives not only educate but also engage the community, making the electoral process more accessible and understandable. The ELC's efforts in creating</p>



	<p>awareness, carrying out activities, and providing assistance for electoral-related inquiries demonstrate the college's dedication to promoting electoral literacy and democratic values among its students and the wider community.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college's Electoral Literacy Club (ELC) and the institution as a whole have made commendable efforts to ensure that all students above 18 years are enrolled as voters. Achieving a 100% electoral enrollment among B.Ed., M.Ed., and PGDGC classes is a significant accomplishment. The ELC's initiatives, such as awareness rallies, nukkad natak, and discussions with school students, have played a crucial role in promoting electoral literacy and encouraging voter registration. Additionally, the publication of a newsletter focused on the electoral process has provided an engaging platform to educate students about voting rights and procedures. These efforts reflect the ELC's commitment to institutionalizing mechanisms for voter registration and ensuring that all eligible students are aware of their voting rights and responsibilities. The college's proactive approach to electoral enrollment sets a positive example for other institutions and underscores the importance of youth participation in the democratic process.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
243	239	240	229	230
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..

2022-23	2021-22	2020-21	2019-20	2018-19
170	170	170	170	170
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..

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
134	121	126	121	122
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
129	118	126	115	122
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
129	133	133	128	127
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
23	24	26	28	22
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
29	29	29	29	29
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
46.95	72.84	57.73	64.79	67.56
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: 106**

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 strictly follows the curriculum prescribed by the Panjab University and gives its valuable input by participating in curriculum revision workshops and in the meetings of the Board of Studies as many of our faculty are members of Board of Studies of Panjab University. Curriculum planning and enrichment is one of the important aspects of the institutional planning. Keeping it in view, college is having specific committee which works continuously in dealing with the different matters related with the Curriculum planning and enrichment.

Curriculum planning and enrichment and Academic Coordination committees focus upon effective curriculum planning, implementation, and dealing with the challenges faced by the different stakeholders. During the academic session, the committee continuously conducts the inhouse meetings for dealing with the different issues related with curriculum planning, implementation and adaptations as per the local context at the institutional level. The college calendar is also prepared which is broadly based on the timeline of each semester given by the university. Curriculum related issues are discussed in the staff meetings. The kinds of activities/ issues taken into consideration regarding planning, reviewing, revising curriculum and adapting it to the local context by collaboration of all these include:

- Conducting in house discussion on effective implementation of the prescribed curriculum of the different courses (B.Ed., M.Ed., and PGDGC) as recommended by the affiliating university i.e., Panjab University, Chandigarh and NCTE
- Preparing Semester Plan to achieve the programme learning outcomes and course wise learning outcomes
- Uploading the Programme learning outcomes and course learning outcomes on the college website for timely intimation to all the stake holders
- Selection and discussion on the Optional/ Elective and Pedagogy courses of the B.Ed. programme, smooth conduct of the classes, encouraging active participation of the students in NSS activities, sports, cultural and curricular activities
- Guiding students to undertake the different self-study courses, planning and conducting parent teacher meetings
- Providing institutional support to the students in acquiring knowledge, skills, values, attitudes and academic performance
- Finalizing the need and ways to familiarize the students with the diversities in the school system, improving the professional understanding thorough curricular experiences Discussion and preparing a road map regarding institutional activities in accordance with the learners needs, reviewing the students performance in line with the PLO's and CLO's

- Taking the remedial measures in case of any problems faced by the students in achieving the PLOs and CLOs
- Reviewing the teaching learning process, smooth conduct of the Admissions, house examinations, final examinations and practical examination etc.
- The Curriculum planning and enrichment committee also ensures that the decisions/recommendations forwarded by the committee are effectively implemented. Committee prepares the Action taken reports and communicate the decisions to all the stake holders in timely manner for effective implementation.
- In order to ensure that the curriculum is adapted to the local context, various activities, webinars, community outreach programmes are held throughout the session. Faculty, Academia across country, Industry experts and other eminent resource persons deliver the best of their knowledge and skills for making the curriculum adapted to the local context.

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>
Any other relevant information	<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

<b>File Description</b>	<b>Document</b>
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>
Any other relevant information	<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:** B. Any 3 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:** 43.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	18	21	21	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	45	45	45	45



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>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response: 1.6****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	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>
Paste link for additional 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: 24.81****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

**five years**

2022-23	2021-22	2020-21	2019-20	2018-19
243	50	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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>
Paste link for additional information	<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:** A. All 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: 5.5****1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
47	14	4	0	0

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

**1.3 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:**

- Teacher educators provide ample opportunities to the pupil teachers for improving their understanding about the field and actual functioning of the teachers/ teacher education. Students observe the **evaluation procedures** used in the schools, **Types of evaluation, Maintenance of examination records, Library resources, Types of grants and Scholarships received by school** etc. Pupil teachers are given exposure in peer observation and Peer Observation Performa for School Internship Programme is also discussed with the students. **A demonstration lesson program** is organized, during which faculty members specializing in pedagogy showcase various teaching skills to impart knowledge and **foster the necessary skills and competencies** among student teachers. Student teachers also enhance their teaching skills and social **competencies by engaging students in various activities** organized by the college. These activities include visits to the library and the Regional Institute of English (RIE), trips to the employment exchange, participation in zonal and interzonal youth festivals, Teacher's Day celebrations, National Service Scheme camps, blood donation drives, visit to innovative centers of pedagogy and learning, including educational resource centers such as the T.S. Central State Library Sector 17, Divisional Library Sector 34, Chandigarh, and the Regional Institute of English Sector 32,

Chandigarh.

- Every year, the college organizes a Pre-Internship Program for first and second semester B.Ed. students, aimed at enabling them to observe real classroom situations in **urban and rural schools** and immerse themselves in the entire school environment. During this program, student teachers are provided with the opportunity to observe **the teaching-learning process firsthand in authentic classroom settings**. They can witness the use of multimedia, student engagement, and classroom management techniques in action. The Skill in Teaching Committee of the college conducts orientations for students through various programs aligned with the curriculum, facilitating successful integration of pupil teachers into schools during the Pre-internship/Internship program and beyond. These initiatives effectively familiarize students with the diversities within **the Indian school system and provide them with an international and comparative perspective**. An international webinar titled "A Reflection on Migration, Cultural Understandings, and Education" was conducted on May 30, 2023. Professor Dalon P. Taylor from the Faculty of Social Work in Canada served as the Resource Person for the event, aiming to familiarize participants with **the international system**.
- The pupil teachers apply the learned skills during the internship which is of one semester duration. Students teach in government schools of Chandigarh during internship. They are given timetable and freedom to **apply the learned knowledge and skills in the actual classroom settings**. Pupil teachers also organize various activities, morning assemblies, competitions etc for the school students.
- The **critical skills** of student teachers are cultivated through various assignments and research projects. **Research projects** in M.Ed. and **Action research in B.Ed. pedagogical subjects** are instrumental in nurturing critical skills among students. These projects **offer opportunities** for students to delve deeply into educational theories, methodologies, and practices, fostering their ability to **analyze, evaluate, and synthesize information critically**. By engaging in research, students learn to think independently, question assumptions, and propose innovative solutions to educational challenges. Moreover, the process of conducting research equips students with essential skills such as **problem-solving, data analysis, and effective communication**, preparing them to become reflective practitioners and leaders in the field of education. Students also undergo training in soft skills like **communication, interviews, theater, and crafts, boosting their competency** and preparedness for teaching.

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>
Any other relevant information	<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:**

The institution ensures pupil teachers receive comprehensive exposure to the diverse landscape of the school education system both nationally and internationally.

- At the onset of the course, students undergo orientation sessions to familiarize them with various challenges and their crucial role in addressing them. The College Head, Dean, and Placement In-charge acquaint students with the diverse realities present in both our society and the school education system.
- Students receive comprehensive exposure to the operations of various state-level school education boards **Punjab School Education Board (PSEB), Haryana school Education Board (HSEB) and the Central Board of Secondary Education (CBSE)**. Students are actively involved in the review of textbooks in pedagogy subjects, enabling them to discern the distinctions in functionalities among different educational boards
- They are also educated about the nature and significance of assessment in the teaching-learning process. To enhance **their understanding of the assessment system**, students engage in sessional work aimed at **critically analyzing the role of assessment across different domains of learning**. They develop skills in constructing testing tools and examining various trends and issues in assessment. Additionally, students are informed about emerging practices in assessment, such as **Standard-Based Assessment, Online and Computer-Based Examinations, and Open Book Examinations, ensuring they stay abreast with contemporary evaluation methods.**
- The practical sessional work assigned to students encompasses **curriculum analysis, understanding the assessment system, conducting subject-wise assessments**, and addressing norms, standards, as well as state-specific challenges. These tasks are assigned by the respective pedagogical subject teachers to ensure students gain practical insights into various educational aspects.
- The Skill in Teaching Committee of the college conducts orientations for students through various programs aligned with the curriculum, facilitating successful integration of pupil teachers into schools during the Pre-internship/Internship program and beyond. These initiatives effectively familiarize students with the diversities within **the Indian school system and provide them with an international and comparative perspective.**
- An international webinar titled "A Reflection on Migration, Cultural Understandings, and Education" was conducted on May 30, 2023. Professor Dalon P. Taylor from the Faculty of Social Work in Canada served as the Resource Person for the event, aiming to familiarize participants with **the international system.**
- To deepen their understanding of the **norms and standards**, students undertake sessional work aimed at critically analyzing assessment's role across various domains of learning. This includes tasks such as constructing an achievement test, compiling and analyzing the results of a class at the school level, and preparing a report on grading systems in schools.
- Students actively participated in various National Seminars aimed at comprehending state-wise variations in educational practices and policies. The institution conducted **Value Added Courses** on Legal Awareness, Yoga and Fitness, Enhancing Employability Skills, and The Art of Happiness, aimed at broadening students' perspectives. Another value-added course, titled Capacity Building for Transformative Teaching, was conducted in collaboration **with the International Chamber** for Service Industry and SARS Innovations and Technologies UAE,

offering international insights. Additionally, the College Alumni Committee collaborated with alumni to organize online interaction sessions, **enriching students with diverse experiences and fostering an international and comparative perspective.**

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

The College boasts a rich tradition of effectively equipping aspiring teachers with a profound understanding of the teaching profession and fostering unwavering dedication among students.

- Institution has Literary and Cultural Society and Skill-in-Teaching Committee which organizes co- curricular activities including Awareness programmes, Webinars, Workshops, Internal Skill-in-Teaching Competitions; Zonal Competitions, Pre – Internship programme, Internship programme, Personality Development Workshops for life Skill Education, Placement programmes, Values education programmes on weekly basis, Interaction with Alumni members, NSS activities, Panel discussions etc.
- College is also having Curriculum Planning and Enrichment Committee which closely monitor the course learning objectives and programme learning outcomes and actively functions towards Planning/ Enrichment of the curriculum for providing rich learning experiences to the pupil teachers.
- The internship program is diligently conducted, followed by a post-internship initiative. Under the guidance of their designated tutorial group teachers, students visit the designated government schools, engaging in practical teaching experiences as part of their professional development. Students are immersed in practical experiences through various field-related activities, including honing skills for teacher diary preparation, utilizing Open Education Resources, Programmed Instructions, and student portfolios. They are engaged in field observations, innovative pedagogy and learning centers visits , and exploration of Education

Resource Centers. Furthermore, they are actively involved in promoting the development and utilization of teaching-learning materials, as well as participating in evaluative techniques (Developing question papers, marking papers, helping & preparing results and assigning grades) etc.

- Prior to the internship program at various practice schools, students undergo a comprehensive orientation as per the school's rules and regulations pertaining to the teaching profession. This special orientation program, led by the college Principal and the Skill in Teaching Committee, ensures that students gain a clear understanding of the existing guidelines, enabling them to navigate their internships effectively
- During the internship program, it is mandatory for pupil teachers to engage in various administrative tasks to broaden their skill set. This includes managing funds, grants, and scholarships, as well as maintaining records and registers essential for the school's operation. Additionally, they gain exposure to the different categories under which schools receive funds, ensuring a well-rounded understanding of resource allocation for the students' welfare and overall improvement.
- A workshop on the Development of Audio-Visual Teaching Aids is conducted to give demonstrations on how to create effective teaching aids for classroom use. In addition to this technical training, pupil teachers are also sensitized to the prevailing societal conditions, broadening their understanding of the contexts in which they will be teaching.
- Through the National service activities students are involved in the different social welfare activities in the adopted village Kajheri, Sector 52, Chandigarh. The institution also organizes visits to National gallery of Portraits Sector 17, The Central State Library Sector 17 and Divisional Library Sector 34, Chandigarh which help them to get exposure regarding the different learning resources available in their locality.
- Variety of the curriculum experiences which are provided to the students during the course equips pupil teachers with the required skills for meeting the material, intellectual and spiritual world of tomorrow.

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:** B. Any 4 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>
Any other relevant information	<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:** 76.47

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>
Any additional link	<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:** 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	20	20	18

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:** 5.69**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	10	1	2

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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 institution carries out an elaborative exercise at the time of admission. Centralized admission for the B.Ed. colleges of Chandigarh is conducted by Panjab University.

Assessment of the learning levels of admitted students is an integral part of the post-admission process.

#### THE SCHEME OF EXAMINATION:

Entrance test is conducted every year. The test comprises of question as per the following pattern:

Part	Paper	Marks	No. of Questions
A	General Awareness Test	25 Marks	25
B	Teaching Potential	25 Marks	25
C	General Mental Ability Test	25 Marks	25
D	English: Compulsory for all Candidates	25 Marks	25
E	Punjabi: Compulsory for all those Candidates who have studied Punjabi in Matriculation  OR  Hindi: Compulsory for all those Candidates who have not studied Punjabi in Matriculation	20 Marks	20 of Punjabi & 20 of Hindi Note

#### Course Contents for the Test

##### Part A: General Awareness Test: 25 Marks

Questions will be related to various dimensions of General Awareness such as:

- Education
- Science
- Social Science
- Language
- Literature
- Art and Culture
- Sports and Games
- Current Events (Political, Social & Economic)
- Government Policy of Education
- Who's Who
- **Part B: Teaching Potential: 25 Marks**

- Questions will be related to various dimensions of Teaching Potential such as:
- Knowledge of Teaching Learning Process of Educational System including nonformal and distance education.
- Audio-Visual Aids and Mass Media etc.
- Values as enshrined in the Constitution of India
- General Awareness of National Level Educational agencies and organization of Social, Political, Economic and Cultural Agendas.
- Aptitude for Teaching Profession; Teacher's personal characteristics and their adjustments.
- Classroom problems of learners and their solutions etc.,

• **Part C: General Mental Ability Test : 25 Marks**

Questions will be designed to test reasoning with

- Number Series
- Classification
- Analogies
- Synonyms or opposites
- Code, De-code
- Seeing Relations
- Deductive and Inductive Reasoning
- Interpretation of Graphs & Figures
- Evaluation and Inference
- Blood relations

• **Part D: English: 25 Marks**

- In the language papers, questions will be related to:
- Grammar
- Idioms and Vocabulary
- Correction and Punctuation
- Written Comprehension

• **Part-E: Punjabi OR Hindi: 20 Marks**

Those candidates who have studied Punjabi in matriculation will appear in Punjabi. Others who have not studied Punjabi in Matriculation shall have to appear in Hindi. In each of these language papers, questions will be related to:

- Grammar

- Idioms and Vocabulary
- Correction and Punctuation
- Written Comprehension

Thus Government College of Education, Sector 20 D adopts such an assessment procedure which is comprehensive, inclusive and addresses the learning needs of its diverse learners at the entry level.

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>
Any other relevant information	<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:** 11.57

**2.2.4.1 Number of mentors in the Institution**

Response: 21

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:

Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process.

