YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	GOVERNMENT COLLEGE OF EDUCATION
• Name of the Head of the institution	DR. A. K. SRIVASTAVA
• Designation	ASSOCIATE PROFESSOR
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01722700075
• Mobile No:	9023645450
• Registered e-mail ID (Principal)	gcechd@yahoo.co.in
• Alternate Email ID	aksrivastava3918@gmail.com
• Address	Government College of Education, Sector 20D, Chandigarh
• City/Town	Chandigarh
• State/UT	Chandigarh
• Pin Code	160020
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Panjab University, Chandigarh**
• Name of the IQAC Co-ordinator/Director	**Dr. Anjali Puri**
• Phone No.	**9855443240**
• Alternate phone No.(IQAC)	**01722700075**
• Mobile (IQAC)	**9855443240**
• IQAC e-mail address	**naacgce20dchd@gmail.com**
• Alternate e-mail address (IQAC)	**gcechd@yahoo.co.in**
3.Website address	https://www.gcechd.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcechd.ac.in/pdf/AQAR _2020-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gcechd.ac.in/pdf/Revi sed%20College%20Calendar%204.12%2 0.2021.PDF

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A**	**3.23**	**2017**	**28/03/2017**	**27/03/2022**
Cycle 1	**A**	**86.50**	**2004**	**03/05/2004**	**02/05/2009**

6.Date of Establishment of IQAC   **05/03/2008**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Government College of Education	**Material and Supply Plan**	**Chandigarh Administration**	**01/04/2021**	**1010000**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	**02**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

Various Webinars and workshops were held throughout the session for faculty, students and non-teaching staff.
Measures for Curricular Enrichment and Skill Development were undertaken during the session.
Yoga Camp and Value-added Courses were introduced for the Pupil teachers.
Memorandum of Understanding were signed with various institutions and NGOs of repute for academic enrichment and encouraging student exchange.
Under the aegis of MGNCRE, Govt. of India, Programmes to promote Swachchta and Promoting the Role of Youth in Nation building were held.

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

Plan of Action	Achievements/Outcomes
Value Added Courses	Value Added Courses on Yoga and Fitness were introduced during the session.
Eco Club Activities	Competitions and talks were organized by NSS and Eco-club of the college for promoting environmental awareness on themes including Waste Management, Energy and Water Conservation, Plastic free campus etc.
Encouraging Alumni Participation in College Activities	Alumni of the college contributed towards motivating the pupil teachers during various activities held during the session.
Yoga for Well being of students	For promoting the health and well-being of the students yoga sessions were organized with the collaboration of faculty/students of Government college of Yoga Education and Health for students. Value Added Courses on Yoga and Fitness were introduced during the session.
Outreach Activities for students	Awareness drive for promoting Electoral Responsibility as a responsible citizen was carried out in adopted village Khajeri. Swachchta Abhiyan drive was also held in the adopted village for waste management and segregation of waste. Pupil teachers took out a rally to Save Water in the neighboring areas of the college. Formative Years' Assessment was done by Pupil Teachers of our college to promote Functional Numeracy and Literaccy in Government Schools under the aegis of Director

	School Education, Chandigarh Administration.
Memorandum of Understanding with various institutions	Memorandums of Understanding were signed with various institutions and NGOs of repute including Regional Institute of English, Government College of Yoga Education and Health, Open Eyes Foundation etc. for academic enrichment and for encouraging student exchange.
Student/Faculty Exchange	Our students visited Regional Institute of English under Student exchange programme and Faculty of both the institutions collaborated for academic and linguistic enrichment of students of both the institutions.For promoting the health and well-being of the students yoga sessions were organized with the collaboration of faculty/students of Government college of Yoga Education and Health for students.
Training for Non-Teaching Staff	Training Programme was organized for non-teaching staff for promoting Health and Hygiene.
Curricular Enrichment	Steps for curricular enrichment which were proposed during IQAC meeting, curricular committee and staff meeting were taken during the session.
Facilities for Differently Abled Students	Proposal was sent to State Project Director, RUSA for renovation of washrooms to help differently abled students.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College IQAC	30/12/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	09/01/2023

15. Multidisciplinary / interdisciplinary

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 multidisciplinsry 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 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 flavour of all of these. A value education session talks about the important days / themes in that weekat 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.

16. Academic bank of credits (ABC):

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 Cell has 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 & urban setting, orientation and reporting. Six -month long internship follows. Though the entire curriculum of the university is being followed in letter and spirit, the college is dependent on the university for ABS.

17.Skill development:

Skills development is a constant pursuit in the college for the readiness for the pupil teachers for personal and professional readiness in 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 second semester pupil teachers opt for various crafts like Interior Decoration, Gardening, Clay Modelling, Computer Craft etc. First Semester students study a paper titled Teaching through Drama and Music and third semester students have a mandatory component like Simple Expressional Competencies. The skill of pedagogical mind set is focussed 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 previous 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 three 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.

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

The learners in the college are from Hindi, Punjabi, English mediums of learning and writing. The faculty involved is ensured to have skills in the three languages. And efficient in at least two. The classroom instructions been flexible, English and Hindi/ Punjabi are combined. The MoU with Yoga, Yoga based activities and webinars/seminars are frequently done. Value added courses based on Yoga were done in January and June. The speaker on Punjabi stories was invited in the NSS Camp, Prof retired S. Swairaj Singh Sandhu. Hindi Diwasis always celebrated by involving eminent Hindi speakers. Competitions connecting 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. Hymns in Indian religions are a part of value added assembly sessions. Important days are celebrated. 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 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.

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

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. Cocurricular

activities, skill in teaching competitions at the inhouse to zonal levels, discussion 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.

