



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

|  |  |  |
|--|--|--|
| <b>1.Name of the Institution</b>                           |  | GOVERNMENT COLLEGE OF EDUCATION,<br>CHANDIGARH |
| • Name of the Head of the institution                      | DR. HARSH BATRA  |  |
| • Designation  | PRINCIPAL  |  |
| • Does the institution function from its own campus?       | Yes  |  |
| • Alternate phone No.                                      | 01722700075  |  |
| • Mobile No:   | 9316118538   |  |
| • Registered e-mail ID (Principal)                         | gcechd@yahoo.co.in   |  |
| • Alternate Email ID                                       | gcechd@gcechd.ac.in  |  |
| • Address  | Government College of Education,<br>Sector 20 D Chandigarh |  |
| • City/Town  | CHANDIGARH   |  |
| • State/UT   | CHANDIGARH   |  |
| • Pin Code   | 160020   |  |
| <b>2.Institutional status</b>                              |  |  |
| • 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. LILU RAM  |                |                             |               |             |
| • Phone No.   | 9417745883  |                |                             |               |             |
| • Alternate phone No.(IQAC)   | 01722700075   |                |                             |               |             |
| • Mobile (IQAC)   | 9417745883  |                |                             |               |             |
| • IQAC e-mail address   | naacgce20dchd@gmail.com   |                |                             |               |             |
| • Alternate e-mail address (IQAC)   | gcechd@yahoo.co.in  |                |                             |               |             |
| <b>3.Website address</b>  | <a href="https://www.gcechd.ac.in/">https://www.gcechd.ac.in/</a>   |                |                             |               |             |
| • Web-link of the AQAR: (Previous Academic Year)  | <a href="https://www.gcechd.ac.in/pdf/AQAR-2022-23.pdf">https://www.gcechd.ac.in/pdf/AQAR-2022-23.pdf</a> |                |                             |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>  | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="https://www.gcechd.ac.in/college-calendar.php">https://www.gcechd.ac.in/college-calendar.php</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>  |   |                |                             |               |             |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 3   | A+  | 3.36           | 2024                        | 05/09/2024    | 04/09/2029  |
| <b>6.Date of Establishment of IQAC</b>  |   |                | 05/03/2008                  |               |             |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b> |   |                |                             |               |             |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount        |             |
| NIL   | NIL   | NIL            | Nil                         | NIL           |             |
| <b>8.Whether composition of IQAC as per latest</b>  |   |                | Yes                         |               |             |

|   |                           |  |
|---|---------------------------|--|
| <b>NAAC guidelines</b>  |                           |  |
| <ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>   | <a href="#">View File</a> |  |
| <b>9.No. of IQAC meetings held during the year</b>  | <b>02</b>                 |  |
| <ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>  | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>  | <a href="#">View File</a> |  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>  |                           |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |                           |  |
| Seminar, workshops and Skill Development Programmes were conducted for the students. NSS and Eco-Club of the college made efforts to create environmental awareness through talks, tree plantation drives, cleanliness drives and competitions etc. |                           |  |
| Faculty Orientation Programmes for teaching and non teaching staff were organized.  |                           |  |
| Infrastructure was updated for facilitating the teaching and learning ventures.   |                           |  |
| Memorandums of Understanding were signed with various institutions of repute for strengthening the teaching-learning process and faculty/student exchange.  |                           |  |
| Value Added Courses were conducted for academic enrichment of the students and helping them making their place in the world of work.  |                           |  |
| <b>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).</b>   |                           |  |
|   |                           |  |

| Plan of Action  | Achievements/Outcomes  |
|---|--|
| <p>A national seminar on National Curriculum Framework, capacity building for development of added skills for employability of pupil teachers and various orientation programs and workshops on Indian knowledge system were organized</p>  | <p><a href="https://www.gcechd.ac.in/orientationprofessional-development-initiatives.php">https://www.gcechd.ac.in/orientationprofessional-development-initiatives.php</a></p> |
| <p>An Oreintation Program on Indian knowledge system and seminar on National Curriculum Framework was organized during the session</p>  | <p><a href="https://www.gcechd.ac.in/orientationprofessional-development-initiatives.php">https://www.gcechd.ac.in/orientationprofessional-development-initiatives.php</a></p> |
| <p>1. Mathematics Laboratory was set up for strengthening the pedagogical insights of Mathematics students. 2. Cemented Basketball Court was constructed and floodlights were installed in this court. 3. College Auditorium was repaired and renovated. Renovation work was undertaken by Engineering Department of Chandigarh Administration.</p> | <p><a href="https://www.gcechd.ac.in/infrastucture-and-physical-facilities.php">https://www.gcechd.ac.in/infrastucture-and-physical-facilities.php</a></p>                     |
| <p>Memorandums of Understanding were signed with various institutions of repute for strengthening the teaching-learning process and faculty/student exchange.</p>   | <p><a href="https://www.gcechd.ac.in/mou.php">https://www.gcechd.ac.in/mou.php</a></p>   |
| <p>Our college is committed to add the value to the existing curriculum for overall development of the pupils. In order to fulfill this objective various value added courses were offered during the session on Legal Awareness, How to write a research paper and capacity Building on added skills towards employability of pupil teachers</p>   | <p><a href="https://www.gcechd.ac.in/value-added-course.php">https://www.gcechd.ac.in/value-added-course.php</a></p>   |

|  |                    |
|--|--------------------|
| <b>13. Whether the AQAR was placed before statutory body?</b>  | <b>Yes</b>         |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>   |                    |
| Name of the statutory body   | Date of meeting(s) |
| College IQAC   | 04/04/2024         |
| <b>14. Whether institutional data submitted to AISHE</b>   |                    |
| Year   | Date of Submission |
| 2024   | 30/12/2024         |
| <b>15. Multidisciplinary / interdisciplinary</b>   |                    |
| <p>Education is a broad umbrella to each area of study and it threads well the strengths and peculiarities of various areas and disciplines offered in the college from the pedagogical point of view. Our College is affiliated to Panjab University and follows the curriculum prescribed by the university which is multidisciplinary in nature and prescribes the subjects like Educational Philosophy, Educational Psychology, Educational Technology, Pedagogical subjects of various disciplines etc. The time table, co-curricular activities, field trips, invited lectures, faculty trainings and offering services as resource persons to academic world ensure intertwining the need-based information and knowledge exchange is 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 week at the national and international levels. NSS Camp invites psychologists, police personnel, environmentalists, management and entrepreneurship trainers, specialists from the various portfolios of Government of India (e.g., MGNCRE), in order to raise the functional readiness of the pupil teachers. Researches being supervised by our faculty for Masters and PhD Degrees reflect on socially relevant interdisciplinary topics. The wide reading and reporting constantly encourage the multi-/inter-disciplinary approach which allows a broader growth.</p> |                    |