**Experiential Learning:** Experiential learning is ensured through the project work assigned to B.Ed, M.Ed & PGDG&C students in their foundational theory subjects as per the syllabi. Pre- Internship program in B.Ed Semester I & II in Urban and Rural Schools of Chandigarh ensures that the students have practical exposure of teaching learning process in the classroom. The students of M.Ed are guided to conduct Research Work (Dissertation) is a mandatory component of their course.

Guest Lectures supplement the teaching process and provide experiential learning. Drama and Art occupies significant and integral part of the teaching & learning process. Community Work is carried throughout the session by various Clubs/ Cells of the college in the peripheral area of Chandigarh.

**Participative learning** is embedded in the courses through a variety of learning methods, tools and mechanisms. The students are encouraged to participate actively during the classroom teaching through Intensive Classroom discussion, Brainstorming session, students presentation in teams and open discussion, debates and extempore etc. Hence the activities are deliberately to elicit student participation. These curricular activities foster an ethos of participation among the students who remains engaged throughout the teaching learning process. Workshops, Value added and Add-on Courses are conducted to fill the gaps in knowledge and give students a competitive edge.

**Problem solving:** Case studies, Action research, Critical analysis of different educational policies, Book, Article, Magazine, Newspaper reviews to name a few are included to enhance critical thinking, creativity and problem solving skills among students.

**Brainstorming as teaching strategy:** Various teaching learning techniques like Creative Writing, Quiz, Debate & Elocution, Training, Seminars & Workshop etc. are conducted time to time. Also Concept mapping and Pedagogical analysis is a crucial part of pedagogy subject.

**Focused Group Discussion** is a regular feature of Classroom teaching wherein various contemporary issues related to education and its socio-cultural-psychological domains are discussed thematically in detail.

**Online mode:** Teachers are incorporating blended teaching technique in which they integrate online mode as per the needs and also encourage the students to undertake Massive Open Online Courses from various online portals like Coursera, SWAYAM, DIKSHA etc. Also, online learning platforms like Google Classroom, Youtube, Wikipedia, E-gyankosh, etc are used to facilitate learning as per the needs and convince of the student.

Thus the college is ensuring the use of student centered methods such as experiential, participatory learning and problem solving methods in the teaching learning process to enhance student learning.

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>
Any other relevant information	<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:** 98.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	23	26	28	22

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: 243

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 other relevant information	<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>
Any other relevant information	<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:**

Government college of Education, Sector 20 D is determined towards developing professional attributes among the pupil teachers through the process of continual mentoring. The college provides opportunities

for intensive mentoring of the pupil teachers to shape them into efficient, skilled as well as humane teacher ready to face the upcoming challenges.

**Working in teams:** Working in teams' acts as an effective and integral strategy to promote professionalism for the pupils teachers. It also helps to improve and maintain the quality of learning and increases their sense of responsibility. College provides ample opportunities for leaning in through mutual cooperation and collaboration through the college activities organized under Literary and Cultural Society, NSS, Red Ribbon Club, Science Club –Navonmesh, Eco Club – Parijat, Legal Literacy Cell, Placement Cell, Electoral Club to name a few. For the mentioned Club and societies Student body election are conducted in a democratic way at the beginning of each academic session.

**Dealing with student diversity:** Our institution is dedicated to working for addressing the diverse need of students coming from different educational, Socio Cultural, economic and demographic backgrounds. The college organizes a comprehensive range of activities in order to foster professional skills by providing diverse learning experiences through activities like

- Value Education period, conducted every week to sensitize students about different contemporary issues in the field of education as well as problems related to our day to day life. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.
- Arranging talks on the themes like Communication Skills, New trends in teaching methodologies, role of ICT, personality development, inclusiveness and Life skills. Legal awareness, Webinars, workshops and seminar are planned and organized to inculcate soft skills as well as professional skills in the students.

**Conduct of Self with Colleagues and authorities:** students of our college are not only part of different club but are also included in several decision making committees like IQAC, Curriculum Enrichment committee, Code of Conduct Committee, Grievance Redressal Cell, Feedback Committee wherein they actively participate and conduct themselves as responsible members sharing their valuable inputs on the matters discussed. Each student is made well aware of code of conduct which is to be strictly adhering to by each of the student.

**Balancing home and work stress:** The College organizes various activities in order to establish a balance in home and work like sports, field trips, field visits, Yoga and meditation session and various other recreational activities.

**Keeping oneself abreast with recent developments in education and life:** Continual mentoring is provided by mentors to develop awareness about social issues and recent development in the field of education. Awareness programs are organized during the formative period of the UG and PG programs to acquaint them with current updates in the areas of knowledge, technology and evaluation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<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:** C. Any 3 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>
Any other relevant information	<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:**

Nurturing Creativity and innovativeness among student teachers is the prime concern of our institution. The principal and the Head of Departments in Government College of Education, Sector 20-D, Chandigarh always encourage the new approaches in teaching learning methodologies.

Though every teaching learning activity nurtures skill and competencies related to all the domains of learning i.e. Intellectual, Affective and Psychomotor and are designed to achieve the desired learning outcomes still the activities may be classified into two broad and significant areas namely Skill-In-Teaching and another one as Academic Research and college Publications.

### **CASE 1 – ACTIVITIES RELATED TO SKILL-IN-TEACHING:**

**Pre Internship Phase I & II:** During the Pre Internship Phase students are provided with the exposure to observe and understand the diversities in school systems in Rural and Urban set up. Students study the school plant in detail to comprehend functional differences among the Rural and Urban school settings and develop a comprehensive perspective about the school setup. This exercise develops their **Intellectual and Thinking Skills** as they closely observe the varied school setting and classroom management.

**Lesson Planning:** Lesson planning is a vital and inseparable part of Pedagogy subjects wherein student develop a theoretical insight about the need and importance of lesson planning and different forms of lesson planning like: Micro Lesson, Macro Lesson, Diary based Lesson, ICT based lesson, Model based lesson, Content mapping, Individualized Educational Plan etc. During the Pre practice phase of School Internship Program students are given Hands-on training about how to write and deliver lesson plan. This nurtures the **Intellectual and Thinking Skills** among the pupil teachers as they have to design Instructional Objectives, Previous Knowledge testing question and curriculum transition strategies according to the needs of the students.

**School Internship Program:** This 16 week duration program **not only creativity, Intellectual thinking but also develops skills like Empathy and other life skills** among the pupil teachers as pupil teachers **interact with the school students, assess their learning needs, develop learning plans, solve problems related to academics and other aspects and thus invariably form a connect with their learners.** The Pupil teachers develop various competencies like effective communication, organizational skills by performing various curricular and co curricular activities and classroom management along with their active role as facilitator and guide for their students.

**Workshop on Audio Visual Aids:** Workshop on Audio Visual Aids nurtures **Innovativeness and creativity** among the pupil teachers as they get hands on experience about how to prepare effective Teaching Aids relevant to their topic and as per the classroom teaching learning situation. Also they develop an understanding of effective use of multimedia tools to enhance the learning experiences of their learners.

**Baseline assessment in Govt. Schools of Chandigarh:** Pupil teachers acted as Invigilators to assess the foundational learning among the students from Class 3rd, 4th and 5th in Government Schools of Chandigarh. The pupil teachers got an exposure about the assessment procedures employed to understand the needs of learners and their learning outcomes.

### **CASE 2 – ACTIVITIES RELATED TO ACADEMIC RESEARCH AND OTHER COLLEGE PUBLICATION**

**Academic Research:** The Institution provides ample opportunities to its learners to think critically and have research oriented mindset. The M.Ed students of the College undertake research work and submit their research proposal during second semester, conduct field study and complete their dissertation work during the fourth semester. This develops their understanding about different aspects of research that develop their **Intellectual and thinking skills** by identifying the research problem, reviewing related literature, formulating research objective and hypothesis, designing the methodology, and employing appropriate tools for research and statically analysis.

**College Magazine: The Educational Observer**, annual magazine of the college nurtures **Creativity, innovation, Intellectual and Thinking skill** and most importantly **Empathy and life skill** among the students as they play an active role as student editors as well as contributors of content like Poems, Articles, Short stories, related to various social issues and aspect of life. These creative endeavors inculcate in them empathy, creativity, love for the language and positive sync between thought and expression. Feedback from readers including peers and teachers also boost their confidence for future writings.

**College Journal: THE EDUCATIONAL BEACON-** A Peer Reviewed Refereed Research Journal is an International, open access, Peer Reviewed and Refereed research journal dedicated to the discipline of education in general and teacher education in particular. The e-journal is published online annually in January and provides a platform for the faculty members, researchers, and students of education and allied areas to share their high quality research papers. The journal can be accessed online at <http://www.theeducationalbeacon.com/>.

**Newsletters and Books:** The College releases Newsletter on varied theme like Electoral Literacy, NSS, Jijivisha and other theme from time to time. The students actively contribute articles for these newsletters and also act as editors. College has also released various books on theme like *Integral Education for Quality Teaching* and *Magic Millets* for well being in which students act as co-editors under the constant guidance of their respective teachers.

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

<b>File Description</b>	<b>Document</b>
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>
Any other relevant information	<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>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<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:** A. All 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>
Any other relevant information	<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>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<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:** C. Any 3 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>
Any other relevant information	<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 program is systematically planned in different phases during the entire B.Ed. course. The institutes ensures preparedness through meticulous planning and effective execution of the pre Internship Program to give an exposure about the professional skills necessary for teaching in classroom so that the students are well prepared before venturing into school Internship programme during the III semester of B.Ed course.

**Selection / identification of schools:** For Pre Internship Phase I (Urban) & II (Rural) organized in B.Ed semester I & II respectively, different schools from UT Chandigarh as government, model, ordinary, Sr. sec., high, boys, girls, co-ed. are identified with the permission of higher authorities as participative as well as on request basis.

**Orientation to School Principal/teacher:** After seeking the permission to carry the Pre Internship & internship program the school principal are informed and oriented about the dates and duration for which the students of a particular Tutorial Group have to visit their schools. Also the heads of Institutions are requested to provide a teacher mentor who guides and supervising the pupil teachers time to time.

**Orientation to students going for Internship:** A brief orientation programme is arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of programme. Students are oriented for internship in different semesters as per curriculum requirements as Pre-internship -1, 2 and school internship.

**Defining the role of teachers of the Institute:** The faculty members of the college are allotted to different schools as supervisors during the internship period. They supervisor the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship. They visit schools twice a week where they check and give feedback to lesson plan delivered.

**Streamlining mode/s of assessment of student performance:** The weight age to different components of internship is assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator - 40 marks (20+20 in each subject) on assessment Proforma
- Internal assessment on the basis of submitted records and discussion lesson - 30 in each teaching subject (30+30 in each subject =60)
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college (100+100 in each subject =200) under the supervision of external internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (100 marks) is as
  - Written Lesson – 10 marks
  - Presentation – 60 marks
  - Teacher traits – 20 marks
  - Teaching Aids - 10 marks

**Exposure to varieties of school set ups:** In pre-internship-1& 2 the school exposure programme is carried out in local/nearby and rural schools of Chandigarh. For this, the student teachers are placed in various types of school according to their tutorial group.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<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:** 7.88

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

**Response:** 17

File Description	Document
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>
Any other relevant information	<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
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
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:**

Government College of Education, Sector 20 D, Chandigarh adopts effective monitoring mechanisms of teaching practice during the School Internship program to ensure quality of the same. Rigorous monitoring mechanism is practiced by the principal, Teacher Educators and School mentors to ensure that the School Internship Program progresses as per the norms and standards as per the syllabus prescribed by affiliating body Panjab University, Chandigarh.

**Role of Teacher Educator:** Faculty members at Govt. College of Education act as mentors to the pupil teachers allotted in their respective tutorial groups. Teacher Educators have to guide pupil teachers during Pre Internship Phase I & Phase II so that they get an exposure of classroom teaching learning situation and make observations about the functioning of school. This way the teacher educator establishes a rapport between pupil teachers and school to facilitate smooth transition into School Internship Program. Role of teacher educator is to share his/her professional experiences, present micro teaching skills, model lessons, assess student teachers' performance, and provide on-site guidance and support during internship. Teacher educator also ensures that the school intern conducts other activities and fulfills the role and activities assigned to him by the school administration. To check the regularity of the pupil teachers, teacher educator keeps a record of the lesson plan delivered, written and write observation on the basis of lesson plan delivered by visiting the allotted school twice a week throughout the internship program.

**Role of Principal:** Principal appoints teacher coordinator who looks after proper allocation of classes to the Interns. Furthermore, Principal ensures that subject mentors are assigned to each pupil teacher for both the pedagogy subjects in order to monitor their daily performance in the class. The principal also ensures that the proper attendance record of School Intern are maintained so that a completion certificate of School Internship Program may be provided at the end of Teaching Practice. Also principal provides feedback of each pupil teacher on the basis of his/ her performance in teaching during the Internship through the Feedback Link provided by the teacher educator which is further displayed on the college website.

**Role of School teachers:** School teachers share their valuable teaching experience with the pupil teachers and apprise them with the allotted classes so that the pupil teachers may be able to deliver their lesson plan comfortably. School Teachers have to observe the daily lesson plan delivered by the pupil teacher and provide elaborative and critical feedback so that they may improve their teaching performance. Since School teachers also act as subject mentors during the internship, they provide assessment records (20 + 20 marks) to the parent institute. Furthermore, School teachers have to submit online feedback about the pupil teachers through the link provided by the teacher educator.

**Role of Peers:** Peers play an important role in monitoring the teaching performance of their fellow Interns as they have to observe the lesson plan and fill the observation schedule (10 for each pedagogy subject) and provide constructive feedback about their teaching, a record of which is maintained in their Pedagogy files.

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

<b>File Description</b>	<b>Document</b>
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:** 84.83

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<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:** 97.56**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 24

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

**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:** 14.83**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 341

<b>File Description</b>	<b>Document</b>
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:**

Government college of Education is one of the pioneer institutes of teacher education in Northern region of the country. Teachers of this college are academically and professionally well qualified. All regular faculty members possess Doctorate of Philosophy and have enriched teaching experience. Teachers of the college engage themselves in professional development activities to keep themselves updated with the latest aspects related to the field of education.. Here are some of the ways of professional development adopted by the college teachers:

**IN HOUSE ACTIVITIES -**

- **Faculty Development program:** The College organizes Faculty development programs from time to time. Experts from different fields share their valuable thoughts and experiences, extensive discussions are carried out on several aspects related to education and allied fields of study. This widens the horizon of knowledge and understanding and acquaints the faculty members with the latest happenings. Faculty members are also encouraged to participate in FDPs organized in different universities/colleges in offline/ online mode at their individual level.
- **Seminar, Webinars, Expert Lectures & Value added course:** Teachers of the college act as organizers for the various International, National seminars and webinars which are organized under the aegis of IQAC. They also act as course curators for Value Added course which add up to their professional development.
- **Publications:** The faculty members publish their research work in form of books, articles, research papers, chapters in edited books, newspaper articles on a regular basis.
- **Research Resource Centre:** The College acts as a Panjab University approved research center for organizing Pre- Ph.D course work. 13 of the faculty members act as Ph.D supervisor in the Faculty of Education, Panjab University.

#### ACTIVITIES INVOLVING SHARED INFORMATION WITH COLLEAGUES AND OTHERS -

- **University School of Open Learning study center for B.Ed correspondence Program:** College organizes Personal Contact programme, conducts Practical examinations and semester end examinations for the students of USOL. Faculty members of the college takes USOL classes as per the university guidelines.
- **Members of Board of Studies:** Senior faculty members of the college are members of board of studies, Panjab University, Chandigarh. Members of the board of studies plays an active role in designing and updating the B.Ed and M.Ed Curriculum and framing the academic calendar for the session.
- **Performance Appraisal system:** Teachers are given promotions to senior scale or selection grade on completion of the required conditions based on their performance.
- **College Research Journal - 'The Educational Beacon'** is a peer reviewed referred Research Journal published annually. The college journal committee is religiously engaged in editing and publishing research work of inhouse faculty and across the nation through College research journal. The Advisory and editorial board includes in house and outside experts which share inputs for the publication of the journal.
- **Faculty Exchange Program:** The college has MoUs signed with reputed educational organization, institutes, NGOs and other educational societies. The teachers act as resource persons, external examiners and experts for different activities like Faculty development Programs, Workshops, Seminars, Webinars, Practical examination. Some of the faculty members also act as Judges for various activities and competitions in these organizations. Also some the faculty members are visiting guest faculty at GRIID, Sector 31, Chandigarh for pedagogy subject in B.Ed Special education Program.