20.Distance education/online education:

The college has a dedicated cell that supports the B.Ed. program of the USOL, Panjab University and facilitates Personal Contact Program and their examinations also from time to time. Beneficiaries include in-service teachers from the region far away places who use the services and infrastructure of the college. For the inhouse students, during the pandemic struggle, there has been each teacher teaching each student in the online mode, later even switching to hybrid mode for far away students. Google based classes were taken and incorporated maximum innovative changes in the teaching learning processes. We all evolved. 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 in the unusual pandemic situation. The examination in the online mode were facilitated also wherever there was such requirement. The faculty supported the inhouse as well university level evaluation for the same. 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.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**239**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**320**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**110**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**122**

File Description	Documents
Data Template	[View File](#)

2.5 Number of graduating students during the year	**122**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**129**

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**49.67**
4.2 Total number of computers on campus for academic purposes	**96**

3.Teacher

5.1 Number of full-time teachers during the year:	**24**

File Description	Documents
Data Template	**View File**
Data Template	**View File**

5.2 Number of sanctioned posts for the year:	**29**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Being Affiliated to Panjab University, the college follows the curriculum prescribed by the university and participates in curriculum revision workshops. At the college level, all the faculty members discuss the revision of curriculum by providing their valuable feedback and inputs in planning, enrichment, and monitoring curriculum and adapting it to the local situation. Meetings of curriculum committee and sub- committees are held for the planning of the activities and experts are invited to disseminate the latest knowledge of methodology and techniques for the enrichment of curriculum. Moral and value education is the part of curriculum for which morning assembly is organised by the student teachers on every Monday. Other activities under NSS, Red Ribbon Club, Cultural, Science Club, Literary Club, Environmental Awareness, Seminar, Workshops, Placement Cell, Library, Guidance and Counselling Cell, Sports, Home Science Tours, and Excursions, Fine Arts College Journal, Pre-internship and internship programme, Skill-in-teaching, e-learning, and teaching, etc. are conducted to adapt curriculum with local needs.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	C. Any 3 of the above

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

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	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://www.gcechd.ac.in/plo-clo.php
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

21

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
Any other relevant information	https://www.gcechd.ac.in/bed-time-table.php

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

50

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

50

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

14

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

14

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

1.3 - Curriculum Enrichment

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

Teacher educators provide ample opportunities to student teachers to

understand the field work of teacher education. Faculty members demonstrate teaching skills to impart knowledge and develop competencies among students. Student teachers improve their teaching skills and social competencies by participating in various activities organized by the college like visit to library, virtual visit to employment exchange, youth festival participation, Teacher's day, NSS camp, blood donation camp that fosters character building and helps them to lead a life of learning and service.Their critical skills are developed through assignments and research projects so that society must have the competentteachers who have practical knowledge and skillsalong with the theoretical knowledge. Student teachers are given the exposure to diverse culture and people through youth festival participation and youth leadership training and various indoor activities. Latest technology and methods are the part of the curriculum like power point presentation, smart boards, access to online learning and internet. Training is given in soft skills like communication skills and interview skills, theatrical skill and craft skills.

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

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

As per the syllabus of Panjab University of B.Ed. and M.Ed. Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective. An exposure is given to student teachers about the different assessment system followed in the schools. The Institution offers various subjects like Gender, School & Society, Knowledge, Curriculum and Understanding Disciplines Inclusive Education etc. throughout the degree to familiarize the students with respect to diversity in school system from local, Indian to International

level. Student teachers are also made aware of various neighboring education Boards like Punjab, Haryana and CBSE via various assignments in their respective pedagogical subjects like analysis of books and Review of the text book according to various educational Board guidelines. They are facilitated to practice the skills and undergo intensive training during the pre- internship in the urban as well as in the rural schools via collaboration with the various schools. So, they are competent to understand the diversity and prevailing differences in schools regarding medium of instructions, methods and techniques followed by school teachers through the Pre-Internship and Internship Programmes etc.

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

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

- Pre-Internship Training Programme is organised of 15 days in which they visit schools and observe the school environment in urban and rural schools. The institution also organizes their one-day visits to the field of their profession, such as TS State Library, sector 17 and Divisional Library, Sector 34, Museum & Art Gallery to gain knowledge about their functioning and management.
- Student teachers are familiarized to the teaching learning process through demonstration given by the concerned teachers. The Institution organizes workshops, internal Skill-in-Teaching Competitions; Zonal Competitions Personality Development Workshops for life Skill Education, Communication Skills etcto give a suitable platform to shape their experiences. An interaction with the experts is organised for student teachers so that they can be knowledgeable and refined teachers.
- Live talk sessions with the administrative officials and bureaucrats who are experts in their fields are constantly

- **organized to guide the students to face the challenges of the professional environment.**
- **The college has an eco-club that actively works for creating environmental protection. Environment awareness is provided to student teachers from time to time by the club regarding issues of environment like wastage management, cleanliness, green Diwali etc.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

129

2.1.1.1 - Number of students enrolled during the year

129

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

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

17

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

17

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

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

12

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

12

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

The 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. Online counselling was held in September 2021 for two years B.Ed. Course (session 2021-2022).

To realize the objective of addressing students' academic needs the college incorporates various strategies and assesses their specific learning needs. At the very beginning, during the admission process, students are assigned two pedagogy subjects in accordance with the subjects that they have studied at the undergraduate level.

To understand student needs and expectations, student representatives are elected for cultural and literary society. Students are given a participatory role in different committees for giving voice to their opinions and responsibilities to carry out different activities related to these committees.