**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. For an affiliated college, it is difficult to surpass University norms. The degrees of B.ED. and M.ED. are spread over 4 semesters, whereas PGD Guidance and Counselling is spread over two semesters. To explain the process, the B.Ed. be taken in reference - for each degree/ diploma, the respective in-charges follow the same pattern. The Skill -in- teaching In-charge and the admission committee have the record of each student as a pupil teacher from the pedagogy point of view as well as the tutorial grouping. The step wise growth over the first three semesters is done through short term internships in rural & urban setting, orientation and reporting followed by one semester of long internship. 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 of the pupil teachers (PT) for personal and professional growth. The curriculum is so designed that the PT learns the methodical approach to the delivery of information. During the First Semester students study a paper titled Teaching through Drama and Music and third semester students have a mandatory component like Simple Expressional Competencies, in second semester pupil teachers opt for various crafts like Interior Decoration, Gardening, Clay Modelling, Computer Craft etc. The skill of pedagogical mind set is focussed in the two teaching subjects while they apply the theory of education, its philosophy and measure, assess & evaluate the minute skills of feedback. The two internships in first year, one each in the urban and rural schools, expose them to challenges and strengths of school environment, which inturn becomes the skill set to be applied in the internship followed in the next semester. Through Lesson planning, they develop the essential skills to make the teaching learning process effective. The skill in teaching committee draws feedback and discussions. The committee organized a 30 hours value added course by inviting interdisciplinary mentors on

capacity building for development of added skills for employability of pupil teachers. In addition, various activities carried out during weekly value education and societies periods, along with the activities of NSS are organized towards an endeavour to develop the wholesome personality of the would be teachers.

**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 media of learning and writing. The faculty involved is ensured to have skills in the three languages, at least efficient in two. The classroom instructions cater to the needs of the learners opting different languages as their media of learning and writing. The college in collaboration with Lokayurved Wellness Concept organized a week-long Faculty Oreintation Program on 'Healthy Life Education through Ayurveda and Alternative Therapies' under the aegis of IQAC. It is taken care that the activities and competitions to celebrate festivals and major national and inter-national days are conducted in all the 3 languages. Youth festivals that involve various competitions related to Indian Heritage has participation from the college in music and dance, home science based and heritage art and craft activities that become instrumental in imparting knowledge and skill related to folk culture of India. Hymns of Indian religions are a part of value-education assembly sessions. Celebrations of significant national days, festivals, organization of Swacchta Abhiyan, No Plastic Drives, VADA Club activities, Millet Aahar Kranti Events, MGNCRE activities are the integral part of the curriculum aiming to foster an appreciation to the country's rich heritage, values and traditions while instilling a deep sense of patriotism and cultural pride among students.

**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 domains of knowledge, its application as well as the behavioural changes in the learners, and eventually in their career readiness and initiatives. At our college, 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 facilitate to incorporate required changes in order to improve the learning outcomes at all stages and aspects. At micro level, the tutor in-charge, the pedagogy in-

charge, the school mentor, as well as the subject mentor together monitor the plans, execution, improvements and documenting of the lessons. Cocurricular activities, skill-in-teaching competitions at the in-house to zonal levels, final skill-in-teaching lessons at the end of the semester are the processes to improve the skills of the students to be innovative future teachers for efficient transference of knowledge.

## 20.Distance education/online education:

The college has a dedicated cell that supports the B.Ed. program of the University School of Open Learning, Panjab University. One of our faculty members coordinates with USOL and thus our college facilitates Personal Contact Program and the conduction of examinations from time to time. Personal Contact Programme Classes are taken by our faculty during the afternoon and evening hours after their college duties. They also evaluate their assignments and undertake their examinations in collaboration with USOL.

Beneficiaries include in-service teachers from the local and distant places who use the services and infrastructure of the college. Using the distant mode of communication, the faculty members enhance their skills by attending webinars, FDPs and other such programs.

Simulated teaching is incorporated wherever there is a need to manage the gaps of school students who are not available due to their examinations. The facilitative role of non-teaching staff in conducting such programs has been commendable. The time to time enhancement of machinery and the upgradation of IT is ensured to make the programs run smooth and be more efficient.

## Extended Profile

### 1.Student

|  |     |
|--|-----|
| 2.1  | 238 |
| Number of students on roll during the year |     |

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|  |     |
|--|-----|
| 2.2  | 187 |
| Number of seats sanctioned during the year |     |

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|  |                           |
|--|---------------------------|
| 2.3  | 76                        |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.4  | 119                       |
| Number of outgoing / final year students during the year:                                      |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.5  | 119                       |
| Number of graduating students during the year  |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| 2.6  | 131                       |
| Number of students enrolled during the year  |                           |
| File Description   | Documents                 |
| Data Template  | <a href="#">View File</a> |
| <b>2.Institution</b>   |                           |
| 4.1  | 293                       |
| Total expenditure, excluding salary, during the year (INR in Lakhs):                           |                           |
| 4.2  | 106                       |
| Total number of computers on campus for academic purposes                                      |                           |
| <b>3.Teacher</b>   |                           |
| 5.1  | 22                        |
| Number of full-time teachers during the year:  |                           |

| File Description   | Documents                 |
|--|---------------------------|
| Data Template  | <a href="#">View File</a> |
| Data Template  | <a href="#">View File</a> |
| 5.2<br>Number of sanctioned posts for the year:  | 70                        |
| <b>Part B</b>  |                           |
| <b>CURRICULAR ASPECTS</b>  |                           |
| <b>1.1 - Curriculum Planning</b>   |                           |
| 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  |                           |
| <p>The college has a regular in-house practice of planning, enrichment, and monitoring curriculum and adapting it to the local situation. Under Planning, for every session, the Academic Calendar and Time table are being prepared after discussion with the Principal and faculty members. Further, Programme learning Outcomes and Course learning outcomes are being discussed and planned for varied courses of the institute like B.Ed., M.Ed., and Diploma courses by the respective in-charges after rigorous discourse with the head of the institute and faculty members. For the planning of the activities, staff meetings and subcommittee meetings are held from time to time for its better implementation. For enrichment of the curriculum, academic and non-academic activities are held throughout the session as per the academic calendar of the college. Activities under NSS, Red Ribbon Club, Cultural, Science Club, Literary Club, Environmental Awareness, Seminar, Workshops, Placement Cell, Library, Guidance and Counseling Cell, Sports, Home Science Tours, and Excursions, Fine Arts College Journal, Pre-internship and internship programme, Skill-in-teaching, e-learning, and teaching, etc. For monitoring the actual implementation of the planning and enrichment activities, mid-course staff meetings and sub-committee meetings are regularly held to review and adapt according to the need of the situation or context.</p> |                           |
|  |                           |

| 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 | <a href="#">View File</a> |
| Plan developed for the academic year   | <a href="#">View File</a> |
| Plans for mid- course correction wherever needed for the academic year   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