File Description	Document
Documentary evidence to support the claims	<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 Evaluation Process

### 2.6.1

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

#### **Response:**

#### **CONTINUOUS INTERNAL EVALUATION (CIE) OF STUDENT LEARNING;**

Continuous internal Evaluation (CIE) of student learning is one of the important components of the institution. College follows the guidelines issued by the Panjab University, Chandigarh regarding the approved process of conducting the continuous internal assessment of the students of the different courses run by the college i.e., M.Ed. (General), B.Ed. (General), and P.G. Diploma in Guidance and Counseling (PGDGC). The final internal assessment awards of the students are based on the performance of the candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. Students performance in the regular cultural programmes, Value Education programmes, National Service Scheme activities, Red Ribbon club activities, Sports etc. are also considered and given due weightage in the internal evaluation. It is assessed and prepared by the concerned teacher on the basis of the assigned sessional work and viva-voce. The final list of internal assessment of all the papers of a semester is prepared by a panel of 3 senior teachers and the principal. Assessment for Engagement with the field(Pre-Internship) is based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc

#### **TIME BOUND MECHANISM OF TRANSPARENT EVALUATION;**

#### **Display of internal assessment marks before the term end examination**

Institution follows the transparent system and provides opportunity to the students to monitor their performance. Awards are displayed on the notice board and information regarding the same is also uploaded on the college website for making the system more transparent. All the faculty members provide regular feedback to the students individually and through discussion sessions which are conducted by the concerned subject teachers in their regular classes in a continuous manner.

#### **Timely feedback on individual/ group performance**

Timely feedback on individual/ group performance is provided to the students in a regular manner by all the faculty members. Students having problem in improving are given due attention and college also try

to seek support of the family of the student by conducting parent teachers meeting in a regular manner. Students are awarded prizes and certificates also on the basis of their performance in the college house examinations.

### **Provision of improvement opportunities**

Students are provided enough opportunities to improve their performance in a continuous manner. Faculty members and tutorial group in charges monitor and provide the required opportunities for further improvement to students. In case student fails to perform better retests, re-submission of assignments, class room seminars, teaching assignments etc. opportunities are provided to the individual students by the college.

### **Access to the tutorial / remedial support**

College follows the Tutorial system and all the students are allotted the tutorial group in a transparent manner on the basis of their allotted college roll numbers. Weekly meetings are organized by the TG in charges and remedial support is provided to the students in a regular manner.

### **Provisions of answering bilingually**

College provides option to students to select their medium out of the English, Hindi and Punjabi. They are given option in submitting their all the assignments and give examination in bilingually.

<b>File Description</b>	<b>Document</b>
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:** B. Any 3 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>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

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

##### **Response:**

#### **GRIVEANCE REDRESSAL CELL**

The College has grievance Redressal cell to redress any kind of grievance for which the students are made aware during the orientation programme at the commencement of each academic session. The grieved person can submit his/her grievance through the below mentioned link available on the college website <http://www.gcechd.ac.in/grievance-redressal-cell.php>. The Grievance Redressal Committee and concerned faculty members review the grievance received through online/offline mode from time to time.

#### **MECHANISM TO DEAL WITH EXAMINATION RELATED GRIEVANCES IS TRANSPARENT, TIME-BOUND AND EFFICIENT.**

There is complete transparency in the internal as well as external examinations. The criterion adopted is as directed by the Panjab University, Chandigarh.

- At the beginning of the semester, faculty members inform the students about the various components in the internal as well as external examinations process.
- The internal examination schedules are prepared on the university pattern and communicated to the students well in advance.
- To conduct of internal examinations, invigilators are assigned. Evaluation is done by the respective faculty members within two days date of examination.
- The students are allowed to check their corrected answer booklet for review their performance and any grievance related to this is redressed immediately.
- The Final examination for the theory and practical's are conducted as per university norms.

**Redressal of grievances at institute level:**

- **Departmental Level:** The college has Examination committee that conducts internal examination and address all the grievances related to it. The examination committee works very diligently throughout the academic session to avoid any kind of problem. Examination schedule is planned and prepared taking into account the interest of the students and faculty. Necessary amendments in datesheet of internal examination are done according to students needs.
- **College Level:** To facilitate smooth conduct of internal as well as external examinations Superintendent is appointed by the university. If student face any problems, they are solved by the concerned officials i.e. Centre Superintendent and Deputy Superintendent. The grievances during the conduction of examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination section. Also assistance for writing in theoretical subject during examination is provided for disabled students and they are provided with additional one hour to complete their exam.
- **Redressal of grievances at University level:** The queries related to results, corrections in mark sheets, other certificates issued by Panjab University are handled by the Administrative Block of the college dealing with examination section. 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. All the discrepancies related to DMC and results (RL, RLA, RLL and CS) are dealt by the college by forwarding it to university examination branch for necessary course of action.

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>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

The academic calendar is prepared by the college according to the guidelines of the Panjab University, Chandigarh. Academic calendar is framed in such a manner that a balance between academics and co-curricular activities is maintained. Panjab University academic calendar serves as a building block in which tentative dates of final practicum and written examination is specified. The purpose of the academic calendar is to provide information regarding the schedule of activities of the institution. Academic calendar is circulated for the information to the all stake holders and also displayed on the college official website <http://www.gcechd.ac.in/college-calendar.php>. The following measures are taken to ensure that the college academic calendar is in consonance with the University Academic Calendar.

- **Preparation of Academic Calendar:** The academic calendar is prepared semester wise well in advance in a democratic manner by taking into account schedule of activities to be undertaken by various Committees/ Club/ Cell of the college.

The time table for all the courses is developed as per the proposed academic calendar of Panjab University so that it justifies the no. of teaching days for the each semester.

- **Execution of Planning for Curriculum transition and assessment of learning:** Since the academic calendar is displayed on the notice board and college website before commencement of classes and serves as a road map for teachers to plan and execute curriculum transition strategies in the spirit of assessment (for) and (of) learning.

- **Submission of sessional work:** Keeping in view the dates of submission of Internal assessment the teachers specify dates for submission of assignment, project, presentation, synopsis, dissertation, School Internship files and other subject related work well in advance to the students so that they may complete their work timely.

v Internal assessment will be based on the performance of the candidate 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.

v Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc.

- **House Examination:** The house examination dates are proposed by the examination committee with respect to the tentative dates for conducting final examination and submission of internal assessment respectively by the Panjab University, Chandigarh. The performance of student's in house examination facilities comprehensive and objective internal evaluation of the students by the respective subject teachers.

- **Disclosure of Internal assessment:** Internal assessment committee of the college intimates about the dates for disclosure of internal assessment to the students through the academic calendar. Accordingly internal evaluation procedure are planned and executed for theory and other papers. Internal assessment is displayed on the student notice board for transparency.

- **Information to the students:** The College informs students about the university notices and circulars related to the examinations from time to time through student notice boards, college website, mentor groups, whatsapp groups.

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

PLOs and CLOs are served as roadmap guiding both the teachers and students to plan and direct the teaching learning behaviors in a desired manner. The institution has well framed PLOs and CLOs which are drawn out of the vision & mission of the college, guidelines of the regulating bodies (UGC, NCTE & PU, Chandigarh).

- **Planning for curriculum transaction:** The Panjab University curriculum clearly outlines the learning outcomes for each course of B.Ed, M.Ed and PGDG&C which facilitates subject teachers of foundation and Pedagogy subjects to make a blue print of how the curriculum is to be transacted in classrooms.
- **Preparation of Academic Calendar:** Academic Calendar of the college helps the teachers to schedule their classes according to the number of the working days and meticulously planned the content covered during these classes. Tentative schedule of house examination helps teachers to cover the syllabus well in time and provide remedial support to the students according to their learning needs.
- **Curriculum enrichment committee and Academic coordination and monitoring committee:** These committees carry out regular meetings to ensure that the quality of teaching learning, regular conduct of classes, syllabus covered during the classes before the commencement of mid semester exam and the problem related to academics.
- **Role of Co curricular activities:** The institution firmly believes that only academics cannot equip prospective teachers with the skills and attitude required in the profession hence co-curricular activities are carried out to provide a ground for applying their acquired knowledge and competencies. These activities foster competencies such as emotional intelligence, critical thinking, problem solving, effective communication and collaboration with the fellow counterparts.
- **Effective use of ICT** is also emphasized and encouraged during all academic and non- academic activities to boost the outcome of teaching learning process. Students are encouraged to pursue self study courses to widen their horizon of knowledge. Furthermore the teachers are also integrating ICT in their routine classroom teaching to enhance and enrich the learning experiences of the students.
- **Multi Model approach of teaching:** Teachers incorporate Multi Model approach of teaching which felicitates the attainment of desired behaviors as specified in the PLOs and CLOs. Students

are given assignment, project work, presentations and other diverse set of tasks which enhance their intellectual abilities and help in harmonium development of their personality.

- The **School Internship Program** organized in Phase wise manner from semester I till semester IV help the students to derive professionally relevant understanding of the school system and consolidates their experiences into their skill set. The wide range of curricular experiences is provided during the school internship program to deepen their understanding about the school functioning and challenges faced.

Hence the colleges organizes various programmes and courses to achieve these outcomes which enhance the employability skills of outgoing students through expert lectures, workshops, training programs, seminars, webinars, mock interviews, resume writing sessions etc. to name a few which are the regular features of the college activities. Value education, gender sensitization, contemporary issues of society, Environmental and Societal issues and ways and means for sensible development also dealt with through various activities of teaching learning process.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<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:** 97.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	118	126	115	122

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

Government College of education not only plans, designs and executes all the teaching learning activities according to the outlined PLOs and CLOs but also follows assessment procedures according to it ensuring that the progressive performance of students is monitored comprehensively across the different domains of learning by formative and summative evaluation of the acquired knowledge, attitude and other professional and personal competencies.

**1. Mid- Semester Examination:** College carries out rigorous exercise of conducting MST keeping in view the impending final exams. At least 60% syllabus for each paper is covered before these exams and students are informed timely. Student performance in these examinations is evaluated in a time bound manner and they are given opportunities to discuss and seek remedial support from subject mentors. Students who under perform or miss any exam are given chance to improve through re-examination.

**2. Internal Assessment:** The Internal assessment is prepared meticulously as per the Panjab university norms according to their classroom participation, regularity, timely submission of assignment and required sessional work. Students performance in the mid semester examination carries a significant weight age in the internal assessment.

**3. Final semester examination:** Final semester exams serve as a yardstick for final evaluation of overall performance of the students. These examinations are held at the end of each semester as per university date sheet and the examination guidelines.

**4. Practical and Viva-Voce examination:** Practical and viva-voce examination are scheduled for each of the elective, optional subjects and papers based on enhancing professional capacities as per the prescribed university syllabus and date sheet.

**5. Class activities:** Internal assessment criteria serve as a roadmap for formative evaluation of student participation by the subject teachers in a variety of classroom activities like focused group discussion,



brainstorming session, Classroom presentation via ICT tools, Projects as well as group tasks, assignments and sessional work.

**6. School Internship program:** Pedagogy teachers and TG incharges provide intensive mentoring to students about the various teaching skills during Pre Internship Phase I & II, simulated teaching and school internship followed by continuous feedback.

**7. Result Analysis:** Result analysis committee monitors the final results of all the courses and position holders are felicitated during Annual Prize distribution and Annual Convocation.

**8. Parent Teacher meeting:** To keep the parents informed about progressive performance of their ward, parent teacher meeting is conducted semester wise.

**9. Regular conduct of Inter-College and Intra college competitions** is done to raise the spirit of healthy competition as well as individual growth of each student. They are assigned various responsibilities throughout the year which prepare them for leadership roles and become better organizers being a member of NSS, Clubs and various clubs.

Hence Government College of education is determined to work tirelessly towards the progressive performance of learners which is monitored from time to time for further improvement as per PLOs and CLOs so that they can excel in learning different innovative teaching methods. Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<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:** 58.96

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

**Response:** 79

File Description	Document
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>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<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:**

Performance of students is a direct testimony to the fact that efforts of institution are successful. Learning needs of students comprise of enhancing their skills, self-efficacy, and the ability to achieve. The college provides an environment of creative freedom which helps in a positive growth of an individual. Some examples which reflect the extent to student's behavior are modified at the end of course.

**Performance of the students in Semester Examination** is evidence of their problem solving skills and learning ability.

Students' performance in Mid Semester and semester examinations are a testimony of acquired knowledge and understanding about various disciplines in the field of education.

Teachers provide an **extensive feedback** on individual/group performance of learners. Students are provided with extensive feedback by their subject mentors, peers, tutorial group incharges and other stakeholders like School teachers and principals (during school internship program) which helps them to improve their performance and reflect on their own strengths and weakness.

**Holistic Development:** The institution is dedicated for providing the opportunities which are not only restricted to cognitive development but also emotional, social, physical, aesthetic and spiritual development. Various activities like Value education period, societies period, value added courses on Yoga & fitness, Science of Happiness, Life skills Inter & Intra College competitions etc. Students of the college outshine in Panjab University Youth & Heritage festival in various items. Participation of the students in the competitions is the best example of achievement of learning outcomes and fulfillment of learning needs. Competitions help in gaining experience, showcasing their skills and evaluating learning outcomes.

**Assignments and presentations** of students generate self-confidence and a sense of achievement among the students. The creative ability of the students is enhanced in the whole process of developing content, analyzing the facts and presenting it in front of others.

Conduct of regular **seminar and webinars** provides students an opportunity to learn from experts/resource persons. This enhances their existing knowledge base. Extension lectures by eminent personalities helps students to develop skills required at workplace.

**Outreach activities:** Students of the college enthusiastically participate in National priority programs such as Swachh Bharat, AIDS awareness, Gender sensitivity, Yoga, Digital India, National Voter Mission, Legal literacy under various clubs and committees. These activities help students to develop sensitivity towards the issues related to community and societal needs.

**Competitive exams:** A good number of students qualify various competitive examinations like CTET, UGC-NET, JRF, GATE etc. which are indicative of their high achievement motivation and effective mentoring by the respective faculty members.

**Student Placement:** Students of the college are placed as teacher, teacher educator, counsellors at different educational institutions. Some of them also join other services across nation and worldwide.

**Roll of Honour, college colour and merit certificate:** Students receive recognition and appreciation based on their consistent and outstanding performance in various curricular and co-curricular activities. Students are felicitated for the same during the annual prize distribution function and convocation.