Furthermore, each pupil is assigned a "tutorial group", in which a faculty member acts as a "mentor" and provides guidance to students as per their needs. Thus, institutional practices are focused upon

the needs of students.

The college has an assessment process in place as student responses pertaining to their specific needs are sought through assessment forms created for the same, (https://forms.gle/XhkBoEs79nV3FNiC7) are elicited and are further studied systematically in order to design the curriculum transaction strategies.

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	[View File](#)
Reports with seal and signature of Principal	[View File](#)
Photographs with caption and date, if any	[View File](#)
Any other relevant information	[View File](#)

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided	**Two of the above**

to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:11

2.2.4.1 - Number of mentors in the Institution

22

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

According to the previous experiences and knowledge of the students, their interests, learning styles, and the developmental needs such as direct and indirect instructions, experiential learning, facilitated study, interdisciplinary approach, constructivist approach, peer learning, cooperative learning, demonstrations,

discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, ICT enabled teaching and learning etc., a variety of instructional approaches are used by the teachers depending on the content of the curriculum. Teacher's educators update themselves via different kinds of researches, training, workshops, seminars; faculty development programs etc. The teachers employ an interactive approach through discussions and oral presentations to encourage greater participation and interactive learning of the students. The students are actively involved in participative learning using task-based learning approaches.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

24

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://192.168.1.190:8380/opac//browse/browse.html
Any other relevant information	View File

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

239

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.gcechd.ac.in/ict-support.php
Any other relevant information	View File

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

The framework of the college is quite facilitative for the professional growth and competence of the faculty as well as the pupil teachers. The college provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students.

M.Ed., PGDCA and B.Ed. students are divided into tutorial groups, and one teacher educator is designated as in charge /mentor of each tutorial group. Various cultural and literary programs are organized viz: Talent Hunt, (NSS, Cultural & Literary society) election, webinars, etc., to enhance teamwork and students diversity. A two-week pre internship program is organised for the students of B.Ed. in first and second semester and fourteen-week School Internship Program (Teaching Practice) is organised to sharpen the teaching skills among students and also to inculcate the teaching skills among students and also to inculcate best behavioural modifications on the part of teaching profession. During this program, students come across different aspects of the school environment like its infrastructure, administration, teachers, students and observe the regular functioning of the school with routine classroom teaching.

Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

The Principal and the Head of Departments in the Government College of Education, Sector 20-D, Chandigarh always encourage new approaches in teaching-learning methodologies. The students are encouraged to make best use of various opportunities provided to them in the teaching learning process.

Two such activities are enlisted below:

- A three days' workshop on Skill Development was conducted in our college under the aegis of Life Skills Committee, IQAC and Placement Cell of the college. The aim was to infuse 'Capacity Building on Life Skills and Hands on Training' among the pupil teachers to make them future ready

- Life Skills: Life Skills defined mindfulness and motivation, Happiness and wellbeing, heartfulness.
- Communication Skills: Listening, Speaking, Reading, Effective use of social media, Non-Verbal Communication.
- Art Integrated Teaching: Theatrical approach aimed at transference of teaching through arts.
- 'Vocational Skills: Creativity enhancement through hands-on training on clay and interior decoration.

- Mathematics Quiz "Number Ninja" was organized by the students of Pedagogy of Mathematics, B.Ed Semester 1 on January 6, 2022. The main objective of this quiz was to give fun filled mathematics experience to the students. The quiz also focussed to convey that mathematics is a way of thinking and problems can be solved just applying logics.

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

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

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

Internship program is systematically planned in different phases during the entire B.Ed. course. For this different schools as government, private, model, ordinary, senior secondary., high, boys, girls, co-ed. are identified with the permission of higher authorities as participative as well as on request basis. All internship related orientation of school principal/teachers is planned and they are accordingly conveyed to them as per curriculum specifications. Students are oriented for internship in different semesters as per curriculum requirements as Pre-internship -1, 2 and school internship. Teachers of the institution orient students before sending them to pre-internship and school internship program. They visit schools twice a week as per their period in timetable.

They check for any need and give feedback to lesson plan delivered. Skill-in-teaching committee members also visit schools timely to have a check. Student's performance are assessed in different modes as per their written assignments, ICT based presentation, presentation on their best practices , observation , and final skill in teaching lesson.

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

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

2.4.9.1 - Number of final year students during the academic year

9

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

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

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

The monitoring mechanism of internship programme involves the College Principal, the Teacher Educators, the School Principal and the Mentors/ School teachers. Along with surprise visits by the Principal as well as by the Teacher Educators, the Teacher Educators visit respective schools chosen for internship programme twice a week. For monitoring , the teacher educator checks the attendance, written lesson plans, activities conducted by the intern; takes feedback from mentors as well as from peer group of the intern; and also observes pupil teacher's teaching in actual classrooms. Each intern is supervised by two Mentors/ The school teachers (one of each Pedagogy subject) that include observing classroom teaching; and keeping track of the written lesson plans, class tests and other activities carried out by the intern every single day. The Mentors consistently provide verbal and written feedback to the intern. The School Principal supervises all the activities of the intern and takes feedback from the respective Mentors. The mentors are also monitor the performance of the intern on the basis of various criterions for which the intern will be evaluated. The peer group also monitors the intern by observing actual classroom teaching and give written feedback for the same.