**A. All of the above**

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and**

**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  | <a href="#">View File</a>   |
| URL to the page on website where the PLOs and CLOs are listed                  | <a href="https://www.gcechd.ac.in/plo-clo.php">https://www.gcechd.ac.in/plo-clo.php</a> |
| Prospectus for the academic year   | <a href="#">View File</a>   |
| Report and photographs with caption and date of student induction programmes   | <a href="#">View File</a>   |
| Report and photographs with caption and date of teacher orientation programmes | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

## 1.2 - Academic Flexibility

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

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

20

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

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

5

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

5

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

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

5

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

5

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

**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  | <a href="#">View File</a> |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | <a href="#">View File</a> |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses   | <a href="#">View File</a> |
| Any other relevant information   | No File Uploaded          |

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

8

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

8

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

### 1.3 - Curriculum Enrichment

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

Students are provided ample opportunities to understand the

fieldwork of teacher education. Faculty members demonstrate teaching skills to impart knowledge and develop competencies among students. The college arranges the Micro skills practice for the students in order to improve and refine their skills. Students practice macro teaching through discussion lessons. Orientation Programme on communication skills is organized to polish the skills to meet the current challenges of the school education system during Pandemic. Feedback is provided from time to time to the pupil teachers by their subject experts and peer group. Students are facilitated to practice the skills and undergo intensive training during the pre-internship in the urban as well as in the rural schools. The school mentors provide feedback to the pupil teachers in order to achieve the desired learning outcomes. As Pupil teachers, they must develop the right attitude and values which are inculcated through various activities like visit to the library, a virtual visit to employment exchange, youth festival participation, Akshay urja diwas celebration, Azadi Ka Amrut Mahotsav.

| File Description   | Documents                 |
|--|---------------------------|
| List of activities conducted in support of each of the above | <a href="#">View File</a> |
| Documentary evidence in support of the claim                 | <a href="#">View File</a> |
| Any other relevant information                               | <a href="#">View File</a> |
| Photographs indicating the participation of students, if any | <a href="#">View File</a> |

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

Institution familiarizes students with the diversities in the school system in India as well as in an international and comparative perspective. To familiarize the students with respect to diversity in the school system from local, Indian to International level, the Institution offers various subjects like Gender, School & Society, Knowledge, Curriculum and Understanding Disciplines Inclusive Education, etc. throughout the degree that covers various aspects associated with the diversity. The 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 according to various educational Board guidelines. For practical knowledge, visiting rural schools, urban schools, pre-internship, and internship programs via collaboration with the various schools adds to the knowledge of ongoing trends in the assessment systems, functional differences, norms, and standards. Various programs like Celebration of national and international festivals/days, Seminars, Workshops are conducted on diverse themes, and students are encouraged to participate in the seminars, webinars (national as well as international) which help them to understand the role of diversity and equity in the teaching-learning process.

| File Description   | Documents                 |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View File</a> |
| Documentary evidence in support of the claim   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

The institution makes remarkable efforts that enable students to understand the interconnectedness among various professional engagements.

Pre Internship Training Program is for the students of B.ED., M.ED. in which they visit schools and observe the school environment. The institution organize visits to the field of related professions, such as T.S Central State Library, Sector 17 and Divisional Library, Sector 34, Museum & Art Gallery to gain knowledge about their working and management.

Professionals from various fields are invited to guide the students. The Institution organizes workshops, internal Skill-in-Teaching Competitions; Zonal Competitions Personality Development Workshops for life Skill Education, Placement drives to give a suitable platform to shape their experiences.

Alumni of the college are invited time and again to interact with

students to share their life experiences. The institution has an Alumni Association Club for such ventures.

During the COVID times, various International Webinars have been organized to bring awareness about the global environment among students.

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

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

#### 1.4 - Feedback System

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

All of the above

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

**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   | <a href="#">View File</a> |
| Action taken report of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

| TEACHING-LEARNING AND EVALUATION   |                           |
|--|---------------------------|
| <b>2.1 - Student Enrollment and Profile</b>  |                           |
| <b>2.1.1 - Enrolment of students during the year</b>   |                           |
| 131  |                           |
| <b>2.1.1.1 - Number of students enrolled during the year</b>   |                           |
| 131  |                           |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Document relating to sanction of intake from university  | <a href="#">View File</a> |
| Approval letter of NCTE for intake of all programs   | <a href="#">View File</a> |
| Approved admission list year-wise/ program-wise  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| <b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b> |                           |
| 20   |                           |
| <b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>  |                           |
| 20   |                           |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)                   | <a href="#">View File</a> |
| Final admission list published by the HEI  | <a href="#">View File</a> |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year                  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

14

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

14

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

**2.2 - Honoring Student Diversity**

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

Yes, As per the decision taken by the Chandigarh administration , The Panjab University, Chandigarh was authorized to conduct the centralized admission for the B.Ed. Course for the academic session 2023-25 in the colleges of Education situated in Chandigarh and affiliated with Panjab University, Chandigarh on the basis of merit of the Entrance Test as per the provision of 'The Gazette of India" Para No.3.3 of National Council for Teacher Education (NCTE). Panjab University conducted the centralized entrance test (Annexure 1 & Annexure 2). ) The University prepared merit lists for the B.Ed. Course (General) on the basis of the option exercised by the candidate in the application form for particular course. Students are admitted as per the merit of the entrance test.