Therefore student participation and performance in diverse range of activities provide a ground for comprehensive and continuous evaluation leading to the overall assessment of how far they have grown as individual and prospective teachers.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:** 3.41

## 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:** 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<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:** 0.6

**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	0

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<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>
Link for 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

<b>File Description</b>	<b>Document</b>
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>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<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:** 4.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	19	17	25	48

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 4.76

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
33	16	16	20	32

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	7	9	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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
243	239	240	229	230

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>
Any additional information	<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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
243	239	240	229	230

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 additional information	<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 has a tradition of taking along students and the community by organizing thematic and need-based activities pertaining to issues that we owe to give back and sensitize all the stakeholders. Organizing locality-based rallies, bicycle rallies, slogan writing, millet awareness and competitions, poster making, street plays, skits, essay writing, paper reading, poetry recitation, debate, pledge and declamation are the liberally used methods to educate and sensitize the pupil teachers. We train and prepare them as ambassadors to take these messages to the community in a very comprehensible depictions. Various clubs like Red Ribbon, Eco Club, Science Club and the dedicated NSS cell give opportunities to optimize in-house human resources and network with corresponding agencies of the society. We organize various activities like educational visits, extension lectures and workshops to connect the students with the outside world and the related industry as well. We have value education based assembly every Monday which takes care of observing all the important days pertaining to that period by the group of students (Tutorial Groups) turn-wise. We assure that each and every pupil of the college gets an opportunity to present him/ herself on the stage through diverse co-curricular activities organized in the college. We bring in eminent speakers who share their expertise and help up-skill the

students and faculty on areas that need attention and drive the listeners to change their thought process which works in favor of nation-building, social causes and overall well being which fulfills the objective of grooming the pupil teachers and counsellors to develop their personality holistically. We also collaborate with various institutions like Regional Institute of English, Chandigarh, Open Eye Foundation, Lok Ayurveda, Haryana Yog Ayog, RCED, Government College of Yoga Education and Health, Chandigarh, Kacchi Sadak Foundation, Sri Aurobindo Society, Bbetter Solutions etc. with whom we have signed MOU's to organize various lectures, workshops and visits to provide our students an exposure of national and international level in the relevant areas. This college is dedicated to work towards the spread of awareness for a balanced and healthy human life and for the purpose focuses its activities on millet awareness and yoga as an integral part of life style. Various activities to stress on the importance of Indian Knowledge system are being organized by the college like Seminar on the concept of Integral Education of Sri Aurobindo, Yoga Sessions with Value added course on yoga education, employability skills, skill in teaching, capacity building workshops etc. Our students also regularly participate in various games and sports tournaments organized by Panjab University and bring laurels to the college by winning various medals. The skill in teaching programme for the B.Ed. students in schools helps them develop a realistic and balanced perspective on challenges and opportunities in real teaching learning situations thereby grooming them to be better teachers in collaboration with schools of Chandigarh. Our college is consistently working to provide our students the best exposure in the field of teacher education and related areas at national and international level.

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:** 68

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	12	5	5	15

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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: 7**

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	0	0	13

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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: 19**

**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: 19

File Description	Document
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:** A. All of the above

File Description	Document
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 Government College of Education, Sector 20-D, Chandigarh prides itself on its comprehensive and advance technical support facilities dedicated for providing conducive teaching and learning environment. The physical infrastructure of the institution is designed to support various academic programs like B. Ed, M.Ed. and PGDG&C, ensuring that students have access to latest amenities across different disciplines.

**Classrooms:** The institution has 10 fully equipped classrooms with various ICT tools to enhance the inclusive teaching learning facilities and provide a dynamic and interactive environment, facilitating effective communication between educators and students.

1. **Auditorium and Seminar Room:** An auditorium with the seating capacity of 500 people and a dedicated Seminar Room are equipped with projectors, display boards, and sound system, providing an ideal venue for various events, seminars, and academic gatherings.
2. **Library:** The fully equipped library with reference section and book bank provides a quiet and resourceful space for students, featuring individual spaces designated for materials related to all subjects. The ICT tools and modern equipments like OPAC, LIBSYS 7, and RFID systems in the library ensure that students can access a wide array of digital resources.
3. **Language Laboratory:** To further enrich the language proficiency and learning experience, the institution houses a Language Laboratory equipped with inclusive infrastructure, ICT tools, and facilities for listening and recording.
4. **Computer Science Laboratory:** A Computer Science Laboratory, equipped with 40 computers and essential software such as SPSS, Plagiarism detection tools, and JAWS, is available to cater to the technological needs of students.
5. **Science Laboratory:** The institution places a strong emphasis on practical learning, evident in the well-equipped **Science Laboratory** featuring modern scientific equipment.
6. **Guidance and Counselling cum Psychology Laboratory:** Specialized labs such as the Guidance Laboratory are equipped with psychological tools and scales, facilitating both educational, Guidance, Counselling and research purposes.
7. **Home Science Laboratory:** The Home Science Laboratory is equipped with modern kitchen appliances and related materials, providing students with hands-on experience in the field of home science.
8. **Educational Technology Lab:** The E.T Lab, featuring a smart board and the latest software, enhances the technological infrastructure of the institution, supporting educational advancements in emerging technologies.
9. **Mathematics Lab:** The Mathematics Lab of college with advanced tools and resources fosters a deeper understanding of mathematical concepts through hands-on activities and interactive

learning methods.

10. **Music Room:** Catering to the artistic inclinations of students, the institution provides a **Music Room** with various musical instruments.
11. **Fine Arts Room:** The Fine Arts Room is equipped with a smart board, projector, display boards, and other related materials, dedicated display boards creating a conducive environment for the exploration and expression of creativity.
12. **Dispensary:** Recognizing the importance of student well-being, the institution provides a **dispensary** with basic medical facilities.
13. **Sports Facilities:** The College have various sports grounds catering to a diverse range of games, including basketball, kho-kho, volleyball, Football, cricket and athletics, providing students with ample opportunities and required material to engage in physical activities.
14. **Gymnasium:** It is equipped with fitness machines, promoting a healthy and active lifestyle among the student community.

The College prioritizes holistic student development through its well-designed infrastructure, including classrooms, labs, libraries, and recreational spaces. By integrating advanced technologies and practical learning opportunities, the institution fosters well-rounded individuals ready for the modern world's challenges.

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:** 100

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

Response: 12

**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: 48.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.92	38.45	31.52	32.55	30.30

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 Library at Government College of Education, Sector 20-D, Chandigarh has undergone a comprehensive transformation, embracing automation to enhance services and streamline operations for the college community. The library has acquired LSEase library management system/Libsys 10, a user-friendly interface.

**Integrated Library Management System (ILMS):** Key to this transformation is the adoption of an Integrated Library Management System (ILMS), facilitated by Libsys 10, LSEase library management system, a web-centric solution designed to meet international standards and open technology principles.

**LSEase library management system / LIBSYS 10:** LSEase library management system has a user-friendly interface, which is built on international standards and open technology. It covers functions in well-built modules, i.e., Acquisition, Cataloguing, Circulation, Serials, along with enriched OPAC. A seamless workflow enables library staff with a powerful tool to manage library operations efficiently.

**Barcodes and RFID technology:** A significant aspect of automation is the computerized issuance and return of books, facilitated by barcodes and RFID technology. Through LIBSYS 10, the library generates essential materials such as barcodes, spine labels, catalogue cards, and SMART library membership cards. This not only expedites transactions but also ensures accuracy and accountability in managing library resources.

**Radio-Frequency Identification (RFID):** The College library has implemented Radio-Frequency Identification (RFID) solutions in various areas, including data collection, stock verification, and security. RFID technology supports automatic and accurate reading of multiple tags, enabling faster transactions and enhancing the security of library items through RFID security gates.

**Library circulation processes,** such as member registration, book lending, reservation management, and inter-library loans, are efficiently managed through the ILMS. These tasks, performed both digitally and manually, ensure accuracy and timeliness in serving library patrons. Additionally, the College library maintains a visitor record for students and faculty members, promoting community engagement and accountability.

**OPAC services:** The library's Online Public Access Catalogue (OPAC) facility allows users to search the library's collection online, both within the library and remotely. This feature empowers users to explore resources by title, author, subject, and more, facilitating independent research and academic success.

**Library cataloging,** a fundamental aspect of automation, involves creating and maintaining bibliographic and authority records. These records organize various library materials, including books, serials, sound recordings, and e-resources. The cataloging process encompasses descriptive cataloging, subject cataloging, and authority control, ensuring accuracy and consistency in information retrieval. The library emphasizes user engagement by prominently displaying new arrivals of books and journals.

**Surveillance:** To uphold safety standards, the College library is equipped with closed-circuit television (CCTV) surveillance cameras, ensuring a secure environment for patrons and resources alike. These measures underscore the library's commitment to providing a conducive and safe space for learning and scholarly pursuits.

In conclusion, the GCE Library's automation initiatives, driven by ILMS LIBSYS 10 software, have



revolutionized library services and operations. Through advanced technologies and streamlined processes, the library provides a dynamic and inclusive environment for learning, research, and community engagement.

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

#### 4.2.2

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

##### **Response:**

The Library at Government College of Education, Sector 20-D, Chandigarh stands as a beacon of academic excellence, continuously striving to enhance the learning and research experience for its students and faculty members. At the forefront of this mission is the library's participation in the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) program, facilitated by INFLIBNET UGC. This prestigious initiative, also known as e-ShodhSindhu, represents a significant milestone in scholarly access, providing users with unprecedented access to an extensive selection of electronic journals and e-books.

Through the N-LIST program, the library offers access to over 63,006 journals and 3,164,309 books, covering a wide range of disciplines spanning Pure Sciences, Social Sciences, and Humanities. These resources are made available to faculty members and B.Ed, M.Ed. and PGDG&C students, empowering them to explore modern research and stay abreast of the latest developments in their respective fields.

The collaboration between the e-ShodhSindhu Consortium, INFLIBNET Centre, and the INDEST-AICTE Consortium at IIT Delhi underscores the concerted effort to democratize access to scholarly resources. By leveraging state-of-the-art servers deployed at the INFLIBNET Centre, authorized users can seamlessly authenticate their credentials and access resources directly from publishers' websites. This streamlined process ensures rapid and efficient access to the wealth of information available through the

N-LIST program.

While the N-LIST program covers a broad spectrum of disciplines, it is important to note that certain specialized fields such as engineering, agriculture, and medicine are not included. However, the program's accessibility transcends geographical boundaries, allowing users to access resources from any location using their assigned username and password. This flexibility ensures that students and faculty members can harness the power of knowledge regardless of their physical location.

In addition to electronic resources, the GCE Library offers a range of modern facilities to support academic endeavors. High-speed internet access, coupled with reprography facilities and computer systems, enables users to engage with digital content seamlessly. Furthermore, the library boasts an extensive collection of multimedia materials, including CDs, DVDs, CD-ROM databases, and audio-video units with Tata Sky connection. These resources enrich the learning experience and facilitate interactive engagement with educational content.

Moreover, the library is equipped with advanced technological tools such as barcode scanners and printers, enhancing operational efficiency and user convenience. These tools streamline circulation processes and facilitate the dissemination of information to library patrons, ensuring a seamless user experience.

In summary, the college Library's participation in the N-LIST program, coupled with its state-of-the-art facilities, underscores its unwavering commitment to academic excellence and research advancement. By providing access to modern resources and embracing innovative technologies, the library continues to serve as a vital hub of knowledge dissemination and scholarly inquiry within the college community.

modern

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<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:** A. Any 4 or more 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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 3.28**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.40	1.35	2.42	3.01	7.22

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 7.99

**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:** 123

**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:** 79

**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:** 633

**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:** 507

**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:** 784

<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>
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:** B. Any 3 of the above

File Description	Document
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>

## 4.3 ICT Infrastructure

### 4.3.1

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

##### Response:

Government College of Education has state-of-the-art ICT infrastructure, representing a pinnacle of technological advancement.

We have meticulously established a robust **Local Area Network (LAN)** that extends its reach to the Computer lab, Offices, Laboratories, Library, and all Classrooms. The backbone of this network is a blazing-fast 100Mbps fiber optic connectivity, ensuring seamless and lightning-fast data transfer.

- To provide unparalleled connectivity for both academic and administrative purposes, we have strategically deployed **Wi-Fi routers across all wings of our college**.
- This network architecture facilitates a hassle-free online experience for all our stakeholders. Our Computer Laboratory is a technological marvel, **housing 45 latest computers**.
- Furthermore, we **have transformed our learning spaces into Smart Classrooms**, empowering our educators to deliver content with unprecedented interactivity. A well-equipped Seminar Room and Auditorium, along with top-notch Video Conferencing facilities, enhance our ability to host enriching events and collaborative sessions.
- The college is furnished with **the latest computer systems**, powerful server infrastructure, Digital Podiums, Smart boards with podiums, laptops, LCDs, projectors, Multimedia Boards, web cameras, digital cameras, video cameras, printers, scanners, faxes, LCD Screens, online and offline UPS units, among other tech resources.
- We take great pride in offering a comprehensive suite of **software tools**, including SPSS and Anti-Plagiarism software, which are readily available to our students for research purposes.
- For our visually impaired students, we provide **JAWS software**, enabling them to work seamlessly on computers. Language students benefit from the advanced capabilities of **Language Software in our Language lab**.
- In our commitment to fostering a modern and engaging learning environment, we employ cutting-

edge multimedia teaching aids such as **LCD projectors and internet-enabled computer systems** in our classrooms.

- Our dedicated faculty members are equipped with laptops, courtesy of RUSA funds, and enjoy **internet facilities access across the campus**. This technological synergy greatly enhances their ability to prepare and deliver academic content through captivating audio-visual means.
- Ensuring inclusivity and accessibility, our college **website adheres to WCAG 2.0 (A & AA) standards and Guidelines for Indian Government Websites (GIGW)**. We uphold a continuous process of upgrading and updating our facilities, website, and infrastructure, thus affirming that our entire campus is fully ICT-enabled for a multitude of purposes.
- At the heart of our academic journey lies our library, the paramount learning resource center. This library is a testament to modernization, featuring complete computerization with **seven dedicated computer terminals, all seamlessly linked via LAN. Libsys software** oversees our library operations, facilitating the smooth issuance and return of books to our students. Additionally, we employ Barcodes, Spine labels, Catalogue cards, and Library cum Identity card (SMART CARDS) generation through Libsys software.
- In our unwavering commitment to scholarly exploration, our library offers **Online Public Access Catalog (OPAC)** and internet services to both our esteemed faculty and students. To expand the horizons of knowledge, we have subscribed to the '**N-LIST program of INFLIBNET**' for our college faculty and M.Ed. students, granting them access to a treasure trove of e-books and e-journals.

Government College of education stands at the forefront of technological integration in education, committed to empowering our community with the tools and resources needed for a transformative learning experience.

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:** 2.29

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

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>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<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:** B. Any 4 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 the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<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:** 3.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.47	2.74	2.17	2.29	3.27

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

Government College of Education, Sector 20-D, Chandigarh maintains an unwavering commitment to the meticulous care and upkeep of our physical support facilities, ensuring a nurturing environment for knowledge and growth.

- The preservation and repair of our classrooms, laboratories, and library buildings are entrusted to the capable hands of government maintenance departments. Their tireless efforts ensure these spaces remain conducive to learning and research.
- We rely on the expertise of government water supply and electricity departments to oversee all maintenance related to these essential services, guaranteeing uninterrupted access to power and water for our institution.
- The stewardship of our building infrastructure is meticulously carried out by government engineering departments. Their dedication ensures our physical edifices stand as bastions of safety and efficiency.
- Our academic and support facilities, including computers, information and communication tools, and electronic gadgets, are maintained with meticulous precision. This is achieved through adherence to GEM (Government e-Marketplace) protocols in accordance with GFR (General Financial Rules) guidelines, as directed by the Chandigarh administration.
- Our diligent ministerial staff and dedicated laboratory attendants undertake the daily maintenance of all available resources and infrastructure, ensuring the seamless operation of our institution.
- Our sprawling sports grounds, a testament to physical wellness, are lovingly nurtured by our College Gardeners (Malis) and game attendants. The College Sports Department provides vigilant supervision, ensuring our sports facilities remain in pristine condition. Regular and special grants from the government ensure that every sporting requirement is met with excellence.
- The maintenance and renovation of our college campus, including the Boys and Girls Hostels, are overseen by the Engineering department of the Chandigarh Administration. Our commitment to sustainability is evident through the installation of solar power systems on our rooftops and the implementation of rain harvesting systems within our campus.
- Each laboratory in our institution is entrusted to a senior faculty member, dedicated to enhancing the learning experience of our students. The presence of a lab attendant in each laboratory ensures the smooth functioning of the physical infrastructure. Funding for the academic component is secured through non-plan budgets allocated by the government.
- Our library, a treasure trove of knowledge, is diligently maintained by our librarian and a team of dedicated support staff. These professionals receive support through various grants to continuously update our resources. Efficient book issuance, returns, and record-keeping are meticulously handled by our library staff.
- Our classrooms are equipped with latest technology, including LCD projectors and smart boards, enriching the teaching and training experience. The Engineering department of the Chandigarh Administration takes charge of their physical maintenance.
- Our institution boasts uninterrupted 24-hour power supply to the entire campus, including our hostels. Maintenance and rectification of electricity-related issues are deftly managed by the Electricity Department of the Chandigarh Administration, with a dedicated maintenance booth in Boys hostel to address any supply-related concerns.