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

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

24

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

22

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

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

24

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

24

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

The faculty of this college is engaged continuous professional growth which is reflected by activities like:

- Authoring/editing books, chapters in a book, articles, learning material
- Research publications in peer reviewed, refereed journals related to their field of expertise
- Supervising and guiding research scholars for Ph.D. and post-graduate students for M.Ed. dissertations
- Attending different faculty development programs and international/national conferences/seminars etc
- Acting ad resource persons, experts for different academic activities like extension lectures, webinars etc
- Besides this, faculty puts in a sincere effort to upskill themselves on technological front by suitably integrating ICT in teaching learning process

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

2.6 - Evaluation Process

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

Continuous internal Evaluation of student learning is one of the important components of the institution. College follows the guidelines issued by Panjab University, Chandigarh regarding the approved process of conducting continuous internal assessment of students of 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 students are based on the performance of candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. Students performance in 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 compiled by Internal Assessment Committee and sent to the university. Assessment for Engagement with the field(Pre-Internship) is based on the student's performance in various field related activities includingpracticals, project work, community related work, diaries, student portfolios, field

observations, visit to innovative pedagogy and learning centre, education resource centre etc.

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	[View File](#)
Details of provisions for improvement and bi-lingual answering	[View File](#)
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	[View File](#)

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

Grievance redressal cell of the college is committed to address academic as well as personal issues of learners. As far as issues related to examination are concerned, no such grievance has been reported as 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 adhering to the academic calendar. Students are informed in advance about mid-semester exams.

As per the students'interests, necessary amendments in examination dates are done. Furthermore, students'performance is recorded and displayed in a transparent manner and students are also given chance to improve if they have underperformed in any subject. College provides provision of online address of Grievance through the link mentioned: https://www.gcechd.ac.in/grievance-redressal-cell.php

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

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

The institution follows strictly the academic calendar issued by the Panjab University, Chandigarh and completes all the process of the internal evaluation in time. The academic calendar / Internal evaluation process is discussed in the staff meetings at the starting of the academic session. In charge of college academic calendar committee prepares the college academic calendar keeping in mind the Academic calendar issued by the Panjab university, Chandigarh. Academic calendar is circulated for the information of the all the stake holders and also displayed on the college official website

https: //www.gcechd.ac.in/college-calendar.php.

All the subject teachers coordinate and complete the process of the continuous internal evaluation in time as per the directions issued by the Board of studies (Education), Panjab university and college Dean and submit the awards to the Internal assessment committee after discussing the same with the individual students. Awards are compiled and displayed on the notice board for making the system more transparent. The notice of the same is also uploaded on the college official website. The process of the uploading the awards on the online portal of Panjab University is time bound and college is required to complete the same and generate the internal awards submission completion certificate which is also generated online from the portal for further submission to the controller of examination, Panjab university, Chandigarh. Internal evaluation committee of the college maintains all the record of all the courses/ individual students' assessment.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7 - Student Performance and Learning Outcomes

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

Government College of education Sector 20 D is always committed to fulfil the described goals in the form of CLOs and PLOs by organising different activities to develop understanding, critical thinking skills and problem solving skills among students. The focus is also on developing various competencies like leadership and management and communication skills. Effective use of ICT is also emphasized and encouraged during all academic and non- academic activities to boost the outcome of teaching learning process.

Various Webinars/seminars and Workshops are also organised time to time to acquaint the pupil teachers about latest trends in educational practices. 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	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

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

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

The institution constantly makes efforts to enhance the student's performance in various attributes. Personal as well as professional attributes of the students are enhanced by means of following activities:

COGNITIVE ATTRIBUTES:

1. Regular conduct of Mid- Semester and Semester Examinations to check the development of the students.

2. Assignments and Sessional work.

3. Classroom presentation via ICT tools.

4. Projects as well as group tasks related to their subjects.

5. Regular conduct of Inter-College and Intra college competitions to raise a spirit of healthy competition as well as individual growth of a student.

PROFESSIONAL ATTRIBUTES:

1. Regular seminars and workshops are conducted which help the students to brush up their skills required in the professional field.

2. Regular visit to places outside of institution to inform the students about the workplace activities

3. Regular conduct of online webinars by eminent personalities who

share pearls of wisdom with the students coming from their own life experience

4. Simulated teaching exercises.

5. Pre internship and Internship programmes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

122

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

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

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 behaviour are modified at the end of course.

Performance of the students in Semester Examination is evidence of their creativity, problem solving skills and learning ability. Teachers provide an extensive feedback on individual/group performance of learners.

Assignments and presentations of students generate self-confidence and a sense of achievement among the student. 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.

Participation of the students in the competitions is the best example of achievement of learning outcomes and fulfilment of learning needs. Competitions help in gaining experience, showcasing their skills and evaluating learning outcomes.

Conduct of regular seminars/webinars and extension lectures providestudents an opportunity to learn from expertresource persons. This enhances their existing knowledge base.

Extension lectures by eminent personalities also helpstudents to develop skills required at workplace.

File Description	Documents
Documentary evidence in respect to claim	<u>View File</u>
Any other relevant information	<u>View File</u>

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Analyzed student satisfaction survey/ feedback is available on the website on the given link https://www.gcechd.ac.in/feedback-analysis.php

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

00

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

15

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

15

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

3.3 - Outreach Activities

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

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

15

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

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

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

210

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

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

210

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

210

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

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

The college has a practice of taking along students and the community by organizing thematic and need-based activities pertaining to issues that we owe to give back /uplift/ sensitize/ make aware all the stakeholders. Organizing rallies, slogan writing, poster making, street plays, skits, essay writing, paper reading, poetry recitation, debate and declamation are the liberally used methods to educate and sensitize the pupil teachers and the counsellors we train and prepare them as ambassadors to take these messages to the community in a very comprehensible depictions/ language. 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. We have a dedicated value education based morning assembly every Monday which takes care of observing all the important days pertaining to that period. We take care to bring in eminent speakers who share their expertise to upskill the students and faculty on areas that need attention and drive the listeners to change their thought process which works in favour of nation-building, social causes and overall well being. These endeavours fulfil the objective of grooming the pupil teachers and counsellors to develop holistically.