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim                     | <a href="#">View File</a> |
| Documents showing the performance of students at the entry level | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

|  |                         |
|--|-------------------------|
| <b>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</b> | <b>All of the above</b> |
|--|-------------------------|

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

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

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

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

23

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

23

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

### 2.3 - Teaching- Learning Process

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

College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. 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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

### 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

23

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

### 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

235

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

| <b>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</b>  | <b>Five/Six of the above</b>  |
|--|---|
| File Description   | Documents   |
| Data as per Data Template  | <a href="#">View File</a>   |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations  | <a href="#">View File</a>   |
| Geo-tagged photographs wherever applicable   | <a href="#">View File</a>   |
| Link of resources used   | <a href="https://www.gcechd.ac.in/ict-support.php">https://www.gcechd.ac.in/ict-support.php</a> |
| Any other relevant information   | <a href="#">View File</a>   |
| <p>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</p>   |   |
| <p>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.</p> <p>M.Ed., PGDG&amp;C 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 &amp; Literary society) election, workshops and seminars 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, and</p> |   |

students. They 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 | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

**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   | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s  | <a href="#">View File</a> |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

#### CASE 1 -

During the Pre Internship Phase students are provided with the exposure to observe and understand the diversities in school systems in Rural and Urban set up. Different forms of lesson planning Micro, Macro Lesson, Diary based Lesson, ICT based, Model based lesson, Content mapping, Individualized Educational Plan etc. Hands-on

training nurtures the Intellectual and Thinking Skills among the pupil teachers as they have to design lesson plans. Internship program not only develops creativity, but also develops skills like Empathy and other life skills among the pupil teachers. Workshop on Audio Visual Aids nurtures Innovativeness and Creativity among the pupil teachers as they get hands on experience about how to prepare effective teaching aids.

#### CASE 2 -

The M.Ed students of the College undertake research work and submit their research proposal, conduct field study and complete their dissertation work. The Educational Observer, annual magazine of the college nurtures intellectual and thinking skills. The e-journal is published online annually to provide a platform for the faculty members and students of education to share their research papers. The College releases Newsletter on varied theme like Electoral Literacy, NSS, Jijivisha and other theme from time to time.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include 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  | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s         | <a href="#">View File</a> |
| Reports of activities with video graphic support wherever possible | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 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  | <a href="#">View File</a> |
| Reports and photographs / videos of the activities                                       | <a href="#">View File</a> |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of each selected activity                                | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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**

All of the above

| <p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>  |                                |
|---|--------------------------------|
| File Description  | Documents                      |
| Data as per Data Template   | <a href="#">View File</a>      |
| Details of the activities carried out during the academic year in respect of each response indicated  | <a href="#">View File</a>      |
| Any other relevant information  | <a href="#">View File</a>      |
| <p><b>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</b></p>  | <p><b>All of the above</b></p> |
| File Description  | Documents                      |
| Data as per Data Template   | <a href="#">View File</a>      |
| Samples prepared by students for each indicated assessment tool   | <a href="#">View File</a>      |
| Documents showing the different activities for evolving indicated assessment tools  | <a href="#">View File</a>      |
| Any other relevant information  | <a href="#">View File</a>      |
| <p><b>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</b></p> | <p><b>All of the above</b></p> |

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Documentary evidence in support of each response selected  | <a href="#">View File</a> |
| Sample evidence showing the tasks carried out for each of the selected response  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| <b>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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b> | <b>All of the above</b>   |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Documentary evidence showing the activities carried out for each of the selected response  | <a href="#">View File</a> |
| Report of the events organized   | <a href="#">View File</a> |
| Photographs with caption and date, wherever possible   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| <b>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</b>   | <b>All of the above</b>   |

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

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, Sr. sec., 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 about pre-internship and school internship program and they make a check on pupil teachers by visiting schools twice a week. They also give suggestions and make corrections in the lesson plans delivered by interns. Skill-in-teaching committee members also visit schools timely to have a check on the internship Programme. Student's performance are assessed in different modes as per their written assignments, ICT based presentations, presentations on their best practices, observations, and final skill in teaching lesson.

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

**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**

104

| File Description                                | Documents                 |
|---|---------------------------|
| Data as per Data Template                       | <a href="#">View File</a> |
| Plan of teacher engagement in school internship | <a href="#">View File</a> |
| Any other relevant information                  | <a href="#">View File</a> |

**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   | <a href="#">View File</a> |
| Sample copies for each of selected activities claimed                               | <a href="#">View File</a> |
| School-wise internship reports showing student engagement in activities claimed     | <a href="#">View File</a> |
| Wherever the documents are in regional language, provide English translated version | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 | <a href="#">View File</a> |
| Any other relevant information                  | <a href="#">View File</a> |

**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) | <a href="#">View File</a> |
| Two filled in sample observation formats for each of the claimed assessors                                 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Four of the above

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

## 2.5 - Teacher Profile and Quality

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

23

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

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

22

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

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

23

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

23

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

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 | <a href="#">View File</a> |
| Any other relevant information            | <a href="#">View File</a> |

## 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 (PGDG&C). 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 weight age in the internal evaluation. It is assessed and prepared by the concerned teacher on the basis of the assigned sessional work and viva voce. The final list of internal assessment of all the papers of a semester is prepared by a panel of 3 senior teachers and the Principal. Assessment for Engagement with the field(Pre-Internship) is based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc.

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

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

### 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 student's interests, necessary amendments in exam dates are done. Furthermore, student's 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 provide 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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 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 with each other 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 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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.

The college 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 seminars and Workshops are also organised from 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 | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

### 2.7.2 - Pass percentage of Students during the year

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

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

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

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.

6. Regular seminars and workshops are conducted to brush up the skills of students required in the professional field

7. Regular visit to places outside of institution to familiarize students about the workplace activities

8. Simulated teaching exercises, Pre internship and Internship programmes.

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process.

The students are assigned various responsibilities throughout the year which prepare them for leadership roles and better organizers via being a member of NSS, Clubs and Cells.

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

#### 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

**237**

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

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 seminar and webinars provides students an opportunity to learn from expert/ resource persons. This enhances their existing knowledge base.