In our relentless pursuit of excellence, we remain steadfast in our commitment to ensuring that our

infrastructure stands as a testament to progress and innovation. Our collaborative efforts with government departments underscore our dedication to providing a world-class educational environment for our students and faculty.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
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

File Description	Document
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
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<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:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<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>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 15.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	27	22	20	16

File Description	Document
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>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 34.88

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

**Response:** 43

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

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

**Response:** 2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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>
Paste link for additional information	<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:** 30.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	37	30	12	34

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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>
Paste link for additional information	<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 of Government College of Education plays an active role in institutional functioning in various activities organized **under NSS cell, Electoral & Literacy Club, Parijat Eco-Club, Science Club, Legal Literacy Club and Cultural Committee**. Along with its dedication to administrative effectiveness, the college also places a **high priority on student participation in the democratic elections and governance**. This democratic method fosters a sense of leadership and responsibility for students' learning experiences by not only empowering them but also encouraging them to actively engage in the governance of the college.
- **Selection Criteria in the student council are very transparent** and open in the institution. All the clubs and committees of the college conduct elections for the students in a democratic way at the beginning of the academic session and proper record of the election is maintained. **President, Vice-president and executive members are elected for the Clubs/Committees**. Regular meetings are organized to make the students aware about different types of activities to be organized in the college.
- The college's key values include encouraging students to develop leadership, self-control and pursue ethical values. This calls for excellence in conduct and character in addition to academic achievement. This is accomplished by organizing **value added periods by students** on the weekly basis where every student participates in the organization of value education assembly, **personalized guidance** by teachers during tutorial period and organization of activities **for students and by the students** during **societies periods** etc.
- NSS Camps and activities are organized by **NSS executive student council** with the cooperation and participation of all the volunteers and full freedom and flexibility is exercised in their execution.

- Our students **work for the societal welfare** and conduct various outreach programmes including cleanliness drives, tree plantation, village school welfare programmes under the leadership of student council.
- **Cultural committee** organizes the talent hunt and other cultural events at regular intervals. Students in the committee play their roles effectively to make the events successful. Inter-college and intra-college events are also organized for the students in which student council play very crucial role.
- **Science club** is also committed for the students and they are exposed with various practical work and experimentation during the session. Student council members of the club are very active in these activities and they also prepare proper records of the same.
- **Parijat Eco-Club** of the college comprises of the members from Pedagogy of life sciences. All the executive members of the club organize the activities for sustainable development and green initiatives in the campus.
- **Legal Literacy Club and Electoral literacy Club** organize various events throughout the session under the leadership of elected students.
- **Grievance Redressal Cell** of the college is committed to deal with problems related to students viz; Anti-Ragging, Sexual Harassment, safety and security at workplace and related problems. Students are also provided with the opportunities to deal with hostel related problems as they are part of various committees of Hostel (Boys & Girls) with warden as head. Hence institution is committed towards the student centered approach in all aspects of their formal & Informal behavioral parameters. Institution creates conducive environment for them to discuss the problems and also help them to find out suitable solutions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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>
Paste link for additional information	<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:** 29.8

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



2022-23	2021-22	2020-21	2019-20	2018-19
32	28	13	41	35

  

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>
Paste link for additional information	<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:**

The Alumni Association (Registered) of Government College of Education, Chandigarh contributes significantly to the development of the institution through financial/non-financial means during the last five years.

- The Association closely works to provide dedicated support in various activities of Institution. The association provides opportunities to the alumni via organizing talks, seminars, webinars, conferences and guest lectures on various themes. Various Alumni also act as a resource person in the seminars and academic programmes of the college.
- Alumni also assist in providing counseling to students in employment and the successful alumni are invited to share their success stories with the students.
- Alumni are the active members of IQAC cell of the college.
- The alumni are invited to act as judges in cultural and sports competitions of the college and they actively help in organization and management of extensive/outreach activities of the institution. Our Alumni are serving as role models for students through their distinguished services in different fields including education. They also help in organizing Alumni re-union events in the college.
- Alumni of the college are also invited in various capacity building programs of the college to act as resource person for various training sessions and workshops. Some of the alumni of our college are having their wards as students of this college. They are invited specially in the parent teacher meetings to share their valuable experiences of the college and to motivate the students.

- Our Alumni Association is registered under Societies Registration Act, 1860 and it strives to achieve the following objectives:
  - 1.To promote friendly relations among all members of the Association and the College staff both existing & retired.
  - 2.To promote and encourage the members to take active interest in the realizing the objectives and progress of the Alumni.
  - 3.To provide financial Assistance and scholarships to the needy and the deserving students.
  - 4.To generate a 'Brain Bank' of the professionals from among its members and provide services for the benefit of the Alumni and the society in general.
  - 5.To institute running shields, trophies and to award medals to promote the academic, sports and cultural life of the students of the College and members of the Alumni.
  - 6.To honour its distinguished members for their contribution in the field of education.
  - 7.To affiliate chapters of the alumni both national and international, and keep them informed about the activities of the Association and seek their assistance in promoting its objectives.
  - 8.To publish newsletters Souvenirs and Magazines.
  - 9.Any other objectives in the interest of society as decided from time to time by the Governing/ Executive Committee and General Body.

Thus, it is quite evident that role of Alumni Association is significant for the growth and development of the College. Involvement of the alumni in the smooth functioning of the institution is visible in the form of student's participation in different activities at state and national level and achieving success at different platforms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
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>
Paste link for additional information	<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>
Any additional link	<a href="#">View Document</a>

#### 5.4.3

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

**Response:** 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	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:**

1. There is an old students' body viz. Alumni Association of Government College of Education, Sector 20, Chandigarh (AAGCE-20) registered under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957 vide No. DC-RIA-RS/2023/00017; Dated 19.09.2023. Any alumnus or alumna can register in the association through online mode through link available on the college website or by submitting registration form to alumni head in the college.
  2. **Regarding the functioning of the alumni association**, the executive committee/ governing body of the association is elected by the General Body through Secret Ballot by single non-transferable vote for two years. The Executive Committee have all the powers to manage the affairs and promote the objectives of the Association as per the Memorandum of the Association and according to the directives of the General body, to frame its rules and regulations, and to take appropriate steps to safeguard the interest of the Association and the College. President of the association guide, conduct and control the activities of the association to ensure implementation of the decisions taken by the association from time to time. President regulate the proceedings of the Executive Committee and the General Body, interpret the rules and regulations, give findings on doubtful or contested points and his/her decision are final. The vice-president act as President in absence/ leave of president and exercise all such powers vested in constitution of the Alumni Association. The general secretary assists the president in managing affairs of the Association and attends to all activities, responsible for carrying out correspondence, preparation and distribution of the publications of association, take steps to strengthen and improve the Association. Joint Secretary assists the Secretary in the management of affairs of the association and act as the general secretary in his/her absence/leave. Treasurer is responsible for the maintenance of records/accounts of the association as per the standard accounting procedure; operate the bank account jointly with the President/Secretary and present annual report of the income and expenditure to the general body for approval.
  3. The general body meeting of the Association is held once in a year to provide opportunities for interaction of members of the body and gives a feeling of 'Home-coming'.
- The college facilitates alumni in seeking employment and pursuing higher education in India and abroad through reference and documents. The teaching proficiency and medium of instruction certificates are issued to the alumni seeking overseas employment.
  - Many alumni of our college are working in Canada, Australia, New Zealand, Kenya, US as teachers and entrepreneurs.
  - The alumni are offered full opportunities to participate in various college activities and contribute significantly in the development and quality enhancement of the college. Alumni are invited in extension lectures and alumni sessions are organized at regular intervals in seminars, workshops and training programs held in the college. They are also invited as special guests and judges in various college events like sports meet, annual prize distribution function, NSS Camps, Convocations etc., to inspire and motivate budding teachers.

File Description	Document
Upload any additional information	<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>

## 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 Government College of Education's vision and mission statements are based on the theme 'Aaroh Tamso Jyoti' which means moving from darkness to light.

- The vision is to reflect preparation of future teachers par excellence which is only possible through inclusive governance and active participation of all stakeholders, including faculty, students and non-teaching staff, in committees and decision-making bodies that cover a broad range of societal and educational issues.
- The vision of the institution is to become a model for making the students knowledgeable and sensitive to the needs of societal aspirations while maintaining a strong sense of national integration as students from various parts of the country seek admission in the college. In line with this vision, the college's aim is to foster a supportive atmosphere for students from a variety of backgrounds. It places a focus on the ongoing growth of teaching-learning approaches in order to deliver basic services in a way that is both modern and traditional.
- Making students harbingers of social transformation and sound visionaries is also envisioned by the college. For achieving this Underscoring the value of civic participation and responsive education is the college's plan to organize curricular and co-curricular events is strictly adhered to.
- By including faculty members in the upgrading of curricular offerings to ensure that they stay current and responsive, the Curriculum Enrichment Committee, for instance, exemplifies the college's commitment to academic quality. Students also offer their suggestions for curricular enrichment. The Cultural Committee also stresses the value of cultural enrichment in boosting students' creativity and social awareness as well as their overall growth. Students play a proactive role in organizing various events as leaders, event managers and participants.
- The institution's dedication to making students as agents of social change and undertake social responsibility is demonstrated by NSS, RRC, Eco-Club, Legal Literacy Cell and Electoral Literacy Club, which make students empowered and give them knowledge and skills they need to be educated and engaged citizens. The Science Club encourages students to explore science outside of the classroom by fostering their scientific curiosity.
- To make students empowered to reorient their vision on strong foundations, various clubs and societies demonstrate the college's commitment to create societal and environmental awareness and community involvement, enabling students to assume leadership positions in sustainable practices and community service. The Feedback Committee makes sure that staff and student opinions are heard, which help the institution's policies and procedures be continually improved.
- Finally, the IQAC is crucial in ensuring that the college's educational standards are being monitored and improved. It encourages a culture of academic achievement and accountability by

including all stakeholders in activities centered on continuing professional development. Parents and alumni are also actively involved through parent teacher and alumni meetings.

So the vision and mission statements of the Government College of Education emphasize the value of inclusive government and social involvement in education. The institution's dedication to transparent and collaborative governance, which promotes quality, empathy, and social responsibility in education, is shown in the active participation of teaching and non-teaching staff, as well as students, in a variety of decision-making bodies and committees.

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

- Through the adoption of a strong decentralization and participatory management structure, the Government College of Education has taken important measures to increase its efficacy and efficiency. This strategy aims to raise the standard of education as a whole and make sure that all facets of college administration are handled competently and openly. A key component of the college's governance structure is decentralization. It is clear from the creation of numerous committees charged with overseeing both academic and extracurricular responsibilities.
  - Along with its dedication to administrative effectiveness, the college also places a **high priority on student participation in the democratic elections and governance**. Students can choose their representatives for roles like president, vice president, secretary, joint secretary, and others in democratic and open elections that are held on campus. This democratic method fosters a sense of leadership and responsibility for students' learning experiences by not only empowering them but also encouraging them to actively engage in the governance of the college.
  - The college's key values include encouraging students to develop leadership, self-control and pursue ethical values. This calls for excellence in conduct and character in addition to academic achievement. This is accomplished by organizing **value added periods by students** on the weekly basis where every student participates in the organization of value education assembly, **personalized guidance** by teachers during tutorial period and organization of activities **for**

**students and by the students during societies periods etc.**

- The **admission committee**, which is in charge of the Panjab University admission procedure, is one such committee. Its main objective is to make sure that admissions are handled fairly and in accordance with the criteria established by Panjab University. The college's dedication to a fair and equitable admissions process is reflected in this commitment to openness and respect to accepted norms.
- The **Skill in Teaching committee**, another important committee, is crucial in overseeing practice teaching during the internship programme. This committee makes sure that aspiring teachers who are divided in Tutorial groups fairly and randomly receive real-world experience and polish their instructional techniques so they are ready to succeed in the classroom.
- Another crucial element of the college's management system is the **Internal Quality Assurance Cell (IQAC)**. The IQAC plays a key role in planning events aimed at student teachers' professional development by organizing activities by students and faculty. The faculty tries to apply the most effective teaching strategies and instructional techniques and maintains a very positive bond with the students.
- In addition to these, the college has numerous other effective committees, each focused on a different area of college development and advancement. These include the **NSS Unit, the cultural committee, examination committee, advisory committees and the academic enrichment committee** etc. In order to create and carry out plans within the governance framework, these committees collaborate with one another, promoting a culture of shared accountability and decision-making.

Decentralization and participatory management have been embraced by the Government College of Education as important foundations of its governance system. The institution is dedicated to improving its overall efficacy and efficiency by creating committees to manage different administrative facets, encouraging openness, and giving students more authority through democratic methods. These programmes highlight the institution's commitment to deliver high-quality instruction and promoting a culture of continuous development.

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

### 6.1.3

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

**Response:**

To guarantee the effective and efficient use of financial resources, Chandigarh Administration has put in place a strong institutional system. In all financial matters, this method is intended to encourage



responsibility, transparency, and compliance on the part of college.

1. The college first goes through a thorough and thoughtful procedure to determine its annual financial needs. The decision-making body thoroughly discusses all material financial issues pertaining to the college's budget requirements. Following the completion of these, budget proposal is then sent to the Administration for approval at the start of each financial year. This makes sure that the budget is allocated in accordance with the requirements of the college.
2. The college adopts an approach to purchasing as per the government rules. The task of purchasing necessary products and services is assigned to purchase committees, who do so through E-tendering system and the Gem portal. These procedures ensure that purchases are conducted clearly and effectively by abiding by all laws and regulations. Compliance and accountability are further guaranteed by the respective verification committees.
3. The college takes great care to maintain records that are accurate and current. Data from the college, including details about the teaching and non-teaching staff, accounts, and academic progress, is regularly posted onto the AISHE portal. This practice supports data-driven decision-making and accountability by assisting in monitoring and reporting on many elements of the college's activities.
4. The college prioritizes openness and accessibility in its academic policies. Regulations, syllabi, and curriculum are easily accessible on the college website and in the online prospectus. This makes it simple for students and other stakeholders to access crucial academic material. To further ensure that all related individuals are informed, important information such as admission specifics, exam dates, circulars, seminar announcements, timetables, workshops, and training programmes are clearly posted on both the college website and notice board.
6. The college is dedicated to making sure that its evaluation procedures are impartial. Students can see their performance information by viewing internal assessments that are publicly placed on the college's website and notice board. Additionally, feedback from students is actively sought after and conveyed to the appropriate teachers, promoting a culture of accountability and ongoing growth.
7. The college's activities are based on administrative transparency. During staff meetings, major decisions are made collectively by decision-making bodies and personnel, ensuring that feedback from various stakeholders are considered. Each faculty member's annual performance review is available on the ehms site, where faculty members can review it and, if necessary, accept it or object. This procedure improves accountability for faculty development and transparency in performance evaluation.
8. The college also emphasizes the importance of carrying out administrative choices. All directives given by the administration are communicated to the appropriate individuals, and their execution is required. By ensuring that rules are properly implemented improves the institution's overall efficiency and effectiveness.