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

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

9

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	[View File](#)

3.4 - Collaboration and Linkages

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

8

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

8

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

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

3

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

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

Five/Six of the above

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Government College of Education, Chandigarh has adequate infrastructure and physical facilities like

- 10 fully equipped classrooms with ICT tools and one Seminar room with proper sitting arrangement and ICT tools.
- Language Lab is equipped with ICT tools having listening, speaking and recording facilities.
- College has fully equipped library with reading room, ICT tools and individual spaces are allotted to material related to all the subjects.
- College also houses one Computer science lab with 40 computers and various software required for educational purpose like SPPS, Plagiarism etc.
- College has one Auditorium equipped with projector, display board, sound system with seating capacity of 500 people.
- Science Lab has several modern science equipments and related material.
- Guidance cum Psychology Lab with psychological toolsis there to be used for educational and research purposes.
- Dispensary has basic medical facilities for dealing with medical issues.
- Home Science Lab with modern kitchen equipments and other related material.
- Gymnasium room with fitness machines are other highlights.
- Educational Technology Lab has smart board and latest software.
- Music Room is equipped with several music instruments.
- Fine Arts Room with smart board, projector and, display

boards, aisles and other visual art related materials.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gcechd.ac.in/pdf/classrooms-and-seminar-hall.pdf
Any other relevant information	View File

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

715769

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The Library isfully automated with an integrated system connected to the Campus Network providing Internet and e-mail facility to the college community. OPAC facility is available on both the floors of the Library and through OPAC Library collection can be searched. The Library has adopted automation using Integrated Library Management System. For this, LIBSYS 7softwarehas been installed for library operations and services. LibSys is integrated multi-user library management software. It provides a user friendly interface, which is built on international standards and open technology. A Web Based Library Management System to enhance the total library experience through value added features and services. It covers Acquisition, Cataloguing, Circulation, Serials, Faculty portals Vendor portals along with enriched OPAC. A seamless work-flow enables library staff with a powerful tool to manage library operations efficiently.In addition to computerized Issue/Return of books to students, Barcodes, Spine labels, Catalogue cards andLibraryMembership card (SMART CARDS) are generated through Libsys software.Library has implemented RFIDsolution in:

- Collection of data regarding books, students and teachers.
- RFID supports automatic and accurate multiple tag reading.
- Used in rectification through automated tracking solution.
- Faster transactions like issue return.
- Security of library items through RFID security gates.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://www.gcechd.ac.in/college-library.php
Any other relevant information	[View File](#)

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

The teachers and students of the college can have access to e-journals subscribed by the college library e-books through the NLIST programme of INFLIBNET, the membership of which is renewed on 23-07-2021.

Library subscribes e-books and e-journals through 'National Library and Information Services infrastructure for Scholarly Content (N-LIST) programme ofINFLIBNET' UGCfor college faculty and M.Ed.

students. N-LIST is the college component of eShodhSindhu. Users can have access to morethan6,150 electronic journal and 31, 64,309 e-books from anywhere using user-name and password.

The N-LIST covers all the disciplines viz. Pure Sciences, Social Sciences and Humanities including Linguistic and Languages. However e-resources in engineering, agriculture and medicine are not covered under the N-LIST programme

Since access to e-resources is not bound to the IP Address, users can use these e-resources from anywhere.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Four of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

1,35,140/-

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

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

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

21

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.gcechd.ac.in/pdf/Ledger%20Pages%202021-22.pdf
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	[View File]
Any other relevant information	[View File]

4.3 - ICT Infrastructure

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

Government College of Education has latest ICT infrastructure.

- **We established Local Area Network (LAN) at the Computer lab and it extended LAN to Office, Labs, Library, Classroom & other parts of the college.**
- **There is 100Mbps fibre connectivity in the Network. Wi-Fi Routers has been installed and workings in all wings of College to provide hassle-free connectivity for various academic and administrative purposes.**
- **Computer Laboratory with 45 computers, Smart Class Room, Seminar Room, Auditorium, Video Conferencing facility is in place at college.**
- **College is equipped with latest version of computers, Server systems, Digital Podiums, Smart board with podium, Laptop, LCDs, projector, Multimedia Board, web cameras, digital camera, video camera printer, Scanner, fax, LCD Screen, online & offline UPS etc.**
- **Training, Workshops, Webinar and Video Conferencing sessions are organized in College. College has Language, E.T., Home Science, Fine Arts, and Psychology lab and research resource centre for greater use of ICT provisions for teaching-learning and research.**
- **A constant up gradation and updates for various facilities, College website and infrastructural provisional are done at periodical intervals to assure that entire campus is ICT enabled for its various purposes.**

The fully automated library has internet connectivity and students have access to e-resources through INFLIBNET.

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

4.3.2 - Student – Computer ratio during the academic year

239 : 60

File Description	Documents
Data as per data template	[View File]()
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View File]()
Any other relevant information	[View File]()

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.gcechd.ac.in/econtent.php
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

273805

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

Government College of Education, Sector 20-D, Chandigarh maintain all the physical support facilities like maintenance and repair of classrooms, laboratories, library buildings, through government maintenance departments. All the electricity and water related maintenances are managed through government water supply and electricity department. All the buildings related maintenances are managed by Government engineering departments. Maintenance of academic and support facilities like Computers, information and communication tools, and electronic gadgets are done through GEM according to GFR rules and other instructions provided by Chandigarh administration time to time. All the other available resources and infrastructure are maintained on daily basis by ministerial staff and laboratory attendants. Sports grounds are maintained by College Gardeners (Malis), and game boy under the supervision of College Sports Department.