Extension lectures by eminent personalities helps students to develop skills required at workplace.

| File Description                         | Documents                 |
|--|---------------------------|
| Documentary evidence in respect to claim | <a href="#">View File</a> |
| Any other relevant information           | <a href="#">View File</a> |

## 2.8 - Student Satisfaction Survey

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

Nil

| <b>RESEARCH AND OUTREACH ACTIVITIES</b>   |                    |
|---|--------------------|
| <b>3.1 - Resource Mobilization for Research</b>   |                    |
| <b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>   |                    |
| 0   |                    |
| File Description  | Documents          |
| Data as per Data Template   | No File Uploaded   |
| Sanction letter from the funding agency   | No File Uploaded   |
| Any other relevant information  | No File Uploaded   |
| <b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>  |                    |
| 0   |                    |
| File Description  | Documents          |
| Sanction letter from the funding agency   | No File Uploaded   |
| Income Expenditure statements highlighting the research grants received certified by the auditor  | No File Uploaded   |
| Any other relevant information  | No File Uploaded   |
| <b>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</b> | Three of the above |

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Institutional Policy document detailing scheme of incentives   | <a href="#">View File</a> |
| Sanction letters of award of incentives  | No File Uploaded          |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence for each of the claims  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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**

All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidences in support of the claims                     | <a href="#">View File</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View File</a> |
| Reports of innovations tried out and ideas incubated               | <a href="#">View File</a> |
| Copyrights or patents filed  | <a href="#">View File</a> |
| Any other relevant information                                     | No File Uploaded          |

## 3.2 - Research Publications

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

13

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

### 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

28

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

### 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

11

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

### 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

120

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

### 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

120

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

120

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

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 tradition of organizing locality-based & bicycle rallies, slogan writing, millet awareness and competitions, skits, essay writing, paper reading, poetry recitation, debate, pledge and declamation, educational visits, extension lectures and workshops are the liberally used methods to sensitize the pupil teachers. Red Ribbon, Eco Club, Science Club and the dedicated NSS cell give opportunities to optimize in-house human resources. We have value education based assembly every Monday which observes all the important days pertaining to that period by Tutorial Groups students. We bring in eminent speakers who share their expertise and help up-skill the students and faculty by collaborating with various institutions to provide our students an exposure of national and international level. National Seminar on the National curriculum framework, Value added course on capacity Building, Legal Literacy and research paper writing, Oreintation on Indian Knowledge System, employability skills, skill in teaching, etc were also organized. Our students attended NSS camps at college and nationallLevel and regularly participate in various sports tournaments organised by Panjab University and bring laurels to the college. The skill in teaching programme for the B.Ed. students in schools helps them develop a realistic perspective in real teaching learning situations.

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

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

24

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Appropriate certificates from the awarding agency | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

### 3.4 - Collaboration and Linkages

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

0

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

| File Description   | Documents        |
|--|------------------|
| Data as per Data Template  | No File Uploaded |
| List of teachers/students benefited by linkage – exchange and research | No File Uploaded |
| Report of each linkage along with videos/photographs                   | No File Uploaded |
| Any other relevant information   | No File Uploaded |

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

5

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copies of the MoU's with institution / industry/ corporate houses | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

#### 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

All of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report of each activities with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

## 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, Sector 20-D, Chandigarh has adequate infrastructure and physical facilities like 10 fully equipped classrooms with ICT tools, one Seminar room with propersitting arrangements, equipped with ICT tools; Language Lab with ICT tools with listening and recording facilities; fully equipped library with reading room, ICT tools and individual spaces allotted to material related to all the subjects; one Computer science lab with 40 computers and various software required for educational purpose like SPPS, Plagiarism , and JAWS etc., one Auditorium equipped with projector, display board, sound system with seating capacity of 500 people; Science Lab with several modern science equipments and related material; PGDG&C and Psychology Lab with psychological tools and scales to be used for educational and research purposes; Dispensary with basic medical facilities; Home Science Lab with modern kitchen equipments and other related material; Gymnasium room with fitness machines; E.T Lab with smart board and latest software; Music Room with several music instruments and Fine Arts Room with smart board, projector and, display boards, and other related materials.

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

#### 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

12

| File Description                                   | Documents   |
|--|---|
| Data as per Data Template                          | <a href="#">View File</a>   |
| Geo-tagged photographs                             | <a href="#">View File</a>   |
| Link to relevant page on the Institutional website | <a href="https://www.gcechd.ac.in/college-menu-categories.php">https://www.gcechd.ac.in/college-menu-categories.php</a> |
| Any other relevant information                     | No File Uploaded  |

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

2415

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

#### 4.2 - Library as a Learning Resource

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

The College Library is fully automated with an integrated system

connected to the Campus Network providing Internet and e-mail facility. On-line Public Access Catalogue facility is available on both the floor of the Library and through OPAC Library collection can be searched. The Library has adopted automation using Integrated Library Management System (ILMS). For this, LIBSYS 7 (Web centric) software has been installed for library operations and services. It provides Web Based Library Management System to enhance the experience through value added features and services. 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 and Library Membership card (SMART CARDS) are generated through Libsys software. A visitor record is maintained for students and faculty members, New Arrivals of books and journals are displayed on rack. The library has under closed circuit television (CCTV) surveillance Cameras and implemented RFID (Radio-Frequency Identification) solution for collection of data regarding books, students and teachers; automatic and accurate multiple tag reading; RFID tags are detected instantly and matched with information in the database; used in stock verification through automated tracking solution; faster transactions; enhancing security.

| File Description   | Documents   |
|--|---|
| Bill for augmentation of library signed by the Principal | <a href="#">View File</a>   |
| Web-link to library facilities, if available             | <a href="https://gcelibref.weebly.com">https://gcelibref.weebly.com</a> |
| Any other relevant information                           | <a href="#">View File</a>   |

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

Library subscribes e-books and e-journals through 'National Library and Information Services infrastructure for Scholarly Content (N-LIST) programme of INFLIBNET' UGC for college faculty and M.Ed. students. N-LIST is the college component of e-ShodhSindhu. Users can have access to more than 63,006 electronic journal and 31,64,309 e-books from anywhere using user-name and password. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. 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 programmed. The library is a member of N-list consortia of information library network (INFLIBNET) under this consortia library provides more than 3135000+ e-books and 6000+ e-journals to students and faculty member. Internet and reprography facility with computer systems CD's, DVD, CD-ROM databases, barcode scanner, printer, audio-video unit with Tata sky connection available in the library. 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        | <a href="#">View File</a> |
| Details of users and details of visits/downloads | <a href="#">View File</a> |
| Any other relevant information                   | <a href="#">View File</a> |

**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**

All of the above

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

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

2,17,770.00

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

**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**

1099

| 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 | <a href="#">View File</a>   |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution   | <a href="https://www.collegeofeducationchandigarh.gov.in/Document/Download/eyJpdiI6I1lkdlR6SThOMTRVUTg4cGIwV2orVke9PSIsInZhbHVlIjoIUSUSt2V2VuTG82THplV1R6U045eGVScWFIYW1PVDlLTFRvZ3FXZzJsVnYvcXQ1ajJoc0RSOnR4MFZTazdhO21oUSIsIm1hYyI6Ijg4YjIyY2IxYWRhYWY0NWQ2YmU0YzhkOTBjYjQxOWVhNWlYNGVlMGlyYjgyMWFiOTQ4OWExOTNmYzExODg1MmUiLCJ0YWciOiIifQ">eyJpdiI6I1lkdlR6SThOMTRVUTg4cGIwV2orVke9PSIsInZhbHVlIjoIUSUSt2V2VuTG82THplV1R6U045eGVScWFIYW1PVDlLTFRvZ3FXZzJsVnYvcXQ1ajJoc0RSOnR4MFZTazdhO21oUSIsIm1hYyI6Ijg4YjIyY2IxYWRhYWY0NWQ2YmU0YzhkOTBjYjQxOWVhNWlYNGVlMGlyYjgyMWFiOTQ4OWExOTNmYzExODg1MmUiLCJ0YWciOiIifQ</a> |
| Any other relevant information  | <a href="#">View File</a>   |