Therefore the Government College of Education has established a thorough institutional framework to guarantee the prudent and effective use of financial resources and to uphold accountability and openness throughout all facets of its activities. These procedures highlight the college's dedication to offering updated knowledge and responsible leadership.

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:

The Strategic Plan of the college focuses on all the important areas of development and efficient working of an educational institution like improvement of Teaching and learning process, Research and Development, to encourage participation in the co-curricular activities, efficient human resource management, Interaction, and collaboration with schools, focusing on the effective centralized admission process, conducting continuous and comprehensive evaluation, augmenting infrastructure and ICT facilities, etc. and this plan was deployed with effective collaboration by college authorities, teachers and students.

- The commitment to enhance the **teaching and learning process** is at the core of the strategic plan for our college. This involves promoting new teaching strategies, updating the curriculum regularly, and giving our faculty opportunities for professional growth. Our teachers often attend conferences, seminars, and webinars to stay current on the most recent educational developments.
- We truly think that the foundation of academic greatness is **research**. The encouragement of research and development among teachers and students is a key component of our strategic plan. We support and encourage internal and collaborative research projects that add to the body of knowledge in the academic world.
- Education encompasses more than just academic study; it also includes complete personal development. Our college schedule includes **co-curricular events** including Value Education Assemblies, Society Periods, Sports, and Extension activities. Through these activities, our students develop their values, leadership, teamwork, and creativity, preparing them for a life outside of the classroom.
- Our committed teachers and staff are essential to attaining our objectives. The seamless operation of the college is ensured by effective **human resource management**. To keep and entice top personnel, we offer possibilities for professional progress, fair compensation, and a happy work environment.
- We work together with local schools to **bridge the gap between high school and college education**. To provide a smooth transition from college to school, we run workshops for teachers, support career counselling sessions for students, and offer educational resources.
- We place a high premium on **streamlining the admissions procedure**. A centralized admissions procedure accelerates student application, selection, and enrollment. Transparency and fairness in

admissions are guaranteed by this strategy.

- We have adopted a **comprehensive strategy for student evaluation**. Our strategic plan calls for the deployment of ongoing, thorough evaluation processes that gauge students' general development and growth in addition to their academic performance.
- The **infrastructure** of our college is continuously renovated to create a favorable learning environment. We make investments in books, library and lab resources, classrooms, and digital infrastructure. Education is made more accessible and efficient by the integration of ICT tools into teaching and learning.
- The **holistic and collaborative approach** to education that characterizes our college's strategic plan is what makes it successful. The plan becomes a reality with the commitment and teamwork of principal, faculty, students and other staff.
- Value Education periods are planned in our college calendar every Monday, acting as an important and ongoing component of our instructional programme. Each tutorial group meticulously conducts these sessions with the overriding goal of commemorating and highlighting days of National, International, or Regional Importance with the guidance of TG incharges. Our future teachers actively participate in a range of activities at these times, such as speeches, thought-sharing, musical performances, poetry recitals, and skits.

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

Our college boasts a competent and efficient governing structure that makes sure that college run smoothly and that all developmental goals are carried out. College is governed under **Directorate of Higher Education, Chandigarh Administration**. In order to uphold the institution's high standards, the governing body in next hierarchical order is made up of important people such the Principal, Dean, Vice Principal, IQAC Cell, faculty members, office employees, and ministerial staff.

- **The Principal** has a key and authoritative position at the center of our college's administrative structure. The Principal is given the authority to manage the day-to-day operations of the institution and is entrusted with the responsibility for all financial decisions as DDO. A combination of leadership, financial know-how, and a vision for the institution's expansion are necessary for this crucial position. The Principal works closely with other administrative staff to

maintain the efficient operation of the college.

- **The Dean, Vice Principal, and IQAC Cell** form part of a strong team that helps the Principal effectively carry out the duties of managing a college. These people contribute to the academic and administrative excellence of the college with their knowledge and commitment. This administrative team's combined efforts serve as the institution's skeleton and guarantee its ongoing development.
- The college has set up a **number of functional committees** to help with significant choices in a variety of areas. An important role in financial concerns is played by the Purchase Committee. The College Functional Management Committees including advisory committees, skill in teaching committee, examination committee, curriculum enrichment committee, cultural committee, grievance redressal committee, NSS, Eco club etc. assist in the efficient management of the college's daily activities. These committees, each of which has a particular concentration, help the college's administration and decision-making procedures run smoothly.
- The **Hostel Committee** also concentrates on issues regarding student housing, fostering a secure and comfortable living environment for individuals dwelling on the college campus.
- A key component of college governance is the **recruitment of teachers and staff**. The Union Public Service Commission (UPSC) serves as the appointing body for regular faculty members, ensuring that the hiring process is open, competitive, and merit-based. On the other side, the Director Higher Education, Chandigarh Administration, is in charge of approving the hiring of contract employees. These stringent and well-defined appointment processes guarantee that the college keeps its faculty and staff to a high standard.
- Our college places a utmost priority on following **government rules and regulations** because it is a government institution under Chandigarh Administration, with regard to all service issues and administrative appointments. Further demonstrating our dedication to upholding the highest levels of ethics and accountability is our careful adherence to all laws and regulations issued by the government. This dedication to following laws and regulations makes sure that the college conducts all of its **functioning in a transparent, responsible, and equitable manner**.

The commitment, professionalism, and teamwork of the leadership team, teachers, and staff are evidenced by the efficient governance of our college. This governing structure makes sure that our college maintains a supportive and favourable atmosphere for educational growth of students and faculty.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for 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:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
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>
Annual e-governance report	<a href="#">View Document</a>
Link for 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:**

During the academic year 2022–2023, all committees including Curricular Enrichment Committee, Co-curricular committee, IQAC, admission committee, purchase committee, Prize committee, financial planning committee etc. played crucial role in the smooth functioning of the college.

One example for elaboration of committee functioning is Curricular Enrichment Committee which played important role in the institution's smooth academic operation. Committed to advancing educational quality, the committee started working on a comprehensive plan to improve the students' overall educational experience.

The smooth conduct of classes and the efficient execution of the schedule were two of the committee's main tasks. The committee carefully examined and updated the college's schedule in order to do this, taking into account faculty and course requirements. The goal was to reduce scheduling conflicts, make the most use of available resources, and give teachers and students a clear framework. To resolve any concerns or conflicts that emerged, regular meetings with faculty members were held. This proactive attitude considerably aided in the smooth operation of the classes and made sure that students benefited fully from their educational experience.

The committee implemented a thorough attendance tracking system after realizing how crucial attendance is to academic success. This method made it possible to track student attendance in real-time, giving valuable information about how actively and actively students were participating. The committee

closely collaborated with faculty and students to address the underlying problems and offer the necessary support in cases of absenteeism. The committee played extremely important role in encouraging students to be prompt and regular by keeping track of attendance.

The committee actively encouraged students to take part in academic activities. These activities not only gave students the chance to improve their skills and as individuals, but they also helped them feel a feeling of community and belonging at the college. The committee's initiatives in this area were crucial in developing a lively and interesting campus atmosphere.

B.Ed., M.Ed., and PGDGC course admissions are fiercely competitive and essential to the college's academic standing. The committee carefully oversaw the admissions procedure, assuring its openness, equity, and compliance with rules. The admission requirements were thoroughly examined to ensure that they matched academic and university norms. The college's reputation for academic integrity and merit-based admissions was sustained by the committee's dedication to an open and centralized admissions process.

The committee valued the opinions and suggestions of the students, and this was especially clear in its interactions with the class representatives. To encourage the interchange of ideas and concerns, frequent meetings and open lines of contact were established. Class representatives were a vital link between the students and the administration, providing insightful information on the curriculum, teaching strategies, and academic difficulties.

Government College of Education's Curricular Enrichment Committee was crucial in fostering an environment that supported learning and personal development during the session. It demonstrated its commitment to the holistic development of students and the pursuit of academic excellence through its commitment to efficient classroom management, effective timetable management, thorough attendance monitoring, student engagement in activities, open admissions procedures, and active collaboration with class representatives. The committee's never-ending efforts raised the caliber of teaching-learning and established a benchmark for educational excellence.

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 Government College of Education has put in place a comprehensive framework of welfare measures designed to protect the well-being of its devoted teaching and non-teaching staff, strictly adhering to the rules established by the Chandigarh Administration. These actions demonstrate the institution's unwavering dedication to giving its valued workers a nurturing and supportive work environment. The detailed welfare measures are enlisted as under:

- The importance of work-life balance and personal renewal is acknowledged by the college. As a result, it expands **Leave Travel Concessions (LTC)** to let employees take well-earned vacations and spend time with their loved ones.
- **Medical reimbursement** clauses provide complete healthcare coverage, guaranteeing that workers receive the necessary medical care without facing excessive financial hardship.
- For staff that requires a safe and practical housing option, **Government House accommodations** are available.
- The institution provides **general insurance plans** to protect the welfare and interests of its personnel. In the event of unanticipated situations, these programmes give crucial coverage and protection, providing financial security and peace of mind.
- The college offers **types of leaves** to its employees in strict accordance with governmental regulations. These consist of **child care leave, maternity leave, earned leave, casual leave and duty leave** etc. In addition to promoting employees' health and well-being, these regulations also make it easier for them to fulfill their obligations in terms of their personal and family lives, fostering a balanced work environment.
- The institution often **hosts workshops and webinars** for its staff members in order to promote continual growth and enrichment. These gatherings act as forums for information sharing, skill development, and the exchange of cutting-edge educational and research techniques. This supports both individual professional growth and the institution's overall commitment to academic achievement.
- The college takes pride in **providing its staff members with a wide variety of infrastructure and work-related amenities**. An extraordinarily **well-equipped library** that has a variety of scholarly resources supports the academic development of both staff and students. A complete **gymnasium** encourages physical activity, ensuring that employees have the chance to put their health and well-being first. Additionally, having a **dispensary on campus** improves the general safety and comfort of employees by giving them quick access to first aid and urgent medical care. The convenience is further increased by the **college canteen**, which serves refreshments to staff members throughout working hours. Additionally, expansive **sports facilities** allow for physical activity, promoting worker friendship and cooperation in addition to physical wellness.
- The Institution organized **recreational visit** to the adjacent hills for teaching and non teaching staff because it understands the value of rest and leisure. These outings give staff members a chance to relax, interact with nature, and renew their spirits, all of which contribute to their general well-being.
- Each staff member has a **personal IT setup**, including a desktop computer and a laptop, promoting an environment that is favorable to academic and research endeavors. Faculty members are able to stay on the cutting edge of technologically advanced research and education thanks in large part to these IT tools.
- All faculty members also receive **separate workstation or faculty rooms** with IT equipment and internet access, offering a quiet and effective working environment that promotes their professional development and scholarly pursuits.

File Description	Document
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>
Link for 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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**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: 22**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	7	1	1



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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 44.72

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
15	5	17	7	11

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

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

**Response:**

The Government College of Education in Chandigarh has a Performance Appraisal System that is efficient and organized and includes both teaching and non-teaching employees. This thorough review procedure is crucial to improving the institution's performance and promoting the employees'

professional development. The **Electronic Human Resource Management System (eHRMS)** interface is used to conduct the appraisal process, which speeds the evaluation process and ensures transparency.

Every year, the Chandigarh Administration initiates the eHRMS portal starting the Performance Appraisal cycle of the current year. Through this portal, staff members have a platform to inform the administration of their year-round contributions and accomplishments, all of which help to advance the institution and their own professional development. It is an essential tool for recognizing outstanding performance, rewarding it, and pinpointing areas that need work.

A fixed deadline is established for all employees to finish their **Annual Performance Appraisal Reports (APARs)** in order to maintain a controlled timeline. This deadline is crucial for ensuring that the evaluation and feedback process is completed on time. The APARs are made available for review by the **Reporting Officer**, who is college's Principal, after the deadline has passed. The Reporting Officer plays crucial role in evaluating an employee's performance and offering helpful criticism, as well as providing insights that are important for career advancement.

The APAR is sent to the Director of Higher Education, Chandigarh Administration who serves as the **reviewing officer** after the Reporting Officer evaluates it. This procedure adds a second layer of review and guarantees a fair and unbiased appraisal of the worker's performance. The reviewing officer contributes a new viewpoint to the evaluation, assisting in upholding the process' integrity.

The Secretary Education, Chandigarh Administration who holds the position of highest authority within the Chandigarh Administration's educational system, is involved in the last step of this complete performance appraisal system. As the **accepting authority**, this person carefully examines the APAR to make sure it complies with the institution's goals and objectives.

The Annual Performance Appraisal Report is then sent to the concerned employee after being approved by the Secretary of Education. The employee is given the **chance to accept the presented appraisal at this point or, if unsatisfied, to represent his case**. This crucial step in the procedure enables staff members to express their concerns, ensuring that the evaluation process is still fair and open.

The APAR is susceptible to further scrutiny by higher authorities if an employee chooses to advocate his case if he is unhappy with the evaluation grade. This system guards against potential biases or errors and demonstrates the dedication of the Chandigarh Administration and the Government College of Education to justice and accountability.

So it should be noted that the Government College of Education in Chandigarh has put in place a thorough and successful Performance Appraisal System that applies to both teaching and non-teaching employees. Through the eHRMS interface, this system provides **accountability, openness, and fairness in the evaluation of employee performance**. The institution ensures a thorough and rigorous assessment procedure that fosters excellence and professional progress by involving numerous levels of evaluation, from the Reporting Officer to the Accepting authority. The system's focus on employee representation further highlights its dedication to offering a fair and just appraisal process.

File Description	Document
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>
Link for 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:**

This College prepares the budget by getting the requirements from the concerned Incharges and submit the proposal/budget in Revised Estimate and Budget Estimate in every financial year to the Finance Department, Chandigarh Administration after the approval from the Competent Authority. Finance Department, Chandigarh Administration allocates the Budget/funds in different heads to this College and the expenditure is incurred by following the rules/instruction/orders issued by the Government of India/Chandigarh Administration from time to time. The Whole system is being run & monitored through The Public Financial management system (PFMS) and Composite Financial Accounting System (CFAS) which are a web-based online software application developed and implemented by the Controller General of Accounts (CGA), Department of Expenditure, Ministry of finance, Government of India. All procurement of the Goods & Services is made through Government e Marketplace (GeM) to enhance the transparency, efficiency and accountability in the official work.

The college undergoes two types of Audits, Internal as well as External Audit.

**Internal Audit:** Internal Audit is undertaken every year, Stock verification committees are formed and assigned the task of verification. Stock of office, library, labs and all other departments is verified and report is sent to the Principal. This is a routine annual task which is accomplished towards the end of every academic session.

**External Audit:** The Audit of this College is audited by Indian Audit & Accounts Department office of the Principal Director of Audit (Central), Chandigarh. All financial records and statement is evaluated by Audit party. Audit & Accounts Department deutes its team to examine the audit with due intimation this college. The college prepares and shows the records/reply as their direction/audit examination. All the official records are checked and carefully scrutinized by the Audit team. Most of the audit objections are settled with the mutual discussion and team is supplied by the relevant documents on the spot. After receiving the final audit objection from the audit party, the copy of the audit objection report is handed

over to the concerned officials to submit annotative reply of the audit Paras. The college tries to resolves/settle the Paras on merit of each case as soon as possible. If the reply furnished by this college does not convince/satisfies to the audit party and if more time is required for furnishing reply, then the college prepares and submits the annotated audit replies with the valid reason along with relevant documentary evidence for removing the audit objections. Honesty, integrity and straightforwardness are the touchstones of the college responses. For all the objections raised by the audit party, the college tries to follow the mentioned parameters of the audit objections, transparency, accountability and the quality of work for future.

File Description	Document
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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.041	0	0.003	0.16	0.17

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>
Any additional information	<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:**

The Government College of Education continuously works to improve its institutional infrastructure and knowledge resources because of its steadfast commitment to excellence. Securing government grant to sustain the college's physical buildings and academic offerings is a crucial part of this continuing effort. To do this, the college painstakingly develops and submits proposals to the concerned Chandigarh Administration officials.