The maintenance and renovation of the college campus including two hostels i.e. Boys hostel and Girls Hostel is looked after by the Engineering department of the Chandigarh Administration, UT Chandigarh. There are physical facilities of solar power installed on the rooftop of the college and the rain harvesting system available in the college.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gcechd.ac.in/pdf/Utilisation%20o f%20Physical%20Facilities%202021-22.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	[View File](#)
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	[View File](#)
Any other relevant information	[View File](#)

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
12	102

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

22

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

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

37

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Student council of Govt. College of education plays an active role in institutional functioning with respect to various activities organized under NSS cell, Electoral & Literacy Club, Parijat Eco-Club, Science Club, Legal Literacy Club and Cultural Committee. Students got full freedom and flexibility to select, organize and execute all In-Campus & Out-Campus activities under the guidance and supervision of their respective In charges. Student Grievance & Redressal Cell of the college is also committed to deal with various problems related to student welfare viz. Anti-Ragging, Sexual Harassment, and all related problems. Students also provided with the opportunities to deal with Hostel related problems by having direct contacts with the Hostel Wardens (Boys& Girls). Hence institution is committed towards the student centered approach in all aspects of their formal & Informal behavioral parameters. Institution creates an inductive environment for them to discuss the

problems and also to find out their best solutions.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

35

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

5.4 - Alumni Engagement

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

The Alumni Association (functional) of Govt. College of Education, Chandigarh contributes significantly to the development of the institution through nonfinancial 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 for the same for current session students. Provision of providing counseling to students for employment is also organized and the successful alumni are asked to

share their success stories to 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 serve as role models for students through distinguished services in different fields of service in education. They helped in organizing Alumni Reunion events in the college.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

3

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

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

The college has an old students' body viz. Alumni Association of Government College of Education, Sector 20, Chandigarh (AAGCE-20). A general body meeting is held once in a year. It provides an opportunity to interact with other members of the body and gives them a feeling of 'Home-coming'. The alumnus of the college can get themselves registered online by visiting college. The college issues required teaching proficiency and Medium of Instruction Certificates to those Alumni who seek employment in overseas lands. The students are advised to follow the following procedure: 1. Apply to the Principal, through e-mail, official e-mail only viz. gcechd@yahoo.co.in /through post / through hand. 2. Attach photocopies / Scanned copies of your Detail Marks Cards, University Degree and Character Certificate. Or students can directly register on the Alumni portal created for the purpose by the college through the link https://gcechd.in/ . There is no fee for registration. 3. In case of any further enquiry students may either write an email at the official email ID or contact office between 9:00am to 4:00pm on any working days. The alumni are given full opportunities to participate in various college activities and perform their roles accordingly.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the Government College of Education, sector 20-D is to evolve through collective leadership into a center of Academic excellence while retaining its regional roots and wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural and co-curricular responsibilities so that students may benefit and develop to their fullest potential. The mission of the college is to provide a holistic and enabling environment of study to students hailing from diverse demographics and to provide an environment for up-gradation of teaching-learning methods so as to be able to deliver its core services in a reverent and up-to-date manner.

The institution follows a democratic and participatory mode of governance with all faculty members, office staff and students participating actively in its administration. The governing body i.e. Department of Higher Education, Chandigarh Administration delegates authority to the Principal who in turn shares it with the different levels of functionaries in the college for determining admission criteria, examination modalities, various teaching-learning innovations, and other academic priorities. Students discharge energetically pervasive roles as motivators and spearheads of cultural and socially conscious activities in the institution and community by steering the NSS unit, Eco Club, Red Ribbon Club, Legal Literacy Club, Placement Cell as elected members of these units through elections held by democratic and participatory manner.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college conducts curricular and co-curricular activities which focus on improving the overall quality of education at the institutional level. The College has decentralized administration as various committees are formed for handling academic and non-academic tasks. The admission committee looks after the centralized admission process to ensure that the seats are filled on a merit basis and all norms laid down by Panjab University are adhered to, which reflects transparency in the admission process and Skill in Teaching committee supervises overall practice teaching during the internship program. Students are encouraged to practice self-discipline and strive for excellence by controlling and monitoring their thoughts and actions. Internal quality assurance cell works for organizing activities aimed at continuous professional development of teachers, Apart from the above-mentioned committees, various other committees are also functioning efficiently for the development and progression of the college. The academic committee, Administrative committee, IQAC, NSS Unit, and other committees work collaboratively for formulating and executing plans within the framework of governance. Student elections are held in a democratic and transparent manner and students are elected for the post of President, Vice President, Secretary, Joint Secretary etc. And student leaders discharge their duties very diligently and responsibly.

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

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

The institutional mechanism for monitoring the effective and efficient use of financial resources is in place. All the important matters relating to the annual budget requirements for the college are discussed by the decision-making body to finalize budget proposals. These are presented before the governing body for approvals at the beginning of each year. Required purchases are done by purchase committees through Gem portal and E-tendering fulfilling all the government regulations which are verified by respective committees. College data is uploaded on AISHE portal with all the details of Teaching, Non-teaching staff, Accounts and academic

progression etc.

Academically, the regulations, syllabus, and curriculum are uploaded on the college website and prospectus which is available online. All the information including admission, examination, circulars, seminars, timetable, workshops, training programs posted on the college website as well as the on the college notice board. Internal Assessment is displayed on the website and also on the notice board. Feedback from students is conveyed to respective teachers.

For maintaining administrative transparency, all the important decisions are taken by decision-making bodies and also by staff during staff meetings. Annual performance appraisal of each faculty member is available on ehrms portal and it is subjected to acceptance or representation by them. All the orders of the administration are conveyed and implementation is mandated.