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

All of the above

**obtained as and when teachers recommend Documents are obtained as gifts to College**

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

### 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 with Local Area Network (LAN) at the Computer lab and extended to Office, Labs, Library, Classroom & other parts of the college with 100Mbps fiber connectivity. Wi-Fi Routers has been installed and all wings of College have access to hassle-free connectivity for academic and administrative work. Computer Laboratory is equipped with 45 computers, Smart Class Room, Seminar Room, Auditorium, Video Conferencing facility. College is equipped with latest version of computers, Server systems, Digital Podiums, Smart boards with podium, Laptop, LCDs, projectors, Multimedia Board, web cameras, digital camera, video camera, printer, Scanner, fax, LCD Screen, online & offline UPS etc. for organizing Training, Workshops, Webinar and Video Conferencing. All the labs viz. Language, E.T., Home Science, Fine Arts, and Psychology lab and research resource centre are ICT enabled. SPSS and Anti-Plagiarism software are available for teachers/students for their research work. JAWS software is available for blind students. Sanako Software is available for language students in Language lab. College website is WCAG 2.0 (A & AA) enabled and Guidelines for Indian Government Websites (GIGW) for accessible to person with disabilities. Library uses Libsys for computerization and provides OPAC AND INTERNET SERVICES to staff/students.

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

### 4.3.2 - Student – Computer ratio during the academic year

237:100

| File Description   | Documents   |
|--|---|
| Data as per data template  | <a href="#">View File</a>   |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal  | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |
| <b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>  |   |
| File Description   | Documents   |
| Receipt for connection indicating bandwidth  | <a href="#">View File</a>   |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth   | <a href="#">View File</a>   |
| Any other relevant Information   | <a href="#">View File</a>   |
| <b>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</b> | <b>Four of the above</b>  |
| File Description   | Documents   |
| Data as per Data Template  | <a href="#">View File</a>   |
| Link to videos of the e-content development facilities   | <a href="https://youtu.be/vpg93bgieN4">https://youtu.be/vpg93bgieN4</a>                   |
| List the equipment purchased for claimed facilities along with the relevant bills  | <a href="#">View File</a>   |
| Link to the e-content developed by the faculty of the institution  | <a href="https://www.gcechd.ac.in/econtent.php">https://www.gcechd.ac.in/econtent.php</a> |
| Any other relevant information   | <a href="#">View File</a>   |
| <b>4.4 - Maintenance of Campus and Infrastructure</b>  |   |

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)****2415**

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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place 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 meticulously upholds its commitment to maintaining a robust physical support infrastructure by leveraging the expertise of various government maintenance departments. With a keen focus on excellence, we ensure that infrastructure receive top-notch care and attention through collaboration with other departments. Furthermore, our unwavering dedication to efficiency extends to the management of electricity and water-related maintenance, seamlessly coordinated with the respective government water supply and electricity departments. The meticulous care of our buildings, encompassing both structural and functional aspects, is entrusted to the capable hands of the Government engineering department. In the realm of academics and support facilities, including the vital realm of computers, information and communication tools, and electronic devices, our operations adhere closely to the established GFR rules. We follow the comprehensive guidelines and directives set forth by the Chandigarh administration, ensuring a standardized and dependable approach to maintenance. The everyday upkeep of all available resources and infrastructure is entrusted to our dedicated care-taker, ministerial staff and diligent laboratory attendants. Even the sports grounds, receive meticulous attention from our dedicated College Gardeners (Malis) and game personnel, all under the vigilant supervision of our College Sports Department. This collective dedication to maintaining our facilities ensures an environment conducive to growth, learning, and the pursuit of excellence.

| File Description                                 | Documents   |
|--|---|
| Appropriate link(s) on the institutional website | <a href="https://www.gcechd.ac.in/college-menu-categories.php">https://www.gcechd.ac.in/college-menu-categories.php</a> |
| Any other relevant information                   | <a href="#">View File</a>   |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Four of the above

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

**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   | <a href="#">View File</a>  |
| Any other relevant information   | <a href="#">View File</a>  |
| <b>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</b>            | <b>A. All of the above</b> |
| File Description   | Documents                  |
| Data as per Data Template for the applicable options   | <a href="#">View File</a>  |
| Institutional guidelines for students' grievance redressal   | <a href="#">View File</a>  |
| Composition of the student grievance redressal committee including sexual harassment and ragging   | <a href="#">View File</a>  |
| Samples of grievance submitted offline   | <a href="#">View File</a>  |
| Any other relevant information   | <a href="#">View File</a>  |
| <b>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)</b> | <b>Three of the above</b>  |

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

## 5.2 - Student Progression

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

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

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                                 | <a href="#">View File</a> |
| Reports of Placement Cell for during the year             | <a href="#">View File</a> |
| Appointment letters of 10 percent graduates for each year | <a href="#">View File</a> |
| Any other relevant information                            | No File Uploaded          |

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

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

7

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

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

41

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copy of certificates for qualifying in the state/national examination | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

### 5.3 - Student Participation and Activities

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

Student council of Government College of Education plays an active role in institutional functioning in various activities organized under clubs and committees. Students have full freedom and flexibility to select, organize and execute inter-college & intra-college activities under the guidance and supervision of their respective teacher in-charges. Hence institution is committed towards the student centered approach in all aspects of their formal & Informal behavioral parameters. Selection Criteria in the student council are very transparent and open in the institution. All the clubs and committees of the college conduct elections for the students in a democratic way at the beginning of the academic session and proper record of the election is maintained. President, Vice-president and executive members are elected for the Clubs/Committees to work throughout the session. President and vice-president of NSS distribute the various duties to the students and

all volunteers perform the duties with full dedication and enthusiasm. Inter-college and intra-college events are also organized for the students in which student council play very crucial role. Hence the student council of is committed for their roles and responsibilities in the college in the organization and execution of the activities.