1. These recommendations are the result of a collaborative process that includes **consultations with the heads of several committees**. The college acquires a thorough awareness of its infrastructure needs through these exchanges, ensuring that the plans appropriately reflect the institution's actual demands. This strategy also considers the dynamic character of the educational landscape as well as the constantly changing expectations of the academic community.

2. These ideas are then subjected to a thorough **evaluation by concerned authorities**, which includes a comprehensive examination of how the awarded funds will be used. The Administration's adoption of these suggestions demonstrates how much it values the college's unwavering dedication to excellence and commitment to creating a healthy environment for both students and employees.

3. The **college implements its plans** through its Material and Supply Plan, which specifies the precise use of allotted funds for improving knowledge resources and infrastructure, once the grants are paid out. This thorough plan makes sure that the grants are distributed properly and economically to meet the indicated needs, enabling significant advancements inside the college.

4. The Government College of Education prioritizes **utilizing its human resources** in addition to developing its facilities. The college recognizes that the expertise and commitment of its faculty and staff are any educational institution's real assets. In order to foster and realize the potential of both its academic and administrative staff, the college adopts a proactive approach.

5. The college takes a **holistic approach to all of its co-curricular and academic programmes** in an effort to push students to reach their greatest potential. The institution makes sure that students are not only well-prepared academically but also have the abilities and mindset necessary for success in a fast changing world by encouraging an environment of inquiry, critical thinking, and creativity.

6. Additionally, the Government College of Education actively **encourages faculty employees to pursue their professional development** objectives. The college is aware that its teachers and staff's professional advancement directly impacts the institution's overall excellence. In order to do this, the institution works closely with individuals, offering chances for advanced training, research, and professional development in support of their career aspirations and discipline-specific objectives.

Therefore Government College of Education is unwavering in its dedication to quality, both in terms of its material resources and its human resources. The institution makes sure that its facilities and knowledge resources are in line with the changing needs of the educational community by adhering to a methodical procedure of applying for government grants, creating thorough proposals, and effectively using allotted financial resources. The institution's commitment to providing a top-notch educational experience is further reinforced by its focus to maintaining a dynamic academic environment and promoting the professional growth of its faculty and staff. By doing this, it gives all concerned the tools they need to excel in the college and workplace, ultimately fostering personal fulfillment and achievement in the larger community.

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:

Our college has proactively established "**Internal Quality Assurance Cell**" (IQAC) in accordance with the standards established by the National Assessment and Accreditation Council (NAAC) with the primary objective of realizing the multifaceted goals of quality enhancement and sustenance within the institution. In order to establish a culture of quality that permeates in every aspect of the institution, including the academic sphere, operational procedures, and research endeavors among others, the **IQAC works as a dynamic and inclusive mechanism**. The IQAC has narrowed its focus in recent years to creating an all-encompassing system that addresses and corrects shortcomings while also **raising the bar**

**for academics, research, extension programmes, student support services, and creating beneficial partnerships** through Memorandums of Understanding (MoUs) with reputed institutions.

In order to guide the institution towards greater academic excellence and operational efficiency, the IQAC plays a crucial role. It acts as a facilitator, utilizing strategic planning strategy to promote quality improvements. The IQAC continually pushes the institution towards improved quality and performance due to its systematic methodology, which makes sure it stays at the fore of its endeavors.

**Coordination of the NAAC assessment and accreditation process** is a significant duty carried out by the IQAC. This procedure is crucial in assessing how well the institution adheres to strict standards across a range of factors, including governance, infrastructure, and methods for teaching and learning. The IQAC of the college plays significant role in ensuring that the institution complies with all requirements of NAAC. It makes sure the institution is ready to highlight its advantages and advancements across a range of areas.

By **proactively planning a wide range of professional development programmes** for both staff and students, the IQAC has played a crucial part in **improving the learning and working environments of the institution**. These programmes, which include Faculty Development Programmes (FDPs), workshops, seminars, and webinars, are carefully created with the goal of equipping faculty and students with the most recent information and expertise in their specialized disciplines. Additionally, the **IQAC has helped to improve the infrastructure of the college** to ensure the well-being of students, fostering an environment that is suitable to learning and development. Value-added courses have been established to extend students' horizons and provide them new skills and abilities. In order to continuously fine-tune and enhance the educational and operational processes, the IQAC has also built a **strong feedback mechanism** and is actively soliciting advice and views from all stakeholders, including students, teachers, and administrators. Additionally, the IQAC is essential in ensuring that **academic and extracurricular programmes are seamlessly coordinated**, producing a balanced and comprehensive educational experience that extends beyond the textbooks and walls of classrooms. Collectively, these programmes demonstrate the IQAC's dedication to creating an environment that **fosters the intellectual and personal development of all participants in education**.

An important accomplishment was the IQAC's excellent coordination of the NAAC Team's visit during last cycle which resulted in the **college receiving a "A" Grade from NAAC accreditation**. This accomplishment demonstrates the institution's unwavering dedication to offering top-notch instruction and promoting a supportive atmosphere for learning and research. It serves as acknowledgment of the institution's staff, and administration's joint efforts **to sustain the highest standards of instruction and institutional governance**.

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>
Any additional information	<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:**

For programmes like B.Ed., M.Ed., and PGDGC, the teaching-learning process is planned meticulously to adhere to the recommended curriculum and finally complete the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as prescribed by the university. The Internal Quality Assurance Cell (IQAC) recommended the creation of the Curriculum Enrichment Committee and the active participation of this committee serves as an example of the institution's dedication to offering high-quality education and continuously improving the teaching-learning process. Together, these groups examine, update, and adjust teaching-learning procedures on a regular basis to make sure they continue to meet changing educational demands.

In particular, the Curriculum Committee plays a key role in streamlining and improving the teaching-learning process to accommodate evolving viewpoints of students and teachers in policy frameworks. For the curriculum to remain successful and relevant, adaptation is crucial. As a result, curriculum transaction techniques are always being improved. The staff meeting is an important forum because it offers a venue for thoughtful discussion and decision-making. All faculty members provide their valuable feedback during the staff meetings held throughout the session. The administrative decisions are made and implemented thereof with active involvement of faculty members. This varied teaching approach seeks to meet the various learning requirements of our students while promoting a more stimulating and productive learning environment.

Regular feedback is gathered to make sure that the teaching-learning process remains relevant to the needs and expectations of students. This student feedback system is a useful tool for assessing the caliber and efficacy of the teaching-learning process from the students' point of view. The institution's commitment to ongoing improvement may be seen in how this feedback is used to plan for and make improvements in the following academic sessions as per discussions held in staff meeting and curriculum enrichment committee meetings. Additionally, the college values the opinions of all stakeholders, not only students. Parents, school administrators, alumni, and teachers are all actively encouraged to provide feedback. This multifaceted strategy for gathering feedback offers a comprehensive understanding of the educational processes and their results. Once this input has been gathered, it is carefully examined, and its insights are presented during a staff meeting where the results are thoroughly debated. The comments are carefully examined, and faculty members work together to choose the best next steps. Through this cooperative effort, it is ensured that the faculty suggestions are converted into real advancements in the teaching-learning process, raising the institution's overall level of educational quality.

The college website is a reflection of transparent college functioning. The activities done in response to the academic calendar are documented in the reports uploaded regularly on the website. The college website makes the Action Taken Report easily accessible to everyone, encouraging accountability and openness in the institution's ongoing attempts to improve the teaching-learning process. Therefore our institution's teaching-learning process is distinguished by a dynamic and flexible approach.

The involvement of the IQAC, the Curriculum Committee, and the active gathering and evaluation of



input from several stakeholders all support the institution's continued dedication to raising educational standards. The teaching-learning process is kept flexible and in line with the changing demands of the educational landscape, which ultimately benefits both students and the larger educational community.

File Description	Document
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:** 8.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	11	4	1	1

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** A. Any 4 or more of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<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 Government college of Education has had various incremental improvements in academic and administrative domains during the last five years.

#### **PUBLICATIONS AND RESEARCH INITIATIVES**

- Government college of Education Chandigarh has started online publication of previously print version of college research Journal *Educational Beacon*, which is annual peer reviewed and with e-ISSN focusing especially on the current needs and trends in the field of education. The goal is to promote research and its application. The college has also published a book *Integral Education for Quality Teaching* on the occasion of Azadi ka Amrit Mahotsav and 150th Birth Anniversary of Sri Aurobindo. Two volumes of Millet Recipe books have also been published by Aahar Kranti Club. College is regularly publishing its newsletter *Jijivisha* which is an initiative by home

science club

- The Research and development committee of the college coordinated with various committees and conducted much research work on time to time. Various National and International seminars and webinars, workshops and enrichment programmes for students, teaching and non teaching staff members were held during the last five years.

## INFRASTRUCTURE UPGRADATION

- Government College of Education has updated latest ICT infrastructure. College is equipped with latest version of computers, Server systems, Digital Podiums, Smart boards, laptops for faculty members, LCD projectors, Multimedia Boards, web cameras, digital cameras, video camera printers, Scanner, fax, LCD Screen, online & offline UPS etc. All the faculty have been given individual desktops and laptops for betterment of teaching learning initiatives.
- Library has been updated to offer wide range of information services like reference, bibliographic, current awareness, orientation etc. Book Bank facility is also provided to needy students. Organization of different competitions to motivate students to use library resources has become annual feature of the library. Library is fully computerized with 7 computers and is linked through LAN. Libsys software has been installed for library operations. In addition to computerized Issue/Return of books to students, Barcodes, Spine labels, Catalog cards and Library cum Identity card (SMART CARDS) are generated through Library software. Library provides OPAC and internet services to staff and students. To approach e-books and e-journals 'N-LIST program of INFLIBNET' has been subscribed for college faculty and M.Ed. students. RFID system is also functional in the Library.

## OTHER IMPROVEMENTS

- At administrative level number of incremental improvements like upgradation of PFMS portal, ehms, Office management system etc. were introduced. Introduced Gem portal that is e-governance market place.
- Government College has introduced feedback support system for all stakeholders.
- Alumni Association has been registered under the societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957.
- Memorandums of understanding were signed with various institutions and NGOs of repute for academic enrichment and encouraging student exchange.
- Various value added courses were introduced during last five years for adding value to the existing curriculum.
- Students were motivated to pursue Self Study Courses for updating their knowledge and skills related to the disciplines of their interest and aptitude.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for 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:**

The institution has implemented a comprehensive energy conservation policy aimed at promoting the efficient use of energy resources without destroying or depleting the natural environment. This policy of the Chandigarh administration is diligently followed throughout the premises, including classrooms, faculty rooms, labs, auditorium, administrative office, hostels and resource rooms. Regular efforts are made to raise awareness among students and staff members regarding the responsible use of electricity. The institution is dedicated to employing various strategies for conserving and utilizing energy resources, with the aim of fostering a sustainable environment.

**Renewable Energy Integration:** Recognizing the potential of solar energy, the institution has installed solar panels on its rooftops. These solar panels, with a capacity of 50 kilowatts peak (KWP), form a solar photovoltaic (SPV) power plant. The installation of these panels aligns with the directives provided in the CREST letter highlighting our commitment to harness clean and sustainable energy sources. By utilizing solar energy, we significantly reduce our reliance on conventional power sources, thereby mitigating our carbon footprint and contributing to a greener future.

**Energy Conservation Measures:** Various activities like classroom discussions, expert talks, awareness rallies, pledges taking, competitions etc. are conducted regularly for promoting energy conservation. The college sensitizes students for adopting various means in their day to day activities like turning off electronic gadgets when not in use; unplug chargers, judicious use of electronic appliances etc. Many significant environmental days are observed during weekly assemblies as well as on specific days designated by the Eco-club, the Science club and NSS. These occasions serve as platforms to educate and engage the campus community on matters of environmental importance. These occasions serve as platforms to educate and engage the campus community on matters of environmental importance. The principles of "Reduce, Reuse, and Recycle" are deeply ingrained in all aspects of daily life within and outside the institution.

**Promotion of Electric Vehicles:** The institution actively promotes the use of electric vehicles (EVs) as an environmentally friendly alternative to traditional modes of transportation. College peons are equipped with EVs for efficient and sustainable commuting purposes, facilitating the circulation of official documents among various institutions, the Directorate of Education, other educational institutions, and offices. By adopting EVs, we reduce our carbon emissions and contribute to the overall reduction of air pollution. The students are also encouraged to use bicycles and bicycle rallies were held during the session.

**Use of Energy Efficient Electric Equipments:** It has been ensured that energy efficient electric fixtures including LED lights and solar lights are to be used in the campus.

Through our robust clean energy policy, the institution demonstrates a strong commitment to environmental sustainability and resource conservation. By implementing various measures such as promoting energy-efficient practices, harnessing solar power, conserving water, and embracing electric vehicles, we actively contribute to a cleaner and greener future. The institution remains dedicated to fostering a culture of sustainability, raising awareness, and continuously exploring innovative solutions to promote energy conservation and energy efficiency.

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

### 7.1.2

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

##### **Response:**

The institution has implemented well-structured waste management procedures to ensure effective handling and disposal of waste materials. Our commitment to maintain a clean and sustainable environment is reflected in the presence of appropriate dust bins throughout the entire campus. These dust bins are strategically placed in various areas, including the Admin block, hostels, canteen, and parking areas. Additionally, the institution has established separate bins for categorizing wet and dry waste, enabling efficient waste segregation.

**Waste Collection and Processing:** To ensure a systematic waste management process, the institution collects waste from all corners of the campus. This includes dry leaves, biodegradable waste, non biodegradable waste that is collected and processed at our dedicated compost area. Through this process, we produce manure, contributing to sustainable agricultural practices and minimizing our environmental impact.

**Environmental Awareness and Engagement:** At our institution, we prioritize promoting environmental conservation and sustainable growth among our students. To achieve this, we organize various lectures, campaigns, and practical initiatives to inspire and motivate students to adopt the principles of 'Reduce, Reuse, and Recycle.' By instilling these values, we aim to create a culture of responsible waste management and overall sustainability.

**Plastic-Free Campus:** In line with our commitment to environmental stewardship, the institution actively promotes the reduction and elimination of plastic usage on campus. We recognize the detrimental impact of plastic waste on ecosystems and human health. We encourage students and staff members to embrace alternatives to plastic and adopt eco-friendly practices that minimize plastic consumption.

**E-waste management:** Due to the increased use of technology leads to more of e-waste and ultimately

leading to more health impacts. The college aims at collecting and managing e-waste. E-waste management Policy of Chandigarh Administration is followed to collect discarded electrical and electronic equipment like computer, laptops, parts of computer, printers etc.

**Clean India Campaign.02** : The college participated enthusiastically in the Clean India Campaign.02 which was held as per the directions of the Ministry. Teachers, staff members and students of the college collected 30 kgs plastic from their homes and neighboring areas and accumulated it in the college for further submission.

**Sensitization and Awareness:** Various activities like expert lectures, competitions, best out of waste, recycling, community work, cleanliness drive, campus cleanliness, composting of kitchen waste and dry leaves etc are carried out regularly.

As per the **accreditation by the Mahatma Gandhi National Council of Rural Education**, ministry of Education, Government of India, the college was accredited for its waste management practices.

The institution's waste management procedures exemplify our dedication to maintain a clean and sustainable environment. Through the provision of well-placed dust bins, segregation of wet, dry waste, and e-waste, the production of bio-fertilizer, we ensure responsible waste disposal, management and resource utilization. Furthermore, our efforts to promote environmental awareness and discourage plastic usage on campus reinforce our commitment to a greener future. The institution remains committed to continually improving waste management practices, fostering environmental consciousness, and setting an example for sustainable waste management in the broader community.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for 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:** A. Any 4 or more 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:** A. All 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>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<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:**

Our college is committed to maintain a clean and green campus. Upholding the tradition of energy conservation, cleanliness, green cover, waste management, rain water harvesting, we have implemented



various measures to ensure an environmentally friendly environment. With well-ventilated rooms and labs adorned with glass windows, we prioritize maximizing natural air circulation and the infusion of abundant natural light. Furthermore, the institution takes great pride in nurturing the vast greenery on campus, including a meticulously maintained greenhouse managed by dedicated staff members.