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

6.2 - Strategy Development and Deployment

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

The Strategic Plan of the college focuses on all the important areas of development and lefficient 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 details of the deployment strategies are given in the link provided in the given column. Further details are given in the attached Annual Report of the college for the year 2020-21.

College Calendar is prepared before the starting of every semester in which all the academic activities including teaching, internship and examinations are planned and mentioned thereof. All the Co-

curricular activities including Value Education Assembly, Socities Periods, Sports and Extension activities are also planned and mentioned in Calendar. The calendar is followed in and spirit for successful accomplishing these activities. The link of Strategic Plan is given in required section.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gcechd.ac.in/pdf/strategic-plan-and-deployment.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

As per the constitution of the college, the governing body is working effectively and efficiently. The Principal, Dean, Vice Principal, and IQAC Cell are working to the best of their potential supported by faculty members, office staff, and ministerial staff. The Principal forms the nucleus of the administration being the authority in all financial matters. The principal is vested with the powers of the day-to-day running of the college. The Dean, Vice Principal and IQAC Cell, staff secretary, and the superintendent assist him in the discharge of this work. The Finance purchase committees, the college functional management committees, and the Hostel committees make important decisions regarding finance, college management, issues related to the college hostel. The appointment body is UPSC for regular faculty and the appointment of contractual staff is done by the Director of Higher Education, Chandigarh Administration. As the institution is a government institute under the Chandigarh administration, the Government rules are strictly adhered to as far as service matters and appointments to administrative and teaching staff are concerned.

File Description	Documents
Link to organogram on the institutional website	https://www.gcechd.ac.in/pdf/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

Functional Management of the college is being conducted through various committees. All the faculty members are part of various cells and committees that are working for the efficient management of the institution and to strengthen the student support facilities. The duty list is already attached in the previous matrics. These committees hold the meetings on regular basis and take the important decisions under the supervision of the convener of the committees and Principal. The functioning of these committees is very democratic and participative as members and concerned authorities duly participate in decision-making and implementation. After the decisions are made, these are implemented accordingly. In the attached documents, the working of one the important part of the college i.e. college library is showcased. Minutes of meetings, faculty participation, and implementation of the decisions are evident from the attached documents.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Welfare Measures for the Teaching and Non-Teaching staff do exist in the institution as per the rules of the Chandigarh Administration. Measures like Leave Travel Concessions, Medical reimbursement, Government House accommodation, General Isurance Schemes, different types of leave including duty leave, maternity leave, child care leave as per government rules, etc. are well in place as per the Chandigarh Administration guidelines. Welfare related policies are implemented for its employees. Workshops and webinars are organized for the cognitive enrichment of faculty from time to time.

Infrastructure and work-related facilities are provided to all faculty members including Library for academic enrichment, Gymnasium for physical fitness, Dispensary for first aid or urgent medical issues, Canteen for refreshments, Sports Grounds for sports and fitness etc. All the faculty members are given individual IT facilities like Desktops and laptops for their academic and research pursuits. All the faculty members are also given individual workspace/faculty rooms to work peacefully for their professional growth which are equipped with IT devices and internet connection.

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

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

00

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

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

05

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

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

5

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

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

The Institution has an effective Performance Appraisal System for teaching and non-teaching staff which is conducted on the ehrms portal. Every year the ehrms portal is opened by Chandigarh Administration so that employees can appraise the authorities regarding the work they have done during the year for the betterment of the institution and for their professional growth. A deadline is given to fill out the Annual Performance Appraisal Report. After the deadline, this appraisal is open for evaluation by the Reporting Officer who is the Principal of the college. After the appraisal by Reporting officer, the Annual Performance Appraisal Report is reviewed by The Director of Higher Education who is the reviewing officer. Finally, the Annual Performance Appraisal Report is sent to Secretary Education, Chandigarh Administration who is the accepting authority. After the acceptance by the highest authority, the APAR is disclosed to the employee. The Employee is given the right to accept or represent in case he/she is not satisfied with the grade. This APAR is then subjected to acceptance by the Employee. In case he/she is not satisfied with the grade it can be represented for reviewing by higher authorities.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The institutional mechanism for monitoring the effective and efficient use of financial resources is in place. All the important matters relating to the annual budget requirements for the college are discussed by the decision-making body to finalize budget proposals. These are presented before the governing body of Chandigarh Administration for approvals at the beginning of each financial year. On the basis of these, the annual budget is allocated and therefore used for the required items. In order to check the proper use and management of these resources, the audit is conducted by AG UT at regular intervals. This time audit was conducted for a period of 2016-2017 to 2020-2021. All the financial records were verified by the auditors and a report was given thereof which is attached herewith.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

BOOKS AND DONATION BOX FOR BOOKS

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

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

The institution seeks to mobilize government grants for the improvement of institutional infrastructure and knowledge resources and to that end prepares and submits proposals to the reverent authorities of Chandigarh Administration. These proposals are made by getting the requirement of infrastructure from the concerned in charge of various departments. After approval of the authorities, these grants are disbursed to the institution and the college uses this Material and Supply Plan grant for fulfilling the requirements of the college as per the proposal already submitted. The Institution mobilizes its human resources, too, by visualizing, designing, and implementing academic and co-curricular activities that challenge the students to the utmost and develop their potential to the fullest. It encourages all staff members to reach their professional growth goals by cooperating with their career development imperatives and discipline-specific aspirations.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5 - Internal Quality Assurance System

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

As per NAAC instructions, the college has established an 'Internal Quality Assurance Cell' that works towards realizing the goals of quality enhancement and sustenance. It is a facilitative and participative mechanism consistently working for bringing about the quality culture in various domains of the institution including academic, administrative and research, etc. The prime task of the IQAC is to develop a system that improves the overall performance of the institution related to removing the deficiencies and enhancing the quality of academic, research, extension, student support and signing Memorandum of Understanding with Institutions of repute. It is dedicated to developing a system for conscious, consistent, and catalytic action to improve the functioning of the college. The IQAC of the college coordinated the visit of the NAAC Team in 2017 and

the college was accredited with an 'A' Grade by NAAC.

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

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

The teaching-learning process is planned in accordance with the prescribed curriculum in order to fulfill the PLOs and CLOs. IQAC and curriculum committee regularly revise and upgrade the teaching-learning practices. The curriculum committee is functional for the purpose of reorganizing and improving the teaching-learning process with respect to the changing perspectives and revised policy frameworks. Hence, curriculum transaction strategies are upgraded from time to time. Classroom teaching involves the effective use of ICT; student participation approaches, collaborative learning, and blended learning approaches. Student feedback is sought at the end of each semester in order to assess the teaching-learning process from the student's perspective and on this basis planning is done for the upcoming session. Feedback from teachers, Alumni, School Heads and Parents is also taken online and analyzed. At the end staff meeting is held to discuss the feedback and decide the appropriate course of action. At last Action taken report is prepared and uploaded on the college website.

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

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

10

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gcechd.ac.in/pdf/IQAC-Meeting-Minutes-30.04.22.PDF
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcechd.ac.in/pdf/AQAR_2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

1. **Memorandum of Understanding was signed with Regional Institute of English, Chandigarh, Government Cleege of Yoga Education and Health and Open Eyes Foundations (NGO) for encouraging academic and linguistic enrichment of both the institutions.. IQAC incharge Dr. Anjali Puri of Govt. College of Education deliverd lectures on Use of Technology in teaching learning to Senior Secondary Government School teachers of Chndigarh at Regional Institute of English and Dr. Gopal of Regional Institute of English delivered lectures on Communication Skills to Pupil teachers of Government College of Education.Under student exchange our students visited RIE to attend Workshop on Strategizing English teaching. Our faculty also delivered lectures at Government College of Yoga Education and Health and students and staff members of that institution conducted yoga related activities in our college and our faculty members delivered various lectures to the pupil teachers of GCYEH.**
2. **Webinars, workshops and enrichment programmes for students, teaching and non teaching staff members were held throughout the session. Under the aegis of MGNCRE, Govt. of India, Programmes to promote Swachchta and Promoting the Role of Youth in Nation building were held.The details of activities held under MGNCRE initiative have been mentioned in the attached report.**

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has its own energy conservation policy which is being adhered to for the conservation of energy. All the classrooms, faculty rooms, labs, and resource rooms are having all the basic electricity usage and from time to time students and staff members are motivated to use electricity only when required. The institution is committed to following various ways of conserving and using energy resources by making the faculty and students aware of the same. Days of environmental importance are observed in the campus to achieve this objective during weekly assemblies and days observed by Eco-club and NSS. Good practices to conserve electricity and water are followed e.g. turning off taps, switching off lights, ACs, and fans, etc. when not in use. Reduce, Reuse and Recycle is practiced in all aspects of daily usage. Solar panels are installed for harvesting solar energy with 50 KWP – SPV power plant on college rooftop exists. CREST letter dated 25/5/2015. Installation of tertiary water connection is done for irrigation of lawn and grounds. E-vehicle is used by college peons for commuting Dak circulation with directorate education/other institutions/ offices.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

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

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

Our college is sixty-seven years old teacher education institution which is known for clean and green campus and it has been maintaining the tradition of cleanliness. The institution has well-ventilated Rooms and labs with glass windows to maximize natural air and light. We take care of the greenery on the campus as there are lots of plants. There is a greenhouse on the campus which is being taken care of quite diligently by well-appointed staff. Other than this the recyclable garbage waste and non-recyclable waste are

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

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

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

63283

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

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

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students,	**B. Any 3 of the above**

teachers, administrators and other staff
Annual awareness programmes on the Code of
Conduct are organized

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

7.2 - Best Practices

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

Best Practice 1

Title: Optimizing teacher education training by community participation through collaboration with team of Kachi Sadak and the Department of School Education

Best Practice 2

Title: Capacity building on holistic readiness of pupil teachers for future careers

Details of Best Practices as per NAAC format are attached herewith along with the photosand also uploaded on the website under the given link:

best-practices.pdf (gcechd.ac.in)

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

Government College of Education Sector 20-D, Chandigarh designed and executed a holistic programme to involve the Electoral Club of the college, the NSS Volunteers, the ELC Students Executive and its stakeholders. Community members from the college adopted village were involved also.The three day awareness campaign was addressed by the principal of the college Dr. A.K. Srivastava who persuaded the students to carry on spreading the message of being a proactive member of the democratic opportunity to participate in the forthcoming elections. He appreciated the involvement of the NSS and ELC for awakening the masses with their focused drive under the guidance of the team leaders

Day 1 The student conducted anawareness drive in Kajheri village, Sec-52, Chandigarh. Principal, Dr. A.K. Srivastava gave instructions to NSS volunteers for the drive and also to follow COVID-19 protocols during the awareness campaign.

Day 2Electoral Literary Club organized a poster making competition on the theme "Utho Jao Vote Karo"- "Vote You must be a proud voter". Two students from each Tutorial Group participated in the competition.

Day 3The NSS Cell organized an essay writing competition on the theme, "WHAT IF YOU DO NOT VOTE?" All the students of the college participated.

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