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

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

32

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

## 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

Alumni Association of Government college of Education, Sector-20 D, Chandigarh is registered on 19/09/2023 under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957. The two significant contributions in the functional aspects of the institution are: 1) Our alumni are the motivating

force for the present students as interactive sessions as well as special talks on various themes like employability, up skilling, research etc. by the alumni are held regularly. During these talks, alumni share their own experiences and struggles to reach at the present day positions, thus inspiring students to strive for excellence in their chosen fields. 2). our alumni financially contribute in the form of donations to help the poor, physically impaired and academically bright students. This session too donations were made by the alumni

| File Description   | Documents                 |
|--|---------------------------|
| Details of office bearers and members of alumni association      | <a href="#">View File</a> |
| Certificate of registration of Alumni Association, if registered | <a href="#">View File</a> |
| Any other relevant information                                   | No File Uploaded          |

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

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

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

2

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

Alumni Association of Government college of Education, Sector-20 D, Chandigarh is registered on 19/09/2023 under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957. The two significant contributions in the functional aspects of the institution are: 1) Our alumni are the motivating force for the present students as interactive sessions as well as special talks on various themes like employability, up skilling, research etc. by the alumni are held regularly. During these talks, alumni share their own experiences and struggles to reach at the present day positions, thus inspiring students to strive for excellence in their chosen fields. 2). our alumni financially contribute in the form of donations to help the poor, physically impaired and academically bright students. This session too donations were made by the alumni

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

## 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 upgradation 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  | <a href="#">View File</a> |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

To increase its efficacy and efficiency, the Government College of

Education has put in place a strong decentralization and participatory management system. 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.

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

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 decisionmaking 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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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 efficient working of an educational institution like improvement of Teaching and learning process, Research and Development, to encourage participation in the cocurricular 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 effectivecollaboration 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 2022-23. 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 letter and spirit for successful accomplishing these activities. The link of Strategic Plan is given in required section. In the Calendar, Value Education periods are planned for every Monday. These are to be conducted by every tutorial group celebrating and highlighting the importance of Days of National/International/Regional importance and inculcation or reviving the values among prospective teachers through Speeches, thoughts, songs, poems and skits etc. A Report of this Value education period has been given here under

| File Description  | Documents   |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | <a href="https://www.gcechd.ac.in/strategic-plan-and-deployment.php">https://www.gcechd.ac.in/strategic-plan-and-deployment.php</a> |
| Documentary evidence in support of the claim                        | <a href="#">View File</a>   |
| Any other relevant information                                      | <a href="#">View File</a>   |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. 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. After Director of Higher Education, 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. The appointment letters with all the given rules and duty list highlighting the administrative set up have been attached

hereunder .

| File Description                                | Documents   |
|---|---|
| Link to organogram on the institutional website | <a href="https://www.gcechd.ac.in/pdf/Organogram.pdf">https://www.gcechd.ac.in/pdf/Organogram.pdf</a> |
| Documentary evidence in support of the claim    | <a href="#">View File</a>   |
| Any other relevant information                  | <a href="#">View File</a>   |

**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                      | <a href="#">View File</a> |
| Screen shots of user interfaces of each module | <a href="#">View File</a> |
| Annual e-governance report                     | <a href="#">View File</a> |
| Geo-tagged photographs                         | <a href="#">View File</a> |
| Any other relevant information                 | <a href="#">View File</a> |

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

The colleges committees, the list of which has been given in previous metrics have a well-defined purpose and specific goals that align with the college's mission and objectives. Members understand their roles and responsibilities within the committee. 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 composition of the committees is diverse and include individuals with relevant expertise, perspectives, and stakeholder

representation. Members of the committee are held accountable for their contributions and commitments. This includes attending meetings, completing assigned tasks, and actively participating in discussions. 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. curriculum committee 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 | <a href="#">View File</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View File</a> |
| Any other relevant information                                  | <a href="#">View File</a> |

### 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 Insurance 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                  | <a href="#">View File</a> |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

### 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

0

| 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.

3

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

#### 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

03

| File Description                       | Documents                 |
|--|---------------------------|
| Data as per Data Template              | <a href="#">View File</a> |
| Copy of Course completion certificates | <a href="#">View File</a> |
| Any other relevant information         | <a href="#">View File</a> |

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 herms 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     | <a href="#">View File</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 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. The audit was conducted for a period of 2016-2017 to 2020-2021 and thereafter for the period 2021-2023. All the financial records were verified by the auditors and a report was given on 07.03.2024 which is attached herewith.

| File Description   | Documents                 |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal.                         | <a href="#">View File</a> |
| List of audit objections and their compliance with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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 RECEIVED AS DONATION**

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

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/committees. 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies 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 submitted SSR and coordinated for the visit of the NAAC Peer Team on August 29-30, 2024 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

17

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

**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**

Three of the above

| File Description   | Documents   |
|--|---|
| Data as per Data Template                                  | <a href="#">View File</a>   |
| Link to the minutes of the meeting of IQAC                 | <a href="https://www.gcechd.ac.in/naac.php">https://www.gcechd.ac.in/naac.php</a>                         |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | <a href="https://www.gcechd.ac.in/pdf/AQAR-2022-23.pdf">https://www.gcechd.ac.in/pdf/AQAR-2022-23.pdf</a> |
| Consolidated report of Academic Administrative Audit (AAA) | No File Uploaded  |
| e-Copies of the accreditations and certifications          | <a href="#">View File</a>   |
| • Supporting document of participation in NIRF             | No File Uploaded  |
| Feedback analysis report                                   | <a href="#">View File</a>   |
| Any other relevant information                             | <a href="#">View File</a>   |

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

**Two significant upgrades to the Government College of Education's administrative and pedagogical spheres are as follows:**

**1. Receiving A+ grade from NAAC:**

The college's academic quality and standards have significantly improved, as evidenced by the A+ Grade from NAAC. This success is a reflection of the college's dedication to innovative pedagogy, high-quality curriculum delivery and effective teaching and learning processes. It guarantees the all-around development of both students and teachers by showcasing strong systems including upgraded IT facilities and other infrastructure, sustainable environmental practices for quality assurance, research opportunities and faculty development programs. 2. Registration of the Alumni Association:

A major administrative achievement is the Alumni Association's official registration. By taking this step, college has improved its engagement and collaboration with alumni. They may help students and

faculty by providing mentorship, financial support, and professional networking opportunities. Furthermore, it connects current and former stakeholders, creating a sense of belonging and continuity that is essential for the institution's success.