**Waste Management:** To promote responsible waste management and segregation, we have established separate containers and dustbins for recyclable and non-recyclable waste. This segregation is based on dry, wet and e-waste allows for efficient disposal and subsequent recycling of appropriate materials. Additionally, we organize rallies and awareness drives to instill an eco-friendly attitude among our students and neighboring communities.

**Rainwater Harvesting:** Recognizing the importance of conserving water, our college has implemented a rainwater harvesting project. This initiative ensures the efficient collection and storage of rainwater, thereby reducing our reliance on external water sources. By harnessing this valuable resource, we contribute to water conservation efforts and promote sustainable water usage within our campus.

**Sensitization and Awareness programmes:** Various activities like expert lectures, competitions, best out of waste, recycling, community work, cleanliness drive, plays, awareness rallies, maintaining green house, composting of kitchen waste and dry leaves etc. are carried out regularly by the Eco club, science club, NSS, weekly assemblies, and during societies period to promote pollution free healthy environment in the institution.

**Sustainable Practices for pollution free environment:** We actively engage our students and staff in various initiatives aimed at creating a pollution-free and sustainable environment. Tree plantation drives, campus cleanliness campaigns, and advocating for a cracker-free Diwali are among the many endeavors we undertake. These activities instill a sense of responsibility towards our surroundings, encouraging individuals to adopt practices that contribute to a pollution-free ecosystem. Additionally, we commemorate important occasions such as World Environment Day and Ozone Day to raise awareness among students about the significance of a pollution-free, healthy, and clean environment.

**Plastic-Free Campus:** The institution actively promotes the reduction and elimination of plastic usage on campus. As such, we encourage students and staff members to embrace alternatives to plastic and adopt eco-friendly practices that minimize plastic consumption.

As per the **accreditation by the Mahatma Gandhi National Council of Rural Education, ministry of Education, Government of India, the college received A+ grade** in Green cover on campus, surface water harvesting, roof top water harvesting, roof top solar system.

Our college's commitment to maintaining a clean and sustainable campus is evident through our various initiatives. From prioritizing natural ventilation and light to diligently managing waste and conserving rainwater, we strive to create an environment that promotes well-being and sustainability. The institution remains dedicated to upholding these principles and continuing to set an example for other institutions in promoting a pollution-free, healthy, and clean environment.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:** C. Any 3 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>
Any additional information	<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: 1.52****7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.456	1.115	0.643	0.693	0.814

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:**

The institute is wholeheartedly committed to leverage the richness of the local environment, tapping into its inherent knowledge and resources. Employing a multifaceted approach, the institution orchestrates various community-driven initiatives, encouraging collaboration and mutual engagement. Additionally, the institution actively engages in rallies and social awareness campaigns, inspiring local residents to lead healthy lives while promoting a clean and sustainable environment.

- The institute establishes collaborations within the local community by engaging experts, educators, policymakers, administrators, local governing bodies, schools, and neighboring communities to foster alliances that not only facilitate knowledge exchange but also collectively address challenges impacting the wider community.
- The institute prioritizes imparting valuable insights and practices to its students and stakeholders, including school students, local residents and especially the adopted village of Kajheri. Surveys, rallies, talks, street plays, and educational visits are some avenues utilized for knowledge dissemination.
- To instill ethical, academic, and social values in our students, we conduct a value education assembly every Monday. To promote holistic development and cultural unity, the institution conducts various activities such as debates, declamations, poetry recitations, and music competitions during the Societies period every week. Educational movies are also screened,

providing valuable insights into important social and environmental topics, and broadening students' horizons.

- The students and the staff actively participate in various community service initiatives that aim to instill a sense of responsibility and citizenship. Engaging in community work helps foster a deeper understanding of social issues and empowers our students to become agents of positive change. In line with our commitment to community engagement, the college's NSS unit and various clubs like Eco club, Legal literacy Club, Red Ribbon Club, Electoral Literacy Club organize various visits to the local urban and rural schools, blind school, orphanage, libraries, local organizations etc regularly.
- The college's unwavering dedication to cleanliness, social awareness, and academic enrichment is demonstrated through regular programmes like expert talks, awareness drives, rallies, cultural celebrations and by displaying exemplary behaviors. Our community engagement initiatives further reinforce our commitment to producing responsible citizens. The institution remains steadfast in its pursuit of nurturing well-rounded students equipped with the necessary skills and values to thrive in an ever-evolving society that believes on sustainable practices.
- Additionally, the institute's commitment to sustainability is evident through its water and energy conservation policies, efficient waste management systems, clean energy initiatives, and rainwater harvesting practices. Regular cleanliness drives, cultural celebrations, and awareness rallies further underscore our dedication to social consciousness and sustainability.

These initiatives serve as pillars, nurturing students not just academically but also equipping them with vital life skills. By intertwining knowledge sharing and collaborative efforts, the institution aspires to create a positive, far-reaching impact within the local community and beyond. This college with its rich history and unwavering commitment to excellence stands as a beacon of education and values. Our dedication to cleanliness, social awareness, and academic enrichment is demonstrated through regular cleanliness drives, expert talks, rallies, competitions, street plays, and cultural celebrations held throughout the academic year.

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

#### **BEST PRACTICE I**

**Title: Sensitization of Pupil Teachers for Societal contribution and protection of the Environment**

<https://www.gcechd.ac.in/pdf/best-practice-ssr-1.pdf>

#### **BEST PRACTICE II**

**Title: Promotion of Indian Knowledge System thorough Promotion of Yoga and Millets as a lifestyle**

<https://www.gcechd.ac.in/pdf/best-practice-ssr-2.pdf>

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<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:**

**The One Area of Distinctiveness related to Vision, priority and Thrust is 'Enabling Pupil Teachers to become Effective Teachers and Nation Builders'.**

**Capacity Building and Skill Development Initiatives:** Focussing on the aim of skill development and future readiness of the students, our college organized a three days *Workshop on Skill Development* under the aegis of Skill Development Committee, IQAC and the Placement Cell of the college. The aim was to infuse 'Capacity Building on Life Skills and Hands on Training' (29th – 31st March, 2022). In addition to it, Skill in teaching committee and Placement Cell of the college organized a 10 days *Employability Enhancement Training Program* for the B.Ed. students of the college from 7th February to 17th February 2022; As an International Collaboration a *Capacity Building Training Program for Transformative Teaching* was conducted for pupil teachers of the college. The training was an international collaboration among the SARS Technology & Innovations Pvt. Ltd, a Dubai based organization, the International Chamber for Service Industry (ICSI) aimed to equip prospective teachers with the necessary skills and knowledge for transformative teaching practices and the development of global competencies. This international training program, was conducted online from March 17, 2023, to May 4, 2023 and utilized digital platforms (Zoom meeting, Youtube etc.) to deliver multiple sessions of three hours each that added for more than 30hrs training. Approximately 100 students from the first and second-year B.Ed. classes of ongoing session of 2023 participated in the program.

Also, to help students have an insight into the problems of the education at ground level, Department of Education, Schools Chandigarh Administration (in collaboration with Kachi Sadak NGO) organized the *Baseline Assessment for Grade 3rd to 5th* from 20th April to 30th, April 2023. The baseline assessment was organized in order to identify the foundational literacy and numeracy and pre-plan early intervention towards the gaps. In order to make each student capable for the future and provide them with the good base for future education and future challenges in life, the assessment was conducted for each student of the Government Schools both in rural and urban Chandigarh. Our college students participated enthusiastically in the project. 102 Students of B.Ed. Semester IV of our college and the Coordinator of college for NAS, facilitated the 6 field sessions/duties that covered more than 100 Government schools

under the Chandigarh Administration.

**Teaching Skill and Teaching Aids Training and Competitions:** The institution is able to create a conducive environment for nurturing the capabilities of the future teachers in such a way that they become experts in not only content and methodology but also in planning, organization, management, and execution of various extension and co-curricular activities in the institution they join in future, thereby becoming ideal role models for their students and are continuously able to inspire their students to excel in all areas of life with confidence, skillfulness, and positive attitude. One such example is that the prospective teachers are trained to make lesson plans, deliver lessons and make teaching aids for making their teaching more interactive and interesting. Afterward teaching aid competitions are held in which students of all the pedagogy subjects enthusiastically participate. This trait is duly recognized and appreciated while students are attending internships and paves a way for their professional growth.

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

## 5. CONCLUSION

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### Additional Information :

A staunch supporter of academic inquiry, Government College of Education houses a sanctioned Research Resource Center in the Faculty of Education, facilitating a robust academic environment. Research students benefit from a 6-month Pre Ph.D. course work, B.Ed. students pursue internship programs with schools affiliated with the CBSE and work under Chandigarh Administration. Some of our former alumni own renowned schools in the tricity such as Satluj Public School, Panchkula, which has three directors owning different wings over the decades. Chitkara University and schools are owned by the college alumni. Many of our Alumni are teaching in the educational institutions of Canada, Australia, Newzealand and many other countries. The college has faculty who graduated from this college itself. Many of the senior positions to recently employed teachers and counsellors are from this college.

State-based and central eligibility tests are being qualified in a decent number from time to time (CTET, state-based TETs, UGC NET, and the like). The institution witnesses progression in careers from beginners to settling down and further to be making permanent places in various sectors of the persistent responsible adults who qualify from this premier institution.

The college's commitment to quality education is evident in its comprehensive curriculum, which prioritizes practical experiences, competency development, and the integration of technology. The diverse academic portfolio, coupled with a cadre of experienced faculty, ensures that students are well-prepared for transformative roles in the field of education.

The serene campus with state-of-the-art facilities, the institution emphasizes skill development, social responsibility, and values such as punctuality, discipline, and a strong sense of duty. The college's active involvement in research, exemplified by its sanctioned Research Resource Center, promotes academic inquiry and practical exposure for students.

One of the notable strengths of the college is its adaptability to change. The institution is ready to proactively update its curriculum to align with evolving educational trends, as evidenced by its engagement with the National Education Policy (NEP) 2020. The commitment to adopting technology in teaching and learning processes reflects the college's dedication to staying at the forefront of educational innovation.

### Concluding Remarks :

Government College of Education, Chandigarh, stands as a distinguished institution with a legacy of about seven decades dedicated to teacher education. Established as a premier center for academic excellence, fostering the intellectual and holistic development of its students.

The college places a significant emphasis on student-centric learning. The entry-level goes through University assessment process, tailored support mechanisms at the college level, and continuous monitoring of student progress contributed to a nurturing learning environment duly recognizing and supporting students at various proficiency levels. It is commitment to inclusive education.

The commitment to research, innovation, and extension activities is another notable aspect of the college's



academic ethos. Engaging students in research-oriented mindsets, collaborations with renowned speakers and institutions, and a strong focus on community outreach demonstrate the institution's holistic approach to education.

The college's infrastructure and learning resources align with contemporary standards, integrating technology and sustainability practices. From ICT enabled classrooms and a well-equipped library to solar panels and rainwater harvesting, the institution ensures a conducive and environmentally responsible learning environment. Student support and progression are actively facilitated through the Student Council, Alumni Association, and Placement Cell which enrich the overall educational experience.

Governance, leadership, and management at the college showcase inclusive practices and commitment to academic excellence. The strategic plan encompasses multiple facets of institutional development, emphasizing continuous improvement and collaboration.

Despite its strengths, the college does face challenges and weaknesses. Addressing diverse learning needs, ensuring uniform faculty development, and enhancing research-oriented mindsets are areas that require ongoing attention.

Looking forward, the Government College of Education has ample opportunities to explore. Embracing technological advancements, expanding global collaborations, strengthening community engagement, and seeking research funding can further elevate the institution's standing. Adapting to educational trends, retaining faculty, and expanding the alumni network are ongoing opportunities that can contribute to sustained growth.

Therefore Government College of Education, Chandigarh, exemplifies a commitment to excellence, quality education, and holistic development. With a storied legacy, a proactive approach to change, and a focus on innovation, the institution stands as a beacon of education in Northern India. As it navigates challenges and seizes opportunities, the college remains dedicated to shaping future educators who embody knowledge, sensitivity, and an unwavering commitment to excellence in the ever-evolving landscape of education. The commitment to imbibe NEP 2020 parameters and approach and shine at the global level as an institution of eminence are the ongoing promises to keep.

## 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></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>23</td><td>27</td><td>26</td><td>26</td><td>27</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>18</td><td>21</td><td>21</td><td>22</td></tr></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></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>45</td><td>45</td><td>45</td><td>45</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>45</td><td>45</td><td>45</td><td>45</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	23	27	26	26	27	2022-23	2021-22	2020-21	2019-20	2018-19	15	18	21	21	22	2022-23	2021-22	2020-21	2019-20	2018-19	45	45	45	45	45	2022-23	2021-22	2020-21	2019-20	2018-19	45	45	45	45	45
2022-23	2021-22	2020-21	2019-20	2018-19																																					
23	27	26	26	27																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
15	18	21	21	22																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
45	45	45	45	45																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
45	45	45	45	45																																					
1.4.1	<p><b>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</b></p> <p><b>Structured feedback is obtained from</b></p> <ol style="list-style-type: none"><li><b>1. Students</b></li><li><b>2. Teachers</b></li><li><b>3. Employers</b></li><li><b>4. Alumni</b></li><li><b>5. Practice teaching schools/TEI</b></li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																																								

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>          Answer before DVV Verification : 23          Answer after DVV Verification: 21</p> <p>Remark : DVV has made necessary changes</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. ‘Book reading’ &amp; discussion on it</b></li> <li><b>3. Discussion on recent policies &amp; regulations</b></li> <li><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></li> <li><b>5. Use of media for various aspects of education</b></li> <li><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and scheduling academic, cultural and sports events in school</b></li> <li><b>2. Planning and execution of community related events</b></li> <li><b>3. Building teams and helping them to participate</b></li> <li><b>4. Involvement in preparatory arrangements</b></li> <li><b>5. Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 3 of the above          Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li><b>1. Self</b></li> <li><b>2. Peers (fellow interns)</b></li> <li><b>3. Teachers / School* Teachers</b></li> <li><b>4. Principal / School* Principal</b></li> </ol>

	<p><b>5. B.Ed Students / School* Students</b></p> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 2 or 3 of the above  Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. Effectiveness in class room teaching</li> <li>2. Competency acquired in evaluation process in schools</li> <li>3. Involvement in various activities of schools</li> <li>4. Regularity, initiative and commitment</li> <li>5. Extent of job readiness</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : DVV has made changes as per the report shared by HEI.</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : DVV has made changes as per the report shared by HEI.</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b>  Answer before DVV Verification : 134  Answer after DVV Verification: 79</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
3.2.1	<p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p>3.2.1.1. <b>Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b></p>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	21	19	26	55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	19	17	25	48

Remark : DVV has made changes as per the report shared by HEI.

5.2.1

### Percentage of placement of students as teachers/teacher educators

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	36	33	21	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	27	22	20	16

Remark : DVV has made changes as per the report shared by HEI.

6.3.4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	20	9	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	5	17	7	11

Remark : DVV has made changes as per the report shared by HEI.

7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p><b>1. Encouraging use of bicycles / E-vehicles</b></p> <p><b>2. Create pedestrian friendly roads in the campus</b></p> <p><b>3. Develop plastic-free campus</b></p> <p><b>4. Move towards paperless office</b></p> <p><b>5. Green landscaping with trees and plants</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
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**2.Extended Profile Deviations**

Extended Profile Deviations
No Deviations