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

## 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 implemented a comprehensive energy conservation policy aimed at promoting the efficient use of energy resources. This policy is diligently followed throughout the premises, including classrooms, faculty rooms, labs, and resource rooms. With the aim of fostering a sustainable environment. Carbon Watch, a mobile application to assess the carbon footprint of an individual is being used. Energy Conservation Measures: Institution observes significant environmental days during weekly assemblies, as well as on specific days designated by the Eco-club and NSS. These occasions serve as platforms to educate and engage the campus community on matters of environmental importance. The principles of "Reduce, Reuse, Recycle" are deeply ingrained in all aspects of daily life within the institution. Renewable Energy Integration: Recognizing the potential of solar energy, the institution has installed solar panels on its rooftops. Water Conservation Measures: A tertiary water connection has been established for irrigation of lawns and grounds, ensuring optimal use of this precious resource. Promotion of Electric Vehicles: Institution actively promotes use of electric vehicles (EVs) as an environmentally friendly alternative to traditional modes of transportation. College peons are equipped with EVs for efficient and sustainable commuting purposes, facilitating circulation of official documents among various institutions.

| File Description                     | Documents                 |
|--------------------------------------|---------------------------|
| Institution's energy policy document | <a href="#">View File</a> |
| Any other relevant information       | <a href="#">View File</a> |

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.

Adhering to waste management guidelines provided by the Municipal Corporation, Chandigarh and the e-waste management policy of the Chandigarh Administration, following initiatives were undertaken to ensure effective waste management and environmental sustainability: Waste is segregated into dry, wet, and e-waste at by using strategically placed dustbins across the campus which is collected daily by Municipal Corporation vehicles and transported to the designated waste treatment plant. Biodegradable waste such as, kitchen waste from the hostel messes and dried leaves are processed to prepare vermin-compost which is utilized for fertilizing gardens and plants, promoting sustainable gardening practices. To foster a culture of environmental sustainability and to inspire students to adopt the principles of 'Reduce, Reuse, and Recycle, awareness lectures, campaigns, and practical activities are organized regularly the institution is committed to reduce and eliminate plastic usage within the campus. Single-use plastic is strictly banned in compliance with Chandigarh Administration guidelines. In an endeavor towards contributing to the Swachh Bharat Abhiyan, the college community including students and staff collect plastic waste from neighboring areas (from time to time).The institution's commitment to responsible waste management aligns with its mission to create a cleaner and more sustainable environment.

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

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

Four of the above

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

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

Three of the above

| File Description  | Documents                 |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View File</a> |
| Documentary evidence in support of the claim                      | <a href="#">View File</a> |
| Geo-tagged photographs  | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

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

The institute is dedicated to creating a clean, pollution free and environmentally conscious environment at the campus. Following initiatives have been taken towards this endeavor: Measures that are integral to the campus cleanliness operations include daily sweeping; waste collection, segregation, disposal, and wet waste treatment. Hygiene and sanitation protocols are complied with and maintenance of facilities is taken care diligently by a dedicated support team. Green Campus Initiatives: With its landscaped gardens and well preserved green cover, the institute boasts a verdant and ambient environment. Tree-planting drives find a regular place in college activities calendar. A well maintained herbal garden has a variety of medicinal plants. A bed of Strawberry plants has been added to the existing fruit garden. All plants are tagged with

common and botanical names. Sustainability is campaigned through a plethora of activities such as carbon footprint monitoring, banning single-use plastics, promoting electric vehicles and bicycles, organizing and pledging for a cracker-free Diwali and regular campus cleanliness drives. Extending its efforts beyond the campus, it engages in community outreach programs promoting environmental awareness and cleanliness, contributing to a holistic ecosystem that supports health, well-being, and harmonious coexistence with nature.

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

**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      | <a href="#">View File</a> |
| Circulars and relevant policy papers for the claims made                                  | <a href="#">View File</a> |
| Snap shots and documents related to exclusive software packages used for paperless office | <a href="#">View File</a> |
| Income- Expenditure statement highlighting the specific components                        | <a href="#">View File</a> |

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

204128

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

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

The institute catalyzes holistic development, by leveraging local resources and fostering community engagement environment. To address the pressing challenges and also to foster a culture of shared growth, it collaborates with experts, educators and policy makers.

In its endeavor to empower the adopted village of Kajheri, activities like surveys, rallies, and educational visits are organized involving school students and local residents that promote knowledge exchange and mutual engagement. Committed to sustainability, the institute implements water and energy conservation measures, efficient waste management systems, and clean energy practices. Regular cleanliness drives, cultural celebrations, and awareness campaigns further highlight its environmental and social consciousness. Beyond academic excellence, the institute instills vital life skills and fosters a sense of responsibility in students aiming to create a lasting impact on the community, thus aspiring to shape a sustainable and inclusive future.

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

**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, teachers, administrators and other staff**

**A. All of the above**

## 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 | <a href="#">View File</a> |
| Web-Link to the Code of Conduct displayed on the institution's website   | <a href="#">View File</a> |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct                                  | <a href="#">View File</a> |
| Details of the Monitoring Committee, Professional ethics programmes, if any  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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 practices are uploaded on the college website under the given link.**

**<https://www.gcechd.ac.in/pdf/best-practice-2023-24.pdf>**

| File Description  | Documents                 |
|---|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

## 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

**VISION: Government College of Education, Chandigarh envisions fostering excellence in teacher education by holistically grooming**

future educators who contribute meaningfully to society. With a legacy of over seven decades, the institution aspires to nurture individuals who excel nationally and internationally, shaping generations of learners with integrity, competence, and commitment.

**PRIORITY:** The College prioritizes the professional and personal growth of teacher aspirants by providing cutting-edge infrastructure, rich library of resources reflecting historical and contemporary pedagogical thought, in intellectually stimulating environment. The institution places emphasis on facilitating inclusivity and empowering educators from diverse backgrounds, particularly through its Centre of Distance and Online Education (CDOE).

**THRUST:** Thrust of the institution lies in creating a transformative learning ecosystem catering to both regular and distance learners. The CDOE exemplifies by enabling aspiring teachers to upgrade their qualifications and skills. The Personal Contact Program (PCP) serves as a cornerstone, offering interactive and resourceful training twice a year, benefiting over 200 participants per session. The college ensures comprehensive teacher training through well-equipped classrooms, laboratories, and expert faculty guidance. The mentorship of faculty has consistent record of achievements of the students in curricular and co-curricular activities to further the strength to optimize for the beneficiaries of the CDOE.

| File Description  | Documents                 |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |