GOVERNMENT COLLEGE OF EDUCATION, SECTOR- 20D, CHANDIGARH

SELF APPRAISAL REPORT
2016

(Re-Accreditation-Cycle-II)
Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

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PREFACE

Government College of Education, Chandigarh is one of the oldest and premier teacher education institutions of the region. Established in 1954 as Post Graduate Basic Training College, it was renamed as Govt. College of Education, Chandigarh, in the year 1968.

The motto of our college 'Aaroha Tamaso Jyoti' ignites the fire within and paves way for the light of knowledge. To nurture team spirit and instill the sense of discipline and responsibility; to uphold and sustain the ideals, ethics and morality; to sensitize youth towards wide-ranging societal concerns, gender and environmental issues are the ideals envisioned by the college.

Known for its distinction, this college has maintained a strong commitment to provide high quality teacher education programs by conscientiously evaluating priorities and efficiencies to become a stronger institution in the chosen area. This co-educational college of education has a campus and facilities that are second to none - sprawling grounds, well-equipped computer and language laboratories with intranet and internet facilities, spacious auditorium/ college hall. The only Government College of Education in Chandigarh that has taken the initiative of becoming research centre in the area of teacher education, it is striving to become a model centre of excellence for teacher learning. We strive to advance the most important objectives of our college- creating excellence in prospective teachers. We continue to learn and collectively endeavor to build the academic environment of learning beyond classrooms in the campus and our college, as an institution.

This Self- Appraisal Report (SAR) focuses mainly on evaluating how well the college meets the accreditation criteria and documents supportive patterns of evidence in this context. This exercise provided us an opportunity to weigh up the worth of institutional policies, procedures and practices to identify strengths, concerns and challenges that must be addressed in order to keep the flag of this institution high in the arena of contemporary teacher education in the country. We restate our dedication to maintain the high quality and continuous improvement in the field of effective teacher education, as specified by NAAC. To meet our desired objective, members of the committee have generously given time and talent to the process. Members of the Self- Appraisal Steering Committee, staff members and administrators were remarkably kind in meeting the deadlines for various criteria drafts.

We sincerely hope and believe that the NAAC will also appraise and justify our sincere endeavor.

 (DR. SANJEEV KUMAR)   (DR.HARSH BATRA)
COORDINATOR   PRINCIPAL
NAAC STEERING COMMITTEE   GOVERNMENT COLLEGE OF EDUCATION,
                                         SECTOR-20-D, CHANDIGARH

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Self-appraisal Report

Part I: Institutional Data

</div>

A. Profile of the Institution

1.   Name and address of the institution: Government College of Education, Sector-20D, Chandigarh.

2. Website URL: gcechd.nic.in

3. For communication: Government College of Education,

Sector-20-D, Chandigarh.

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal – Dr. (Mrs.) Harsh Batra	0172-2700075 0172-2784182	0172-2700075	gcechd@yahoo.co.in
Dean- Dr. Renu verma	0172-2700075	0172-2700075	reach2renu@gmail.com
Vice-Principal – Dr. Jasvir Kaur Chahal	0172-2700075	0172-2700075	jkchahal20@gmail.com
Self - appraisal Co-ordinator- Dr. Sanjeev Kumar	0172-2700075	0172-2700075	sanjeev31march@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal – Dr. (Mrs.) Harsh Batra	0172-2572665	9316118538
Dean- Dr. Renu verma	0172-2777908	9417324205
Vice-Principal – Dr. Jasvir Kaur Chahal	--	9815545542
Self - appraisal Co-ordinator- Dr. Sanjeev Kumar	0172-2564986	9463391570

4. Location of the Institution:

Urban [√]   Semi-urban [--]   Rural [--]   Tribal [--]

Any other (specifies and indicates) [--]

5. Campus area in acres:

| 14 acres/ 56655.99 sq. mts. |

6. Is it a recognized minority institution?   Yes ☐   No ☑

7. Date of establishment of the institution: Month & Year

MM	YYYY
08	1954

8. University/Board to which the institution is affiliated:

| Panjab University, Chandigarh |

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
01	1956

Month & Year

12B

MM	YYYY
01	1956

10. Type of Institution

a. By funding	i. Government-	Yes	☑
	ii. Grant-in-aid-	No	
	iii. Constituent -	No	
	iv. Self-financed-	No	
	v. Any other (specify and indicate)-	No	
b. By Gender	i. Only for Men		
	ii. Only for Women		
	iii. Co-education-	Yes	☑
c. By Nature	i. University Dept.-	No	
	ii. IASE-	No	
	iii. Autonomous College-	No	
	iv. Affiliated College-	Yes	☑
	v. Constituent College-	No	
	vi. Dept. of Education of Composite College -	No	
	vii. CTE-	Yes	☑
	Viii. Any other (specify and indicate)-	No	

11. Does the University / State Education Act have provision for autonomy?

Yes ☐   No ☒

If yes, has the institution applied for autonomy?

Yes | -- | No | -- |

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	No	NA	Certificate	NA	NA
		No	NA	Diploma	NA	NA
		No	NA	Degree	NA	NA
ii)	Primary/ Elementary	No	NA	Certificate	NA	NA
		No	NA	Diploma	NA	NA
		No	NA	Degree	NA	NA
iii)	Secondary/ Sr. secondary- (B.Ed.)	No	NA	Certificate	NA	NA
		No	NA	Diploma	NA	NA
		Yes	Graduation	Degree	Two Years from 2015-16 session	English, Hindi, Punjabi
iv.	Post Graduate- (M.Ed.)	No	NA	Diploma	NA	NA
		Yes	B.Ed.	Degree	Two Years from 2015-16 session	English, Hindi, Punjabi
v.	Other (specify)-pre- Ph.D. course work in Education	No	NA	Certificate	NA	NA
		No	NA	Diploma	NA	NA
		Ph.D. in Education	M.Ed. & NET in Education	Degree	6 months	English

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	NA	NA	NA	NA
Primary/Elementary	NA	NA	NA	NA
Secondary/ Sr.secondary	B.Ed.	NCTE/F.NRC/NCTE/F-3/ CH-06/97/2612-17 DATED 18/07/1997/ B.Ed	Permanent	200 - from 2015-16 session
Post Graduate	M.Ed.	NCTE/F.No./F-3/CH-2/2/2000/ 15352-15358 DATED 27.01.2000/02.02.2000/ M.Ed.	Permanent	100- from 2015-16 session
Other (specify)-pre- Ph.D. course in Education	Ph.D. in Education	9939/GM, Dated 09/07/2014 (Panjab University, Chandigarh)	Permanent	

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated
    Vision

Yes	Y	No	

    Mission

Yes	Y	No	

    Values

Yes	Y	No	

    Objectives

Yes	Y	No	

2. a) Does the institution offer self-financed programme(s)?

Yes		No	N

If yes,

a)   How many programmes?

NA

b)   Fee charged per programme

NA

3. Are there programmes with semester system

YES (w.e.f. 2014-15)

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	Y	No	

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

10-12

5. Number of methods/elective options (programme wise)

D.Ed.

NA

B.Ed.

15/05

M.Ed. (Full Time)

04

M.Ed. (Part Time)

NA

Any other (specify and indicate)

NA

6. Are there Programmes offered in modular form

Yes		No	N

Number	NA

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	Y	No	

Number	02

8. Are there Programmes with faculty exchange/visiting faculty

Yes	Y	No			Number	02

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	Y	No	

- Academic peers

Yes	Y	No	

- Alumni

Yes	Y	No	

- Students

Yes	Y	No	

- Employers

Yes	y	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

NA

11. Has the institution introduced any new courses / subjects (√) in teacher education during the last three years? *One Pre- Ph.D. course work and two teaching subjects.*

Yes	Y	No	

Number	01 + 02

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	y	No	N

Number	02

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes | Y | No | |

14. Does the institution encourage the faculty to prepare course outlines?

Yes | √ | No | |

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

   a) Through an entrance test developed by the institution — N

   b) Common entrance test conducted by the University/Government — N

   c) Through an interview — N

   d) Entrance test and interview — N

   e) Merit at the qualifying examination- B.Ed. — Y

   f) Any other (specify and indicate)- Merit cum Common entrance test conducted by the University/Government for M.Ed. — Y

   (If more than one method is followed, kindly specify the weightages (as per university norms)

2. Furnish the following information (for the previous academic year):

   a) Date of start of the academic year — 28/07/2014

   b) Date of last admission — 20/08/2014

   c) Date of closing of the academic year — 31/05/2015

d) Total teaching days

226

e) Total working days

235

3. Total number of students admitted – 2014-15

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.- NA	--	--	--	--	--	--	--	--	--
B.Ed.	24	270	294	08	67	75	16	203	219
M.Ed. (Full Time)	06	29	35	02	09	11	04	20	24
M.Ed. (Part Time)- NA	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?

Yes	Y	No	

If yes, how many?

06

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

12487

b) Unit cost including salary component

133899

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** *of profile of the institution)*

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session- 2014-15

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	87.5	52.33	78.133	46.3
M.Ed. (Full Time)	73.19	58.44	65.91	50.31
M.Ed. (Part Time)	--	--	--	--

7.   Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes [ ]   No [√]

8.   Does the institution develop its academic calendar?

Yes [√]   No [ ]

9.   Time allotted (in percentage)

Programmes	Theory	Practice Teaching/ Field work and Research	Practicum
D.Ed.	--	--	--
B.Ed.	63.64%	18.18%	18.18%
M.Ed. (Full Time)	73.34%	16.66%	10%
M.Ed. (Part Time)	--	--	--

10.   Pre-practice teaching at the institution

   a) Number of pre-practice teaching days

   | 1 | 5 |

   b) Minimum number of pre-practice teaching

      lessons given by each student

   | 0 | 2 |

11.   Practice Teaching at School
      a) Number of schools identified for practice

         teaching

   | 2 | 0 |

      b) Total number of practice teaching days

   | 4 | 5 |

      c) Minimum number of practice teaching

         lessons given by each student- (per teaching subject)

   | 4 | 5 |

12.   How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

| No. of Lessons In simulation | No. 04 | No. of Lessons Pre-practice teaching | No. 02 |

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes [Y]   No [ ]

14. Does the institution provide for continuous evaluation?

Yes [Y]   No [ ]

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	--	--
B.Ed.	28.18	71.82
M.Ed. (Full Time)	19.58	80.42
M.Ed. (Part Time)	--	--

16. Examinations
   a) Number of sessional tests held for each paper   [0 | 2]

   b) Number of assignments for each paper-
      as per university syllabus- on an average   [0 | 2]

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	Y	
Intranet	Y	
Internet	Y	
Software / courseware (CDs)	Y	
Audio resources	Y	
Video resources	Y	
Teaching Aids and other related materials	Y	
Any other (specify and indicate)- e-journals, periodicals etc.	Y	

18. Are there courses with ICT enabled teaching-learning process?- (Courses- B.Ed. & M.Ed.)

Yes [Y] No [ ]

Number [02]

19. Does the institution offer computer science as a subject?

Yes [Y] No [ ]

If yes, is it offered as a compulsory or optional paper?

Compulsory [Y]   Optional [Y]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	18 +2*	91	%

*On deputation to Govt. College for Yoga Education and Health , Sector-23, Chandigarh

2. Does the Institution have ongoing research projects?

Yes		No	N

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
NA	NA		

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.   01

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)
    - ○ Teachers are given study leave   √
    - ○ Teachers are provided with seed money   X
    - ○ Adjustment in teaching schedule   √
    - ○ Providing secretarial support and other facilities   √
    - ○ Any other specify and indicate (Funding From Agencies)   √

5. Does the institution provide financial support to research scholars?-   NA

    Yes [ ]   No [√]

6. Number of research degrees awarded during the last 5 years.-   NA
    a.   Ph.D.   [ ]
    b.   M.Phil. [ ]

7. Does the institution support student research projects (UG & PG)?

    Yes [√]   No [ ]

13

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	√		22
National journals – referred papers Non referred papers	√		84
Academic articles in reputed magazines/news papers		√	00
Books	√		10
Any other (specify and indicate)- Full paper Conference proceedings	√		118

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	x

Number	x

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	120	
International seminars	21	
Any other academic forum	nil	

11. What types of instructional materials have been developed by the institution?
(Mark `✓' for yes and `X' for No.)

Self-instructional materials
Print materials ☐

Non-print materials (e.g. Teaching ☑ √

Aids/audio-visual, multimedia, etc.) ☑ √

Digitalized (Computer aided instructional materials) ☐

Question bank ☑ √

Any other (specify and indicate) ☐

12. Does the institution have a designated person for extension activities?

Yes ☑ √   No ☐

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If yes, indicate the nature of the post.

Full-time ☐　　　　Part-time ☐　　　　Additional charge [√]

13. Are there NSS and NCC programmes in the institution? - only NSS

Yes [√]　　　　No ☐

14. Are there any other outreach programmes provided by the institution?

Yes [√]　　　　No [X]

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

[06]

16. Does the institution provide consultancy services?

Yes [√]　　　　No ☐

In case of paid consultancy what is the net amount generated during last three years.

[NA -]

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	X
International level	X

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

[3000 sq.mts.]

2. Are the following laboratories been established as per NCTE Norms?

a)	Methods lab	Yes [Y]	No ☐
b)	Psychology lab	Yes [Y]	No ☐
c)	Science Lab(s)	Yes [Y]	No ☐
d)	Education Technology lab	Yes [Y]	No ☐
e)	Computer lab	Yes [Y]	No ☐
f)	Workshop for preparing teaching aids	Yes ☐	No [N]

15

3. How many Computer terminals are available with the institution?

> 96

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

> 362350 -

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

> 12350 -

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

> 174825 -

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

> nil

8. Has the institution developed computer-aided learning packages?

Yes ☐   No ☒

9. Total number of posts sanctioned as on 2014-15

Table shows total working teachers as in 2014-15 session

	Open		Reserved	
	M	F	M	F
Teaching-29	06	13	02	04
Non-teaching-41	14	10	10	05

10. Total number of posts vacant

	Total	Open		Reserved	
		M	F	M	F
Teaching	07				
Non-teaching	15				

11. a. Number of regular and permanent teachers

	Open		Reserved (Gender-wise)	
	M	F	M	F
Lecturers- Asstt. Professors	06	05	01	04
	M	F	M	F
Readers- Associate Professors	--	05	01	--

Professors – NIL

M	F	M	F
--	--	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

On Contract-03   Open   Reserved

(Assistant Prof.)-/Guest Lecturers-07

M	F	M	F
01	09		
M	F	M	F

Readers- NIL

Professors - NIL

c. Number of teachers from   Same state U.T

21

Other states Pb-01

01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	NA
B.Ed.	1:10
M.Ed. (Full Time)	1:10
M.Ed. (Part Time)	NA

13. a. Non-teaching staff   Open   Reserved

Permanent – T -26 , M- 17, F- 09

M	F	M	F
11	05	06	04

Temporary –T-13, M-07, F- 05

M	F	M	F
03	04	04	01

b. Technical Assistants   Permanent

M	F	M	F
--	--	--	--

M-00, F-01

                     Temporary

M	F	M	F
--	01	--	--

14. Ratio of Teaching – non-teaching staff

1:1.5

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

90.67%

16. Is there an advisory committee for the library?

    Yes | √ | No | |

17. Working hours of the Library

On working days

On holidays

During examinations

| Mon-Fri-7 Hrs. |
| Sat-5 Hrs. |

| closed |

| Same as working days |

18. Does the library have an Open access facility

| Yes | √ | No | |

19. Total collection of the following in the library

a. Books

| 40067 |

- Textbooks

| 26422 |

- Reference books

| 2200 |

- others(general +rare+ gifted books)

| 11445 |

b. Magazines

| 34 |

e. Journals subscribed

      - Indian journals

| 26 |

      - Foreign journals-No

| NO |

f. Peer reviewed journals

| 26 |

g. Back volumes of journals

| 415 - |

h. E-information resources-4

      - Online journals/e-journals

| 6287 |

- CDs/ DVDs

| 21 |

      - Databases

      - Video Cassettes

| No |

      - Audio Cassettes

| No |

20. Mention the

Total carpet area of the Library (in sq. mts.)

| 463.028 sq mts |

Seating capacity of the Reading room

| 100 |

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated | √

22. Which of the following services/facilities are provided in the library?

Circulation	√
Clipping	√
Bibliographic compilation	X
Reference	√
Information display and notification	√
Book Bank	√
Photocopying	√
Computer and Printer	√
Internet	√
Online access facility	√
Inter-library borrowing	x
Power back up	√
User orientation /information literacy	√
Any other (please specify and indicate)	--

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day | 50

Maximum number of days books are permitted to be retained

by students | 14 davs

by faculty | One month

Maximum number of books permitted for issue

for students | B.Ed-2 M.Ed-4

for faculty | 8

Average number of users who visited/consulted per month | 500

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled | 1:38

25. What is the percentage of library budget in relation to total budget of the institution

> 10-15 % -

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I(2012-13)		II(2013-14)		III(2014-15)	
	Number	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**	**Number**	**Total cost (in Rs.)**
Text books	296	148783/-	505	19990/-	260	199986/-
Other books	172		132		142	
Journals/ Periodicals	-	-	-	-	03	5300/-
Any others specify and indicate(gifted books)	100	free	341	free	283	free
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.	--	--	--
B.Ed.	1-2%	1-2%	1-2%
M.Ed. (Full Time)	1-2%	1-2%	1-2%
M.Ed. (Part Time)	--	--	--

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	√	No	

If yes, how many students are under the care of a mentor/tutor?

> 17-18

3. Does the institution offer Remedial instruction?

Yes		No	√

4. Does the institution offer Bridge courses?

Yes		No	√

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I (2012-13)	II (2013-14)	III (2014-15)	I (2012-13)	II (2013-14)	III (2014-15)	I	II	III
Pass percentage	99.3%	99.6%	100%	100%	100%	100%	--	--	--
Number of first classes	290	289	288	32	33	35	--	--	--
Number of distinctions (above 75%)	115	58	125	15	11	21	--	--	--
Exemplary performances (Gold Medal and university ranks)	--	--	--	--	--	--			

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)- I-2012-13, II-2013-14, 2014-15*

*Result Awaited

NET

SLET/SET

   Any other (specify and indicate) (CTET)

I	II	III
14	09	
46	30	

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I (2012-13)	II (2013-14)	III(2014-15)
Merit Scholarship	x	x	x
Merit-cum-means scholarship	x	x	x
Fee concession	22	21	20
Loan facilities	x	x	x
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	√	No	

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	

Non-teaching staff

Yes	√	No	

10. Does the institution provide Hostel facility for its students?

Yes	√	No	

If yes, number of students residing in hostels

Men

40

Women

60

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	√	No	

Indoor sports facilities

Yes	√	No	

Gymnasium

Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available? *(for the peon to take daily dak)*

Yes	√	No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised. (2014-15)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		√		√		06 events (32 items)
Inter-university		√			√	--
National		√		√		01 event (04 items)
Any other (specify and indicate)	--	--	--	--	--	--

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	100	3
Regional	01	01
National	01	
International		

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2003 -

19. Does the institution have a Student Association/Council?

Yes | √ | No | |

20. Does the institution regularly publish a college magazine?

Yes | √ | No | |

21. Does the institution publish its updated prospectus annually?

Yes | √ | No | |

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2012-13 (%)	2013-14 (%)	2014-15* (%)
Higher studies	18	29	
Employment (Total)	--	--	--
Teaching	10	10	
Non teaching	No record	No record	No record

record not available at the time of preparation of report.

23. Is there a placement cell in the institution?

Yes   √   No   ☐

If yes, how many students were employed through placement cell during the past three years.

2012-13	2013-14	2014-15
01	01	01

24. Does the institution provide the following guidance and counselling services to students?

                                                        Yes   No

- Academic guidance and Counseling   √ ☐
- Personal Counseling   √ ☐
- Career Counseling   √ ☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes   √   No   ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	weekly
Staff council	monthly
IQAC/or any other similar body/committee	quarterly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) • Advisory Committee • Library Committee • Skill-in-Teaching Committee • Examination Committee • Lecture Shortage Committee • NSS Committee	As per requirement

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility

Medical assistance

Insurance

Other (specify and indicate)

Yes	√	No	
Yes	√	No	
Yes	√	No	
Yes	√	No	

4. Number of career development programmes made available for non-teaching staff during the last three years

| | 0 | 3 |

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

| 16 |

b. Number of teachers who were sponsored for professional development programmes by the institution

National

| 0 | 0 | 0 |

International

| 0 | 0 | 0 |

c. Number of faculty development programmes organized by the Institution:

| 0 | 1 | 0 |

d. Number of Seminars/ workshops/symposia on Curricular development,

   Teaching- learning, Assessment, etc. organised by the institution

	0	4

e. Research development programmes attended by the faculty

	2	5

f. Invited/endowment lectures at the institution

0	1	5

   Any other area (specify the programme and indicate)

--	--	--

6.   How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

b. Student assessment of faculty performance

c. Expert assessment of faculty performance

d. Combination of one or more of the above

e. Any other (specify and indicate) (ACR/APAR)

Yes	√	No	
Yes	√	No	
Yes		No	√
Yes	√	No	
Yes	√	No	

7.   Are the faculty assigned additional administrative work?

Yes	√	No	

If yes, give the number of hours spent by the faculty per week

6Hrs/person

8.   Provide the income received under various heads of the account by the institution for previous academic session (2014-15)

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (specify and indicate)

NA

NA

NA

NA

9. Expenditure statement (for last two years) (Rs. In thousands)

	2013-14	2014-15
Total sanctioned Budget	37942	44721
% spent on the salary of faculty	56.639	59.882
% spent on the salary of non-teaching employees	33.429	31.065
% spent on books and journals	0.39	0.42
% spent on developmental activities (expansion of building)	--	--
% spent on telephone, electricity and water	2.20	1.78
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	--	--
% spent on maintenance of equipment, teaching aids, contingency etc.	7.29	6.728
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.04	0.049
% spent on travel	--	--
Any other (specify and indicate)- Medical reimbursement	0.000026	0.058
Total expenditure incurred	37942	44721

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

	Surplus in Rs.	Deficit in Rs.
2012-13	No	No
2013-14	No	No
2014-15	No	No

11. Is there an internal financial audit mechanism?

Yes [ ]   No [√]

12. Is there an external financial audit mechanism?

Yes [√]   No [ ]

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	√	No
Finance	Yes	√	No
Student Records	Yes	√	No
Career Counselling	Yes	√	No
Aptitude Testing- *Not Applicable -*	Yes		No
Examinations/Evaluation/	Yes	√	No
Assessment	Yes	√	No
Any other (specify and indicate)	Yes		No

14. Does the institution have an efficient internal coordinating and monitoring mechanism?

Yes | √ | No | |

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes | √ | No | |

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes | √ | No | |

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes | √ | No | |

18. Is a grievance redressal mechanism in vogue in the institution?
    a) for teachers | √ |
    b) for students | √ |
    c) for non - teaching staff | √ |

19. Are there any ongoing legal disputes pertaining to the institution?

Yes | | No | √ |

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes | √ - | No | |

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21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes | √ - | No | |

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes | Y | No | |

2. Do students participate in the Quality Enhancement of the Institution?

Yes | Y | No | |

3. What is the percentage of the following student categories in the institution (2014-15)?

	Category	Men	%	Women	%
a	SC	08	2.43	40	12.16
b	ST	--	--	02	0.61
c	OBC	NA		NA	
d	Physically challenged	01	0.3	6	1.8
e	General Category	20	6.08	223	67.78
f	Rural	--	--	--	--
g	Urban	--	--	--	--
h	Any other (specify)	1(Def)	0.3	16(Def) 03(Sports) 06 (Foreign Students) 03(FF)	4.86 0.9 1.8 0.9

4.   What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	3.44	08	33
b	ST	--	--	--	--
c	OBC	04	13.8	02	8.33
d	Women	11	37.9	08	33
e	Physically challenged	01	3.44	--	0
f	General Category	13	44.82	13	54.16
g	Any other (specify)	--	--	--	--

5. What is the percentage incremental academic growth of the students for the last two batches?
Batch I- 2013-14 and Batch-II- 2014-15

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2014-15	Batch II 2015-16
SC	49	48	49	48
ST	05	02	05	02
OBC	Nil	nil	Nil	nil
Physically challenged	08	07	08	07
General Category	241	243	241	243
Rural	--	--	--	--
Urban	--	--	--	--
Any other (specify)	Def 14 Sports 03 FS 07 FF 02	17 04 06 03	Def 14 Sports 03 FS 07 FF 02	17 04 06 03

Part II: The Evaluative Report

1. Executive Summary

Environment in which the institution operates

Our college campus is spread over a vast area of 14 acres with 3000 sq. mts. of covered area. It has excellent infrastructure with 09 ICT-enabled classrooms, extremely rich library, separate staff room, Principal office, Dean office, IQAC cell, well equipped college office with computerized operations, steno room, well equipped six laboratories (Computer lab, Language lab, Education Technology Lab., Home Science lab., Psychology and Guidance & Counseling Lab., Science Lab, Gymnasium, Dispensary), Music room, Fine Arts room, girls common room, Playgrounds, separate well equipped, well furnished and well maintained Boys' and Girls' hostels with mess and all other facilities for holistic development of future educators. Entire campus of the college, including boys and girls hostels, is under electronic surveillance through 42 CCTV cameras. Computers and internet facilities have been provided in all class-rooms of the college and to all the faculty members for better access and utilization of latest resources for excellence in teaching learning and research. A well-equipped college auditorium with seating capacity of 500 plus students adds to the overall ambience of the institution.

It also has a rich library with open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e-resources, journals, magazines, dictionaries, handbooks, reports, surveys and encyclopedias and has nearly 40.000 general and reference books, 93809 e-Books, 6287 e-journals, 21 Digital Database through N-list and 72 journals and periodicals. . It offers wide range of information services like reference, bibliographic, current awareness, and orientation services etc. The college library has a rare book section also. Library is fully computerized with a number of computers and is linked through networking. LIBSYS software is installed for library operations. M.Ed. students have been specially provided with INFLIBNET/N-List linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility. The college provides scholarships and books from 'book bank' for the needy students.

The college is ICT enabled with 96 computers available in computer room, library, office, labs. and faculty rooms. Classrooms are also ICT enabled with digital podia, LCD projectors and internet facility. Computers, laptops, printers and internet facilities are given to all the faculty members. BSNL broadband facility is available in the college. Software IBM SPSS stat base 20.0 and other softwares have also been uploaded for the convenience of students and teachers for the purpose of research.

The college has a strong human resource in the form of 29 sanctioned teaching posts, highly qualified faculty with 20 regular faculty members and three faculty members on contract holding Ph.D. degrees in their respective areas of specialization. Many of our regular faculty members are guiding research (for Ph.D. degrees) in education and interdisciplinary areas and all the regular faculty members are guiding M.Ed. research. The professional growth of the

faculty is assured through participation in orientation/ refresher/ summer/ winter courses, seminars, conferences, workshops, paper presentations, publications in research journals, faculty development programmes, resource building through mutual exchange as resource persons. Besides the teaching staff, the college has 41 non teaching members in the office and support staff.

Curriculum transaction is participatory and ICT enabled. Varied methods of teaching-learning are used by the faculty. A co-operative, encouraging and creative learning environment is provided to the students. Vision, mission, objectives and values of the college are kept in mind while transacting the curricular and co curricular activities. The institution has several academic and co-curricular committees to ensure a learning-oriented and motivating campus environment. These committees meet regularly to plan, execute and monitor various activities as per the academic calendar of the college and further ensure the proper implementation of various decisions in these matters for proper development   and performance improvement of the students. Regular value education assemblies, society periods, tutorials, NSS and red ribbon club activities, extension lectures provide rich supplement to our curriculum transaction activities. Frequent on campus and off campus learning experiences are the hall mark of our institution.

Regulatory bodies and their controls

Our college is under Chandigarh Administration which controls the administrative and financial decisions of the college and all the appointments are done by the Chandigarh administration. College is affiliated to Panjab University Chandigarh. The academic control is regulated by Panjab University. UGC and NCTE are the two regulatory bodies which regulate the working of the college, through the relevant rules and regulations about all the aspects of the college, provided by them. The college fully adheres to the norms and standards prescribed by the regulatory bodies.

Key relationship with the practice teaching schools and the community

Our college through Director School Education, Chandigarh Administration, establishes linkages with large number of government schools of Chandigarh for practice teaching, project works and research related activities. In each school, around 15-16 students, who are under one mentor teacher educator, are sent for school experience programme. The practice teaching sessions/plans are developed in consultation with the respective school heads. Each student teacher is attached with a teacher educator/mentor. Lesson plans are monitored by the mentor/teacher educator and school subject teacher both who provide continuous feed back to student teacher. Subject teacher in school guides the student teacher about method/teaching strategies/ approaches to transact specific content matter. Teacher educator and school subject teacher observe the delivery of lesson plans and provide constructive feedback. Besides this, students also complete their project works assigned to them during teaching practice. M.Ed. students get the full support and cooperation of the practice schools for their field works and research.

NSS and Red Ribbon club activities, including, blood donation camp, pulse polio drive, awareness campaigns on AIDS and female foeticide, environmental issues, cleanliness

drives, tree plantation, health and hygiene drives for school children, awareness about eye and organ donation, sensitization about problems of elderly, blind, physically and mentally challenged, children living in home for destitute -Mother Teresa Home- are undertaken by the college students in order to serve the community meaningfully. Experts from community are invited from time to time to the college for personality development lectures as well as extension lectures on curricular, social, cultural, religious, research based scientific aspects. This helps in developing the core human values and life skills among our students.

The challenges faced by the institution in building a quality institution

The upcoming changes in the society and education sector brings before the institution number of challenges. Some of the key issues are:

- Growing challenges from diversification and modernization of school education and research.
- Choice Based Credit system
- Challenges arising out of implementation of RTE, RMSA and CCE.
- Relevant changes at national level in the form of RUSA guidelines and frequent structural changes in Teacher education curriculum by NCTE.
- Continuous up gradation of schools to a smart mode/ online mode also necessitates relevant changes in our teacher education pedagogy.

CRITERION WISE ANALYSIS

Criterion I: Curricular Aspects

1.1   Curricular Design and Development

1.   State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Vision: Preparation of future teachers par excellence who are knowledgeable, sensitive to the needs of societal aspirations, capable of being the harbingers of social transformation and are sound visionaries.

Mission: The motto of the college 'Aaroha Tamaso Jyoti' meaning 'Ascend from Darkness to Light serves as mission of the college. It symbolizes the journey of the community of intellectuals from darkness of ignorance to the brilliance of light of knowledge aiming at comprehensive and value-based learning system for academic excellence and social transformation.

In light of the above, the mission of the college remains preparing future teachers who are:

a.   committed to excellence

b. having quest for knowledge
c. resourceful
d. eager to Acquire relevant skills
e. capable of sensing social needs and aspirations
f. empowered to act as agents of social change
g. prepared to reorient their vision on sound foundations.

Values:

The values rooted in the above stated mission are embedded in work culture of the college since its inception in 1954. These are well reflected in its rich tradition of teaching learning, extension, outreach and research activities, which are holistic and integrated to accomplish the mission. They cater to the overall growth of its student-teachers in nurturing a composite environment. Punctuality, self discipline, self confidence, critical and independent thinking, personal integrity, resourcefulness, dutifulness, dedication, nationalism, patriotism, dignity of and respect for individuals, reverence to elders and women, affection to younger, care of the public property, cleanliness, empathy, communal harmony, righteousness and incorruptibility are some of the basic components of our value spectrum being nurtured through various curricular and co curricular inputs in the college.

Objectives:
The stated purpose of the college includes the following objectives:

- To create a pool of academically sound, serene and excellent teachers for the country,
- To provide high-quality and value based teacher education.
- To explore and nurture the potential of future teachers for optimum utilization of their inherent capabilities and talents,
- To develop knowledge acquisition skills relevant to the 21st century,
- To instil the sense of discipline and responsibility among the future teachers,
- To develop life skills including employability skills among future teachers,
- To nurture team spirit among them,
- To prepare them to take on challenges of actual classroom situations,
- To uphold and sustain the ideals, ethics and morality of the community of teachers,
- To sensitize future teachers towards comprehensive social concerns, gender, environmental issues and peace.
- To prepare future teachers as visionaries through quantitative and qualitative research exposure,
- To prepare the future-teachers to face the outside world confidently and contribute significantly to the positive changes necessary for social transformation.

2. **Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).**

Being a government and affiliated college of university, prescribed curricula as per guidelines of NCTE framed by Panjab University, Chandigarh are followed. Teachers of our college remain members of topmost academic bodies of Panjab University which include syndicate, senate, academic council, Faculty of Education and board of studies. For curricular development processes, the institution firstly assesses the need for modifying the existing curriculum or developing the new one by collecting feedback formally and informally. Academic deliberations are held at regular intervals with subject experts from the field. The faculty engages in regular feedback collection through formal and informal ways.

The feedback thus collected is analyzed and discussed and final outcomes are forwarded to the concerned quarters of the university like board of studies, faculty of education, academic council, senate and syndicate.

3. **How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

The global trends in teacher education are reflected in the curriculum prescribed by Panjab University, Chandigarh. Courses like guidance and counseling, ICT Skill development, Research and Development, Educational Technology, Health and Physical Education, Education of children with special needs, Communication And Employability Skills, Environmental Education , participation in sports, cultural activities, educational tour and trips are integral part of the curriculum. The curriculum is an effort to blend pedagogical theory, professional ethics, teaching competence and innovative practices to be helpful in producing effective, skilled and humane teachers to meet the emerging needs. Moreover, to meet the emerging needs, our faculty adopts flexible methodology for transacting the existing curricula.

4. **How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**

The institution ensures that the curriculum bears some thrust on national issues like environment, value education and ICT by integrating these cross cutting issues into the curriculum in following ways:

Environment Education-

- An optional paper of Environment Education forms a part of the curriculum
- It is a common practice to put students of respective Tutorial Groups on weekly duty to check and switch off any extra appliance not in use for energy conservation.
- The campus has been declared as 'No smoking zone',

- Regular Tree Plantation drives are undertaken in the campus and in the adopted school.
- Awareness about environmental issues is imparted through tree plantation drives, environmental rallies, slogan writing, poster making and essay writing competitions, extension lectures by eminent subject experts on topics such as global warming, pollution , conservation and disaster management etc.
- Sensitization is further enhanced through Celebration of days like Urja Diwas, Swachha Bharat Campaign, Environmental day, Earth day, Pollution free Diwali etc.

Value Education

- College strives to inculcate the cherished value-spectrum of punctuality, self discipline, self confidence, critical and independent thinking, personal integrity, resourcefulness, dutifulness, dedication, nationalism, secularism, democracy, patriotism, dignity of and respect for individuals, reverence to elders and women, affection to younger, care of the public property, cleanliness, empathy, communal harmony, righteousness and integrity.
- For inculcation of these values among our pupil teachers, weekly theme based value education assemblies are organized by the tutorial groups under the guidance of their respective tutors. During these assemblies, special days and weeks are also observed.
- Weekly tutorial group meetings under the stewardship of tutors further facilitate the strengthening of these values.
- Regular participation of students in diverse co-curricular and sports activities focuses on the inculcation of values such as co-operation, self expression and self –discipline, adherence to rules and qualities of leadership etc.
- From time to time extension lectures of different experts from diverse fields- ranging from economic to spiritual- are organized to inculcate values in the students.
- Arya Mahila Sangathan volunteers deliver various talks regularly on Moral Education and Responsibilities of a Teacher in each session.
- NSS volunteers of the college participate actively in Pulse Polio Drive, Armed Forces Flag Day Celebration, Communal Harmony, Social Sensitization for Eye Donation and Organ Donation etc.

   ICT:
- A compulsory paper of ICT Skill development forms a part of the curriculum to prepare pupil teachers to use ICT in teaching learning processes.
- The College has its own website which provides information to students and public at large.
- The College provides internet browsing facility to its students, staff and faculty.
- Laptops are provided to the staff to improve their teaching effectiveness,
- Ten modems under NMEICT have been provided to the college.
- ICT equipped classrooms comprising of overhead projectors, white boards, podium with computers and internet facility are available in the college.

- Library provides online access catalogue (OPAC) and internet services to the staff and students.
- INFLIBNET' has been subscribed to provide access to e-books and e-journals; n-list programme of for college faculty and M.Ed. students.

5. - **Does the institution make use of ICT for curricular planning? If yes give details.**
Yes, the institution makes use of ICT for curricular planning at two levels:

Curriculum planning and transaction for the semester/session at the institutional level:

- The planning for time table, college calendar and the detailed skill in teaching, examinations and co curricular activities is done well in advance using ICT and displayed at the college website,
- All the faculty members are trained in utilizing the ICT facilities in the college (PPT, usage of LCD's; computers, etc.) for curricular planning and transaction.
- Students are guided by the faculty about relevant e-resources and curriculum transaction is done with full utilization of ICT resources.
- The use of technology has increased for curricular transactions as all the classrooms have digital podia and LCD projectors for making power point presentations.
- Under the NMEICT, 10 additional modems have been provided in the college for enhanced communication.
- All the faculty members have been provided with laptops, desktops, internet connectivity and printers in their office rooms.
- Student are encouraged to use e-resources in delivering their lessons during discussion lessons and practice teaching internship.
- Library provides free access to internet to the students and the faculty alike for the enrichment of curriculum transaction.
- The facility of accessing INFLIBNET connected E-resources is available to M.Ed. students and faculty for research purpose.
- The college library uses LIBSYS software for cataloging.
- The college has six labs (Educational Technology, Psychology cum guidance and counseling, Science, Computer, Language and Home Science) and a Fine Arts Room fully furnished and equipped with computers with latest configuration, internet facility, projectors and interactive boards. The catalogue of psychological tests has been digitized and is available to all..
- M.Ed. students make proper use of ICT for seminar presentations in different subjects as well as for reviewing literature for their dissertation work.

1.2 **Academic Flexibility**
1. **How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

The institution provides the following experiences to the students so that teaching becomes a reflective practice:

a) Initiatory School Experiences consist of:

- Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in both the teaching subjects.
- Planning and execution of micro lesson plans in at least two teaching-learning skills(Minimum 4 skills; Two in each subject)
- Delivering of two demonstration lessons per pedagogy subject by faculty
- Planning and delivering of two macro lesson plans discussion lesson per subject by Student teachers.

b) School Experience Programme consists of:
- Performance of actual practice (45 lessons per subject) and feed back by peers, school teachers and mentor teacher educator in school.
- Identification of mistakes generally committed by school students in concerned subject.
- Preparation of Report of School plant, Time table and attendance record of the students.
- Critical observation of 20 lessons in each subject.
- Organization of co-curricular activities and morning assembly.
- A report of reflection on school experience programme with suggestions for further improvement.

2. **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

    The institution provides for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field by:

    - Providing a range of 15 pedagogy subjects and five elective options.
    - Encouraging them to conduct Community work to Identify and diagnose the problems prevailing in the community.
    - Guiding them to conduct action research.
    - Organising and encouraging students to participate in Annual Athletic Meet and prepare a report on it.
    - Arranging an actual visit for students to school for exceptional children to prepare a report.
    - Guiding them to carry out a Project on Environment and preparing its detailed report.
    - Guiding them to conduct Case study of a child with any of the disability mentioned in the theory course.

- Guiding them to prepare a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- Imparting them training in classroom interaction analysis by Flanders Interaction analysis system.

3. **What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

Value added course components on Employability and ICT Skills have been added by the Panjab university in the curriculum and these are being followed by the college. However two pedagogy subjects i.e., Teaching of Commerce and Teaching of Sanskrit have been added.

4. **How does the institution ensure the inclusion of the following aspects in the curriculum?**

   i. **Interdisciplinary/Multidisciplinary**
   ii. **Multi-skill development**
   iii. **Inclusive education**
   iv. **Practice teaching**
   v. **School experience / internship**
   vi. **Work experience /SUPW**
   vii. **Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated)

i. **Interdisciplinary/ Multidisciplinary**
- **Philosophical And Sociological Bases of Education**: This coursework ensures the understanding of relationship of historical, philosophical and sociological concepts with the discipline of education.
- **Learner Nature and Development**: This coursework ensures the understanding of child psychology and the nature of learner and concept and theories of learning in the discipline of education.
- **Educational Research and Statistics:** Courses on Elementary and advanced educational research and statistics are taught in order to make them understand the ins and outs of educational research and applied statistics.
- **Teaching of School Subjects:** Pedagogy of school subjects is multidisciplinary based on understanding of Philosophy, Psychological principles, educational technology and methodology.

ii) **Multi-skill development**
- **Communication and Employability Skills:** This coursework is aimed at developing effective communication skills, insight into the expository reading, journalistic writing,

thinking and communicating in the language of instruction and employability skills of student teachers. During the transaction of this coursework, a two days Workshop on grooming, soft skills, resume writing, interview techniques including mock interviews are organized every year. Students are also given an exposure to various employment opportunities available after the completion of their respective courses.

- **ICT Skill development:** Through this coursework, the college prepares its student teachers to integrate ICT skills effectively in learning teaching process.
- **Guidance and counseling:** This coursework enables the student teachers to develop an understanding of basic guidance and counselling services and organize guidance programme at the secondary school level.
- **Health and Physical Education:**
  This coursework ensures participation in sports and health education programmes.
- **Teaching Learning - Process and Evaluation:** This course work ensures the skill development of prospective teachers in the intricacies of teaching learning process besides making them understand class room problems and solve them through Action Research.
- **School Management:** Develops practical skills of student teachers in organizing school programmes and activities.
- **Environmental Education**: This course work develops skills to solve environmental problems among prospective teachers.
- **Additional skill orientation programmes:** The College provides additional skill orientation in the ensuing fields:
  Community interaction exposures and intra and inter personal skills development among the future teachers through participation in Community Service, Cultural activities, Educational Tour/Trip and rallies. Advanced thinking skills including critical thinking, decision-making and problem solving are constantly instilled among the students through the organization of different competitions and programmes in diverse fields.

iii) Inclusive education:

- **Education for Children with Special Needs**
  This coursework makes prospective teachers understand the nature and needs of Children with Special Need (ECWSN) and prepares them for inclusive schools. They learn to identify and utilize existing resources for promoting inclusive practices.
- College has a functional Guidance and Counselling Cell to deal with the problems of students with diverse needs.
- The college has special software JAWS for the assistance of visually impaired students. With the help of this software, they can have easy access to relevant learning material using ICT.
- The entire ground floor of the college is easily accessible to the differently abled students.
- The college makes a special exception for the orthopedically impaired students, whenever admitted, by shifting the entire class to the ground floor; otherwise the major curriculum transaction is held at the first floor area.

- College organizes visits to Institute for visually impaired, Mother Teresa Home, Govt. Rehabilitation Institute for Intellectual Disabilities to sensitize student teachers about the needs and problems of diverse groups.
- The college offers flexible curricular choices for the visually impaired students and makes a provision for them to opt for computer craft in lieu of other crafts.
- College provides opportunities to student teachers to gain internship experiences in inclusive schools.

iv) & v) Practice Teaching &School experience / internship (45 working days) in two semesters initiates the student teachers towards the practical process of teaching and learning and sensitizes them towards the prevailing formal school settings in order to acclimatize for their future role as educators. Internship arranged in two blocks in different schools provides Initiatory School Experiences as well as experiences in a typical formal school setting.

vi) Work experience /SUPW: To provide hands on experience and develop dignity of work and to provide opportunities for creative expression, the college offers six crafts 1. Gardening, 2. Home Craft, 3. Music, 4. Computer, 5. Fine Art & Drawing, 6.Interior Decoration.

1.3 Feedback on Curriculum

1. **How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

   The institute obtains the feedback on curriculum from students during the tutorial group meeting, from employers during visit of faculty to schools, from the school faculty during teaching practice, from community during informal talks with community and academic peers. The suggestions are discussed during the formal and informal staff meetings and the relevant feedback is forwarded to the university authorities for follow up action.

2. **Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.**

   The feedback thus collected is forwarded to the university and quite a number of times the university brings about the curricular changes along the suggested lines, the recent example of such change is the semester-wise re-organization of the curricular aspects for the current session

3. **What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)**

   The institution finds its representation in the curriculum development bodies quite frequently. Currently our faculty member Mr. Lilu Ram is member of senate (university governing council); Dr. Sanjeev Kumar and Dr. Sapna Nanda, two of our faculty members are members of Academic Council of Panjab University. Dr. Harsh

Batra, the Principal, Dr. Sapna Nanda and Dr. Anurag Sankhian are members of the faculty of Education, Dr Harsh Batra and Dr. Sapna Nanda and Dr. Punam Bansal are the members of Board of Studies in the faculty of Education at Panjab University, Chandigarh. They take active part in framing, modifying and implementation of university syllabi.

The college holds regular curriculum revision workshops for all the colleges of education under Panjab University.

1.4   Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Semester system has been introduced in session 2014-15, syllabus was divided in two semesters. Curricula of both B.Ed. and M.Ed classes have undergone major revision in the session 2015-2016 as per guidelines of NCTE due to increase in duration of these courses to two years. A number of new subjects have also been added. Since, the transition period is still not over, there is no research inputs available to gauge the resultant qualitative improvement and student satisfaction.

2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The institute obtains the feedback on curriculum from students during the tutorial group meeting, from employers during visit of faculty to schools, from the school faculty during teaching practice, from community during informal talks with community and academic peers. The suggestions are discussed during the formal and informal staff meetings and the relevant feedback is forwarded to the university authorities for necessary revision and update.

1.5   Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

The following are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years:

- Futuristic planning to ensure quality sustenance and quality enhancement is done through timely planning for time table, college calendar and the detailed skill in teaching, examinations as well as co curricular activities. The same is displayed at the college website.
- Regular staff meetings are held to review the entire work done and drive cues for reformative actions and futuristic planning in order to bring about qualitative enhancement.

- Research based and learner centred teaching learning practices are in vogue in the college.
- Action research, projects, case studies, reflective learning, problem solving, field visits, debates, discussions are regular curriculum transaction strategies.
- Publication of annual college magazine, peer reviewed national research journal, full paper Conference proceedings and annual report are undertaken.
- Visits to various centers like GRIID, Blind school, Mother Teresa Home, Old Age Home, NIPER, IMTECH, NITTTR, CSIO etc. are regularly undertaken for providing varied learning experiences.
- Use of ICT resources by the students and teachers for teaching learning interactions is in regular practice.
- M.Ed. students have been specially provided with INFLIBNET linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility.
- Internet facility is available to all students as well as teachers at the college library and computer lab for curricular enrichment and transaction. For effective curricular transaction, the faculty members make use of Interactive Boards, Computers and LCD Projectors etc.
- Library has open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e- resources, journals, magazines and encyclopedias.
- The college library has a rare book section.
- Seminars, Workshops and Talks are regularly organized.
- Research Methodology Workshops in specific are organized from time to time for the benefit of students and faculty alike.
- Thorough discussions are held on the presentation of M.Ed. dissertation synopses by the students in the presence of the entire faculty members and peer group prior to their submission in the university..
- NSS activities like Blood donation camps, lectures on organ donation, traffic rules, road safety, fire fighting and disaster management are held regularly.
- Quite a few of our students and faculty members have pledged their eyes after being motivated from the awareness lectures on eye donation,
- Students are given self-defense training by Chandigarh police,
- National Days and festivals are celebrated with great fervor to promote sensitivity towards nationalism and associated areas. All major religious and cultural festivals are celebrated during value education assemblies to develop respect and sensitivity towards multi-culturism and pluralistic aspect of our country.
- International Days and Years are also celebrated for sensitizing students towards global issues and creation of a sound world order.
- The new session is always inaugurated through organization of orientation program wherein seasoned educationists and social leaders are invited for sharing their

experiences with future teachers to sensitize them towards their prospective professional responsibilities.

- Ample opportunities for the discovery of talent of new entrants are provided to the students through regular talent search programmes.

- Regular Society periods are earmarked to sensitize the students towards academic, cultural, national and social issues through the organization of various intra-college competitions/ events.

- Students are being informed regularly about job opportunities in teaching and related areas.

- Community interaction, surveys and services through NSS, Red Ribbon Club and Swachha Bharat Abhiyan are undertaken.

- Avenues for development of Leadership qualities through Society Periods, NSS camps and Awareness Rallies of various clubs are provided.

- Regular Tutorial Group meetings are held to bring about attitudinal changes through closer interactions between the tutor and students.

- Elections to Cultural Society and NSS Society are conducted in Societies Periods. All the students are members of these societies. The practice nurtures leadership and citizenship qualities.

- The College provides ample opportunities to students to plan, organize and manage various activities for developing different skills relating to decision making, critical and independent thinking and problem solving.

- Educational Trips for off campus experiences and developing wider social perspectives are organized.

- Development of communication and soft skills among the student teachers through Personality Development workshops and talks are ensured.

- Feedback about various aspects of teaching effectiveness of faculty is collected from students on prescribed performa for quality sustenance and quality enhancement.

- Curricular changes are brought about at the institutional and university level by the joint efforts of the entire faculty for bringing about transformation in the teacher preparation process of the nation in specific and with a vision of creating a brand new social order in general.

2. **What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?**

   Please refer to Q. no.1 of section 1.5, page no. 42

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to Curricular aspects and how have they been acted upon?**

The main suggestions made in the first assessment report with reference to Curricular Aspects are:

1. Emerging areas such as Computer Education and Education Technology etc may be introduced at the B.Ed. and M.Ed. level.

2. The models of teaching should be taught so that students can incorporate effective and innovative practices in their teaching.

These suggestions have been acted upon in the following ways:

- Computer Education and Education Technology have been incorporated in the syllabi as compulsory components and are being taught thoroughly. Teaching of Computer Education and Computer Craft as optional subjects have been started at B.Ed. level whereas at M.Ed. level the applied knowledge of Computer Education is being thoroughly put to use in the regular curriculum transaction through the extensive use of ICT and SPSS package for the analysis of research findings.
- Models of teaching are being taught as part of the compulsory components at B.Ed. and M.Ed. levels and research is also being carried out in the field.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Please refer to Q. no.1 of section 1.5, page no. 42

Criterion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

 B.Ed. Admission Policy

The admission process to B.Ed course for the college was undertaken through centralized admissions conducted by Panjab University. The admission processes and admission policy was as follows:

"**Eligibility: A person who possesses the following qualifications shall be eligible to join the course:**
i. Candidates with at least 50% Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A., Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme.
ii. However, while calculating merit, marks obtained in Graduation only will be considered.

iii. There shall be a relaxation of 5% marks in favour of SC/ST candidates

B. Admission Policy in Colleges of Union Territory, Chandigarh:
i. UT Pool 60%: Out of the total sanctioned intake of the institutions, **60% seats** will be filled up from amongst the students who have passed their qualifying examination from colleges recognized by the Chandigarh Administration and situated in the Union Territory of Chandigarh as a regular student of the said Colleges/ Institutions, subject to the condition that such students must have studied **for two years in graduation at Chandigarh and have passed one lower qualifying examination from the local colleges/ institutions. These seats will be termed as UT Pool.**

ii. General Pool 40%: Out of the total sanctioned intake of the institutions, **40% seats** will be filled from amongst the students who passed their qualifying examination from the recognized institutions other than those located in the Union Territory of Chandigarh or otherwise. These seats will be termed as **General Pool.**

Please Note:
☐☐Candidates who have appeared for the qualifying examination and whose results have not been declared may be provisionally allowed to apply for counseling at their own risk and responsibility but they shall become eligible for counseling only after they have produced the evidence of having satisfied the above said conditions on the date of counseling.
☐☐Compartment cases, if their results are declared before final counseling and they fulfill the above said conditions shall be considered subject to availability of the seats only.

RESERVATION OF SEATS
RESERVATION POLICY FOR CHANDIGARH COLLEGES
A candidate applying in the Reserved Categories shall carefully indicate his/her claim for **only**
one category in the Admission Form. In case the candidate wrongly indicates claim for more than one reserved categories, the one claimed in the first instance shall be considered. No change of category will be entertained/permitted in the application form or otherwise at a later stage.
A. **UT Pool 60%:** Out of the total sanctioned intake of the institutions **60% seats** will be filled up from amongst the students who passed their qualifying examination from colleges recognized by the Chandigarh Administration and situated in the Union Territory of Chandigarh as a regular student of the said Colleges/ Institutions, subject to the condition that **such students must have studied for two years at Chandigarh and have passed one lower qualifying examination from the local colleges/ institutions. These seats will be termed as UT Pool.**
B. **General Pool 40%:** Out of the total sanctioned intake of the institutions **40% seats** will be
filled from amongst the students who pass their qualifying examination from the institutions other than those located in the Union Territory of Chandigarh. These seats will be termed as General Pool.

RESERVATION:

☐☐SCHEDULED CASTES/ SCHEDULED TRIBES: The following percentage of seats is prescribed for the students belonging to Scheduled Castes and Scheduled Tribes:

U.T. Pool: Scheduled Caste – 15% Scheduled Tribes – NIL

General Pool: Scheduled Caste – 15% Scheduled Tribes – 05%

If the requisite number of students of SC category in the UT Pool is not available, the seats will be made open to the students belonging to General category of the said pool. If the requisite number of students belonging to SC/ST categories is not available, the reservation will be interchangeable amongst the students of these communities. However, if the seats still remain unfilled, these will be made open amongst the students of the General
category of the said-pool.

EX-SERVICEMAN, DEPENDENTS OF DEFENCE/ PARA-MILITARY PERSONNEL ETC:

5% of the seats in each pool would be filled in from the following categories of students
in order of preference:

(a) Sons/ daughters/spouses of the defence personnel who are awardees of gallantry decorations of Paramvir / Mahavir / Vir Chakra in person or posthumously.

OR

Sons/ daughters/spouses of the defence personnel and para-military personnel like CRPF, BSF etc. who are killed or are totally incapacitated in action while in service and were wholly dependent on them.

(b) Sons/daughters/spouses of the defence and para-military personnel like CRPF, BSF etc. who died while in service and were wholly dependent on them.

(c) Sons/daughters/spouses of the defence and para-military personnel like CRPF, BSF etc. incapacitated while in service and were wholly dependent on them.

(d) Children/widows of defence persons killed or disabled to the extent of 50% or more in action, wards of gallantry awardees and ex-servicemen and children of serving defence personnel/ex-servicemen.

(e) Sons/daughters/spouses of serving defence and para-military personnel like CRPF, BSF etc. who are wholly dependent on them.

NOTE:

i) The applicants seeking admission under categories (a) are required to submit the photocopy of citation for gallantry award, failing which they will not be considered forthis category.

ii) The applicants under category (b) and (c) are required to submit the certificate from the respective headquarters regarding death or total incapacitation while in service.

iii) The applicants seeking admission to category (d) are required to submit discharge certificate from service and certificate of dependence from the **Director Zila Sainik Board.**

iv) The applicants claiming admission under category (e) are required to submit the certificate of dependence from the unit in which parent/ spouse is serving.

PHYSICALLY HANDICAPPED

3% seats in each pool would be filled from amongst the physically handicapped candidates (1% each to be reserved for persons suffering from (i) Blindness or loss of vision (ii) Hearing impairment (iii) Locomotor disability or cerebral palsy). The students having temporary handicap would not be considered against reserved seats. Eligible candidates will furnish a medical fitness certificate on the prescribed proforma from a Government Gazetted Medical Officer alongwith the application indicating percentage of disability whether he/she is otherwise able to carry on the studies and perform the duties of a teacher, name of the disease causing handicap, whether handicap is temporary or permanent, whether handicap is progressive or non-progressive. Only such candidates whose handicap is above **40% are eligible**. If such a certificate is not attached with the application, the candidate will not be considered for the seats reserved for this category.

The candidates selected provisionally for admission under this category will have to appear before the Medical Board constituted by the Principal Medical Officer, General Hospital, Sector 16, Chandigarh, for determining the percentage of handicap/ disability. The final selection will be made on the basis of the certificate issued by the Medical Doctor/Board. If the candidate does not present himself/ herself before the Medical Doctor/Board on the date intimated to him/her, his/her candidature against this category will be rejected and no subsequent opportunity will be given to him/her.

CHILDREN AND GRANDCHILDREN OF FREEDOM FIGHTERS

2% seats from each pool will be filled from the children and grand children of freedom fighters.

(a) A freedom fighter is a person who has either been granted freedom fighter pension by the Chandigarh Administration or has been awarded **"Tamra Patra"** by Government of India for his political sufferings. No person other than the above mentioned persons will be considered as freedom fighter for the purpose of reservation in admission. The requisite certificate will be issued by the **Deputy Commissioner, Chandigarh**, which will be considered irrespective of the form in which it is issued, provided it is self-explanatory.

(b) Grand children mean son's sons/daughters or daughter's sons/ daughters.

(c) The wards of freedom fighters who have been awarded **"Tamra Patras"** by the Government of India would also be eligible for reservation under this category. In the case of such freedom fighters they should produce their **"Tamra Patras" certificate, freedom fighter certificate and dependence certificate from the Deputy Commissioner of the district in which they reside**.

NOTE: The applicants from this category will not be considered without the following documents:

i) The photocopy of "Tamra Patra" certificate or freedom fighter certificate.

ii) Dependence certificate from the concerned Deputy Commissioner.

SPORTSMEN/ SPORTSWOMEN

(a) **2%** seats would be filled with sportsmen or sportswomen on the basis of their merits as per grading criteria forwarded by the Chandigarh Administration. This category shall not divided into UT Pool/General Pool. Benefits of reservation under this category shall be available only to the following categories of the students:-

(i) Who passed their qualifying examination from colleges recognized by Chandigarh Administration and situated in the Union Territory of Chandigarh as a regular student of the said college, who have studied in Chandigarh colleges for at least two years before applying for gradation certificate subject to the condition that such students must represent Chandigarh state etc. in the national/ other recognized tournaments.

(ii) Where Chandigarh Administration has adopted the notification of other States/ U.T.s on reciprocal basis to give benefits of reservation in admission in Sports Category in Chandigarh, they will be graded as per existing policy of Chandigarh Administration.

(iii) Countersigning of Gradation certificates shall only be admissible on reciprocal basis provided that counter signed certificates will be graded as per policy of Chandigarh Administration.

The gradation for Sports person is as under, which should not be before 1st April, 2012.

Grade-A International level

Grade-B National level

Grade-C State level

Grade-D District level

Gradation Certificate of Sports, which is issued by Sports Department of the respective State/U.T. only will be accepted.

b. Performance in the following sports discipline will only be considered for the purpose of sports gradation certificate:

1. Athletics 2. Archery 3. Badminton 4. Basket ball 5. Boxing 6. Cricket 7. Chess 8. Cycling 9. Fencing 10. Foot ball11. Golf 12. Gymnastic 13. Handball 14.Hockey 15. Judo16. Kabbadi (N.S)17.Kayaking and Canoeing 18. Shooting 19.Squash 20. Swimming 21. Rowing 22. Table Tennis 23. Tennis 24.Volleyball 25.Weight Lifting 26. Wrestling

NOTE: (c) Students seeking admission to this category shall be considered only:

(i) If his/her age falls within the age group which is eligible for participation in the Inter-College/ Inter-University Tournaments.

(ii) If his/her achievement in sports relates to his/her activity in any of the three years preceding admission. (For example, for admission in the year 2015- 16, the achievements shall not be prior to the Ist April, 2012)

FOREIGN STUDENTS

2% seats are reserved for foreign students in B.Ed. course. The foreign students should submit along with their application the following documents without which they will not be considered for admission under this category:

(i) Eligibility Certificate: If a student is seeking admission on the basis of foreign qualification.

(ii) Long term student Visa

(iii) Proof of foreign Nationality

NOTE:

(i) Foreign students residing abroad should apply though their respective Embassies to the Secretary, Govt. of India, Ministry of External Affairs, New Delhi.

(ii) Foreign Students desirous of seeking admission to B.Ed. course who are in India will compete amongst themselves for the seats created for them. Those living and applying from

abroad shall be required to produce the test score of the Graduate Record Examination (GRE) from Princeton USA. Foreign Candidates shall also have to comply with all the requirements of Government of India, Chandigarh U.T. Administration as well as Panjab University as prescribed by them from time to time. Admission of the foreign students to the college is governed by the guidelines issued by the Dean, Foreign Students, Panjab University, Chandigarh. The reservation policy and seats as given above shall be strictly adhered to. In case seats in a reserved category remain vacant on account of non-availability of qualified candidates such seats may be filled up from the General category. The candidate who had applied for a reserved category will be considered for that particular category/categories only. This reservation is in accordance to the Home Policy of Chandigarh Administration, Chandigarh."

For M.Ed. course

RULES AND REGULATIONS FOR ADMISSION

Eligibility

A person who possesses the following qualifications shall be eligible to join the course:

(a) A degree in Bachelor of Education/equivalent degree of this University with 55 % marks (50% in case of SC/ST/BC candidates) or from any other University/Institution recognized by AIU.
(b) Any other qualifications recognized by the Syndicate as equivalent to (a).
(c) Qualify Entrance Test for M.Ed. with at least 20% marks (15% in case of SC/ST/BC and blind candidates).
Wightages are given as per the Panjab University norms and reservation policy is same as that for B.Ed.

NOTE FOR ADMITTED CANDIDATES

Admitted candidates are required to complete successful study of 3 compulsory papers, 2 optional papers, one compulsory dissertation and compulsory Field Based Experience to satisfy the criteria of NCTE for award of degree of M.Ed. (General). Dissertation and Field Based Experience will be evaluated at the end of Semester II. The student has to obtain a minimum of 60 credits towards fulfilment of course completion criteria. Further:

1. A student is required to have a minimum of 75% attendance in each paper in each semester to be eligible to appear in semester and exam.
2. A student earns credits in each paper if he/she obtain the minimum 40% pass marks in each course.
3. Each course of 5 credits will have teaching sessions of five hours (including Lectures, Tutorials, Practicals, Sessional work) per week.
4. There will be provision of reappear maximum in two papers. Reappear candidates will be allowed to appear as per Panjab University Norms/ Calendar.

5.   Date of submission for Synopsis of dissertation will be 30th November for Semester I and for Dissertation, it will be 31st May of the second semester.

PRE-Ph.D. Course work:

After enrolment/ registration of research scholars in Ph.D. programme in the discipline of Education, they are required to undergo six month Pre- Ph.D. course work. The college offers the Pre- Ph.D. course work as a research centre of Panjab University. The college follows the rules and regulation of Panjab University for admission to this course work.

The conditions and the last date of receiving the application for this course is notified through the college website and the college notice board. The requirements for the enrolment to this course are:
1. Application form, obtained from Dept. of Education, P.U. Chandigarh, duly signed by the supervisor.
2. Enrolment/ Registration letter from the university.
3. Copy of certificate of UGC-NET in Education
4. N.O.C. from the current employer (if any)

2.   How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Panjab University conducts the centralized admissions. The University communicates the information through advertisements in the National and regional dailies. The college also disseminates information regarding the admission process through the following methods:
- Newspapers.
- College website
- Prospectus
- Student Notice Boards

    The information regarding courses offered, eligibility conditions for admission to courses, admission procedure, reservation policy, infrastructure, scholarships, youth welfare activities, specimens of affidavits, important rules and instructions including hostel rules, scheme of studies and profile of faculty members is published every session in the college prospectus and the same is also made available at college website.

3.   How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

    The admission policies are determined and monitored by Chandigarh Administration as well as Panjab University and the same are being followed rigorously by the college. Full transparency is being maintained and the information is disseminated through website/ advertisements by the college. However, a special college level committee rechecks the credentials of all the admitted candidates/students.

4.   Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

i) Systems- level support

- Scholarships, fee concessions and books are provided to the needy students.
- Permission of having a writer during the exam is given as per the prescribed norms.
- Allotment of practicing school and work experience options as per convenience of the students belonging to diverse groups.

ii) **Infrastructural Support**

- Special software for visually impaired students
- Conducting exam of physically challenged candidates at the ground floor.
- Supplementing the classroom interactions with diverse aids, supports, and services.

iii) **Curriculum Transaction Strategies**

- Celebration of events and festivals belonging to diverse cultural and religious groups.
- Tutorial Group Meetings conducted weekly to track the progression of each and every student of the college in academics and co-curricular activities. Mentors also provide need based guidance.
- Need based modification in content, instruction and assessment practices.
- Imparting instruction in trilingual medium.
- Displaying their achievements on notice boards and honouring them in value education assemblies.
- Motivating them by giving away prizes on the basis of their performance in House Exams and intra-college co-curricular activities held in Society Periods.
- Encouraging them to participate in on campus and off campus activities depending on their specific abilities.
- Learning teaching and evaluative strategies are also molded/ adapted according to the respective needs of the learners.

5. **Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**
    Admission to B.Ed. and M.Ed. courses is done on the basis of merit in the qualifying examination. Talent Search competition is organized to identify and nurture the creative abilities of newly admitted student teachers. Teaching skills of students are assessed during discussion lesson and they are encouraged to reflect on their experiences about good learning teaching practices during pre-practice phase before the commencement of teaching practice. The College provides facilitative learning environment and learning teaching situations to the prospective teachers to hone their teaching skills and realize their potentialities to the maximum.

2.2   Catering to Diverse Needs

1. **Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**
- The college creates an overall environment conducive to learning and development of the students through timely planning for time table, college calendar and the detailed skill in

teaching, examinations as well as co curricular activities. The same is displayed at the college website.

- Regular staff meetings are held to review the entire work done and drive cues for reformative actions and futuristic planning in order to bring about qualitative enhancement.
- Research based and learner centred teaching learning practices are in vogue in the college.
- The highlight of our teacher training process is well organized and efficiently supervised school experience program in two phases in a large number of schools. Sound preparation for this is undertaken through a thorough Initiatory School Experiences Programme.
- Action research, projects, case studies, reflective learning, problem solving, field visits, debates, discussions are regular curriculum transaction strategies.
- Publication of annual college magazine, peer reviewed national research journal, full paper Conference proceedings and annual report are undertaken.
- Visits to various centers like GRIID, Blind school, Mother Teresa Home, Old Age Home, NIPER, IMTECH, NITTTR, CSIO, employment bureaus and prominent commercial houses are regularly undertaken for providing varied learning experiences.
- Use of ICT resources by the students and teachers for teaching learning interactions is in regular practice.
- M.Ed. students have been specially provided with INFLIBNET linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility.
- Internet facility is available to all students as well as teachers at the college library and computer lab for curricular enrichment and transaction. For effective curricular transaction, the faculty members make use of Computers and LCD Projectors etc.
- The college has six labs (Educational Technology, Psychology cum guidance and counseling, Science, Computer, Language and Home Science) fully furnished and equipped with computers with latest configuration, internet facility, projectors and touch boards. These labs have all the relevant tests /tools and requisite learning resources needed to provide training par excellence to budding teachers. Besides this college has a well furnished and maintained Fine Arts Room and Music Room to impart curriculum experiences regarding pedagogy of these subjects.
- All our classrooms are well lit, well ventilated and spacious.
- Library has open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e-resources, journals, magazines and encyclopedias and has nearly 40.000 general and reference books, 93809 e-Books, 6287 e-journals, 21 Digital Database through N-list and 72 journals and periodicals
- The college library has a rare book section also.
- Seminars, Workshops and Talks are regularly organized.
- Research Methodology Workshops in specific are organized from time to time for the benefit of students and faculty alike.

- Thorough discussions are held on the presentation of M.Ed. dissertation synopses by the students in the presence of the entire faculty members and peer group prior to their submission in the university.
- NSS activities like Blood donation camps, lectures on organ donation, traffic rules, road safety, fire fighting and disaster management are held regularly.
- Quite a few of our students and faculty members have pledged their eyes after being motivated from the awareness lectures on eye donation,
- Students are given self defense training by Chandigarh police,
- National Days and festivals are celebrated with great fervor to promote sensitivity towards nationalism and associated areas. All major religious and cultural festivals are celebrated during value education assemblies to develop respect and sensitivity towards multi culturism and pluralistic aspect of our country.
- International Days and Years are also celebrated for sensitizing students towards global issues and creation of a sound world order.
- The new session is always inaugurated through organization of orientation program wherein seasoned educationists and social leaders are invited for sharing their experiences with future teachers to sensitize them towards their prospective professional responsibilities.
- Ample opportunities for the discovery of talent of new entrants are provided to the students through regular talent search programmes.
- Regular Society periods are earmarked to sensitize the students towards academic, cultural, national and social issues through the organization of various intra-college competitions/ events.
- Students are being informed regularly about job opportunities in teaching and related areas.
- Community interaction, surveys and services through NSS, Red Ribbon Club and Swachha Bharat Abhiyan are undertaken.
- Avenues for development of Leadership qualities through Society Periods, NSS camps and Awareness Rallies of various clubs are provided.
- Regular Tutorial Group meetings are held to bring about attitudinal changes through closer interactions between the tutor and students.
- Elections to Cultural Society and NSS Society are conducted in Societies Periods. All the students are members of these societies. The practice nurtures leadership and citizenship qualities.
- The College provides ample opportunities to students to plan, organize and manage various activities for developing different skills relating to decision making, critical and independent thinking and problem solving.
- Educational Trips for off campus experiences and developing wider social perspectives are organized.
- Development of communication and soft skills among the student teachers through Personality Development workshops and talks are ensured.

- Feedback about various aspects of teaching effectiveness of faculty is collected from students on prescribed performa for quality sustenance and quality enhancement.
- Curricular changes are brought about at the institutional and university level by the joint efforts of the entire faculty for bringing about transformation in the teacher preparation process of the nation in specific and with a vision of creating a brand new social order in general.

2. - **How does the institution cater to the diverse learning needs of the students?**
The institution provides Systems- level support, Infrastructural Support and adopts varied Curriculum Transaction Strategies in order to cater to diverse learning needs of the students. For details, please refer to Q. No.4 of section 2.1, page no. 51,52 above.

3. **What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**
- Seeds of independent and critical thinking are sown during the first week through the programme of talent search wherein students are encouraged to showcase any talent which they deem fit to be presented. There are no first, second and third prizes are awarded for this programme deliberately; only ten best performances are acknowledged.
- The organization of special value education period triggers amongst them the acknowledgement of spirit of diversity and equity in effectiveness of teaching learning process.
- B.Ed. coursework students undertake the preparation of a detailed report based on their visit to special schools. They also conduct a case study of a child with disability.
- M.Ed. students conduct test of Adjustment / Analysis of a case of a maladjusted adolescent learner for developing deeper and practical understanding of equity in teaching learning situations.
- Society periods and youth festivals help in the composite development of personality of our student teachers for undertaking the challenges of diversity in varied learning teaching situations.
- NSS and Red Ribbon Club activities help them in establishing connections with diverse strata of society.

4. **How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**
The institution ensures it by adopting following measures:

- Majority of the teacher educators have Ph.D. degrees.
- Professional Development of all the faculty members is ensured by organizing and encouraging them to attend Faculty Development Programs, Research Methodology workshops, extension lectures and seminars in the college.
- By encouraging the faculty to supervise M.Ed./Ph.D. research work, attend seminars/workshops, orientation and refresher courses and conferences and act as resource persons.
- Providing library resources including INFLIBNET to the students and faculty.

- The college offers a large number of optional subjects, latest among them being Teaching of Commerce and Sanskrit, because of the availability of faculty from diverse disciplines.
- Use of different learning-teaching strategies, ICT, value education assemblies, society periods, Tutorial Group Meetings, NSS and Red Ribbon Club activities.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

- One of the cardinal objectives of the programme remains preparing student teachers to accommodate disabled and marginalized learners.
- B.Ed. coursework students undertake the preparation of a detailed report based on their visit to special schools. They also conduct a case study of a child with disability.
- M.Ed. students conduct test of Adjustment / Analysis of a case of a maladjusted adolescent learner for developing deeper and practical understanding of equity in teaching learning situations.
- Effective classroom practices such as use of technology, student centred learning teaching strategies and trilingual medium of instruction.
- Organising visits to Institute for visually impaired, Mother Teresa Home, Govt. Rehabilitation Institute for Intellectual Disabilities.
- Value Education Assemblies and Tutorial Group meetings develop knowledge and skills of student teachers to deal with inclusion and diversity in class room situations.

Besides these, the points mentioned under Q.No. 3 of section 2.2, page no. 55 also promote the sense of diversity and inclusion.

2.3   Teaching-Learning Process

1. How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The institution engages students in "active learning by using following resources effectively.

Library: Our library has open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e-resources, journals, magazines and encyclopedias and has nearly 40.000 general and reference books, 93809 e-Books, 6287 e-journals, 21 Digital Database through N-list and 72 journals and periodicals.

- M.Ed. students have been specially provided with INFLIBNET linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility.
- Both students and faculty have easy access to e-journal facility, subject-specific research journals, magazines, newspapers as well as the latest books available in the text book and reference sections of college library.

- Faculty members are invited to visit the display of books by prominent booksellers in the library to give requisition for acquiring new books every session.
- Reprographic services are available in the library are availed by both faculty as well as students.
- Library related competitions like book hunting, slogan writing, book mark and book jacket making also help in engaging student teachers in active learning.

  Laboratories: In order to meet the demands of curricular component of practicals in teacher education program, the college has six labs (Educational Technology, Psychology cum guidance and counseling, Science, Computer, Language and Home Science) fully furnished and equipped with computers with latest configuration, internet facility, projectors and interactive boards. These labs have relevant learning resources. Besides this college has a well furnished and maintained Fine Arts Room and Music Room to impart appropriate curriculum experiences. It also has many software enabling student teachers to practice their creative skills in technology environment.

  Strong Classroom infrastructure: All class rooms are well equipped with ICT enabled teaching aids like digital podia, LCD projectors and facility for internet connectivity. All the faculty members have been issued laptops. All our classrooms are well lit, well ventilated and spacious.

  Student centered approaches/experiential learning strategies: Lecture cum demonstration, assignments, discussion, action research, case studies, PPT presentation, projects, field trips, seminars and preparation of innovative learning resource materials are jointly being undertaken by the students and faculty members. Faculty has full support from the institution for the implementation of all these strategies.
- At tutorial discussions and seminars, students are always free and forthcoming in sharing their experiences.

  Field experiences:
- Visits to various centers like GRIID, Blind school, Mother Teresa Home, Old Age Home, NIPER, IMTECH, NITTTR, CSIO, employment bureaus and prominent commercial houses are regularly undertaken for providing varied learning experiences.

  Practice Teaching: Practice Teaching is conducted in two blocks and three phases:
- Reflections of the students on their own experiences of diverse school practices are gathered. This paves the way for further learning grounds in their preparation for becoming effective future teachers.
- Teacher educators deliver demonstration lessons during Pre practice phase.
- Preparation and delivery of discussion lessons by student teachers.
- Actual teaching performance.
- Observation of the real classroom situations and school environment
- Undertaking Action research and case studies.
- Exposure in maintenance of key school records, timetable and attendance record.

- Observation of school children in classroom as well as out of classroom, during all school activities.
- Organization and preparation of report on morning assembly and co-curricular activities.
- Development of audio visual aids.
- Learning evaluative techniques and preparation of question paper.

2. **How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?**

   Learning is made student centred by engaging learning teaching strategies, assignments and presentations which promote independent learning skills among the students. The following is list of some of the participatory learning activities adopted by the Institution to develop skills like interactive learning, collaborative learning and independent learning among the students:

- Students are trained to use e-resources in the preparation of their teaching lesson plans.
- Class seminars, field visits, observation and reflection of teaching learning situations by students guided by teacher educators during pre-internship and internship,
- Action Research and case study methods are used extensively.
- Wide use of technology for curricular transactions
- A compulsory paper of ICT Skill development forms a part of the curriculum to prepare pupil teachers to use ICT in teaching learning processes and empowers them in the use of ICT independently.
- Providing a range of 15 pedagogy subjects and five (05) elective options.
- Library provides online access catalogue (OPAC) and internet services to the students to facilitate them in finding knowledge resources. INFLIBNET' has been subscribed to provide access to e-books and e-journals; n-list programme for M.Ed .students.
- M.Ed. students identify their own research problems through the extensive use of library and e-resources with active support of the assigned guide and also defend their research proposals in the full house meetings.
- Pre-Ph.D. coursework students, during their six months course, are empowered to carry out their research work at entire doctoral level.
- Non-formal learning teaching experiences like field trips, project work, visits to banks, employment centre, institute for mentally handicapped and lectures by the eminent scholars.
- Peer feedback system especially during discussion lessons, practice teaching and presentations/ seminars by the students, which promotes independent thinking and critical evaluation skills among them.
- It is a common practice in the college to promote the collaborative planning, organization and management of weekly value education assemblies, society

programmes and functions. These activities promote decision making, inter personal skills, self management and life skills.

- Regular participation of students in diverse co-curricular activities and Athletic Meet focuses on the inculcation of values such as co-operation, self expression and self – discipline, adherence to rules and qualities of leadership etc.
- NSS volunteers of the college participate actively in Pulse Polio Drive, Armed Forces Flag Day Celebration, Communal Harmony, Social Sensitization for Eye Donation and Organ Donation etc.
- Encouraging them to conduct Community work to Identify and diagnose the problems prevailing in the community, which enhances their inter-personal skills.
- Students are trained in communication skills, self grooming, resume writing skills and personality development and employability skills through extension lectures and workshops.

3. **What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**
    Teacher educators use the essence of various instructional approaches like behaviorist, constructivist and cognitivist etc for ensuring effective learning depending on the needs of learners and type of teaching learning experiences to be provided. Every teacher evolves an individual style of teaching which is adapted from time to time. Participatory approach in highly encouraged in classroom interactions. E-learning approaches are used quite frequently. Research problems are undertaken occasionally on models of teaching. Students have been given training on preparation of self instructional programme learning material.

4. **Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**
    - Models of teaching have remained a part of curriculum of teacher education in Panjab University. The same has been undertaken during curriculum transaction also.

5. **Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.**
    Yes, the student teachers use micro-teaching technique for developing teaching skills.The skills practised depends on the pedagogy subject. Students plan and execute micro lesson plans in at least two teaching-learning skills at pre-preparation stage (Minimum 4 skills; two in each subject).

6. **Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**
    Each Student has to deliver 45 lesson plans (spread over 45 days) in each subject during practice teaching. Out of these 45 lesson plans, one is discussion lesson plan, 30 are detailed plans, two based on ICT, two test-based lesson plans, 10 lesson plans

in diary form. A student gives one lesson per day per pedagogy subject during teaching practice. At least 50% of the lessons delivered by student teachers are minutely observed by the mentor teacher educator,. Besides, the school teachers and peer group also undertake observations. Each Student teacher observes critically 20 lessons of their peers or school teachers in each subject in order to have deeper understanding of teaching learning processes. Lesson plans are constantly monitored and evaluated by the mentor teacher educator. Feedback remains an essential part of the teaching-practice. Effective lesson delivery, monitoring and evaluation is ensured owing to small number of students-teachers spread over a large number of practicing schools.

7. **Describe the process of Block Teaching / Internship of students in vogue.**
Practice teaching takes place in three phases and two blocks:
Phase I
Task Set 1: Initiatory Experiences
• Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in teaching in subject one and two.
Task Set 2: School as an 'Enabling Learning Environment'
• Planning and execution of micro lesson plans in at least two teaching-learning skills (Minimum 4 skills; Two in each subject).
• Planning and delivering at least four macro lesson plans in simulation (two in each subject)
Phase II: School Experience Programme
It is in two blocks and includes:
(a) Preparation of Teaching Practice file for each teaching subject
Details of Teaching Practice file:
(i) 45 lesson plans (spread over 45 days) in each subject during internship performance
(ii) Report of School plant
(iii) Time table and attendance record of the students.
(b) Identification of mistakes generally committed by school students in concerned subject.
(c) Performance of actual practice in school.
(d) Critical observation of 20 lessons in each subject
(e) Organization of co-curricular activities & morning assesmbly.
(f) A report of reflection on school experience programme with suggestions for further improvement.

Phase III: One final lesson in each subject is delivered by student teacher in real class room situation. It is evaluated by external & internal examiner both on the following criteria:.
(i) Written lesson plan
(ii) Presentation
(iii) Teacher Traits
(iv) Teaching aids used.

8. **Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

Yes, the practice teaching sessions/plans are developed in consultation with the respective school subject teachers. Each student teacher is attached with a teacher educator/mentor. Lesson plans are monitored by the tutor/teacher educator and school subject teacher both who provide continuous feed back to student teacher. Subject teacher at school guides the student teacher about method/teaching strategies/ approaches to transact specific content matter. Teacher educator and school subject teacher observe the delivery of lesson plans and provide constructive feedback.

9. **How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

The student teachers are prepared adequately through core curricular contents and pedagogy subjects. Along with this, exposure to a wide variety of co curricular activities including value education assemblies, a variety of community related and off campus learning experiences and extension lectures sensitizes/ prepares them for managing the diverse learning needs of students in schools.

10. **What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

Students are encouraged to make use of technology through extensive use of ICT and preparation of e- teaching learning resources. Every student is required to deliver two ICT based lessons per pedagogy subject during practice teaching. Rich infrastructure support on campus by way of hardware, uninterrupted internet access and rich library resources encourage the students to use, adopt and adapt technology in practice teaching.

2.4   Teacher Quality

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

Please refer to Q. no. 8 of section 2.3, page no.61

2. **What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

The ratio of student teachers to identified practice teaching schools is 1:18. The entire student population is divided into tutorial groups and each group is assigned to one mentor teacher. Equal distribution per group is always ensured.

3. **Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

- Students are given regular informal feed back during teaching learning interactions through active classroom participation and after presentations by students.

- Feedback is also given at the stage of class assignments, attendance, participation in discussions /seminars/ tutorials, practical work and session work, house test.
- Feedback during the Practice Teaching is constantly provided based on the students' planning, performance in classroom management and content presentation formally and informally.
- Feedback and encouragement is provided by the tutors/mentors/ teachers and the principal to the students for their Value education assemblies, health and physical education programs, co-curricular activities as well as participation in NSS and related activities.

  These feedback inputs highlight their strengths and weaknesses and provide cues for improving their subsequent performances.

4. **How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

- The focus of the entire programme of teacher education in the college remains preparation of effective teachers for schools, and hence the college makes a constant effort to keep the students informed of their professional obligations. They are informed about the details of the school teaching practice and related curricular and co curricular aspects during the orientation programme at the beginning of each session and weekly tutorial group interactions. They are also motivated towards self learning by remaining in touch with latest news and the official websites of different professional bodies related to education.

5. **How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

- Workshops by eminent academician are conducted for the students and faculty to keep pace with the recent developments. The faculty and students have open access to internet. They are well versed with ICT based teaching learning processes.
- During teaching practice teacher educators and student teachers also get opportunity to interact with school teachers.

6. **What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)**

:

- Career Advancement Scheme (CAS) and promotional policies as per UGC/Chandigarh Administration norms. Faculty members attend orientation and refresher courses conducted by the Academic Staff colleges of various universities to update their knowledge and skills.
- The institution encourages the faculty to participate in various faculty development programs such as seminars, workshops, conferences and also act as resource persons at various fora.

- The institution encourages the teachers to engage in research based activities including guiding M.Ed. and Ph.D. research work and writing research papers.
- All the faculty members have been provided link to N-list programme of INFLIBNET.
- National level Seminars and Workshops are conducted by the college on the selected themes on teacher education and related areas. Faculty members are often provided training in research methodology and use of SPSS. Faculty members attend and present papers in workshops, conferences and seminars at state, national and international levels.

7. **Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

The college always gives impetus and extends all possible support to motivate staff members for good performance. The institution encourages the teachers to engage in research activities like doing and guiding Ph.D. Many faculty members have acquired Ph.D. degrees during their service. Teachers are given the duty leave and encouraged by the institution to participate in National and International Seminars, Conferences, and Refresher/ Orientation courses. The registration fee is also re-imbursed to the maximum extent possible. Principal also appreciates the faculty in staff meetings.

2.5 Evaluation Process and Reforms

1. **How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**
The barriers to student learning are identified, communicated and addressed through IQAC, College Advisory Committee and other committees constituted for specific purposes, student executive bodies like cultural and NSS societies, staff meetings and regular student feedback at the institutional level. The reflections on and documentation of the various programmes/ activities help in identifying the roadblocks and taking remedial measures for overall quality improvement.

2. **Provide details of various assessment /evaluation processes (internal assessment, mid- term assessment, term end evaluations, external evaluation) used for assessing student learning?**

Internal assessment is based on the performance of the candidate in class assignments, attendance, participation in discussions/seminars/tutorials, practical work, sessional work and house test. Internal Assessment in each pedagogy subject is based on total reflections and involvement in School Experience Program. The final list of internal assessment of all the papers in a semester is moderated by a panel of 3 senior teachers including the principal.

House examination: house examinations are conducted on the pattern of university examination to be held at the end of semester. Parent- Teacher Meetings are held in case of defaulters in House examination and parents of students at risk of drop out are informed and guided accordingly.

Term end evaluations/ External evaluation: Towards the end of semester, university level practical and theory examinations as per the date sheet circulated by the university are conducted in December-January and May-June for Semester system. Final examinations in practice teaching/ pedagogy subject are jointly conducted in actual school setting by external and internal examiners in college campus.

3. **How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

The assessment/ evaluation outcomes are communicated side by side in regular classroom transactions informally. Immediate feedback is provided on the assignments, seminar-presentations and relevant remedial measures are undertaken. House test results are communicated to students in time bound manner and question papers are discussed at length in the classroom. Anonymous feedback performa about the respective teachers is collected at the completion of each house test; the same is handed over to the teachers for bringing about necessary changes in their learning teaching strategies.

Discussion lessons are evaluated on the spot through detailed suggestive comments/ remarks and peer feedback. During the course of teaching practice, daily feedback at individual and peer level is a regular feature. Tutors and activity in-charges engage in one to one feedback for the improvement of various life skills to bring about desired attitudinal changes amongst the future teachers.

4. **How ICT is used in assessment and evaluation processes?**
   The university follows on line submission of awards for internal assessment and the same is followed in the college. Besides this, ICT assisted management is undertaken for the different levels of assessment including conduct of house examination.

2.6 Best Practices in Teaching -Learning and Evaluation Process

1. **Detail on any significant innovations in teaching/ learning/ evaluation introduced by the institution?**
   - Futuristic planning is undertaken to ensure the adoption of effective approaches towards learning teaching and evaluation. This includes planning for time table, college calendar and the detailed skill in teaching, examinations as well as co curricular activities. The same is displayed at the college website.
   - Regular staff meetings are held to review the entire work done and drive cues for reformative actions and futuristic planning in order to bring about qualitative enhancement.

- Research based and learner centred teaching learning practices are in vogue in the college.
- Action research, projects, case studies, reflective learning, problem solving, field visits, debates, discussions are regular curriculum transaction strategies.
- Publication of peer reviewed national research journal and full paper Conference proceedings are undertaken.
- Visits to various centers like GRIID, Blind school, Mother Teresa Home, Old Age Home, NIPER, IMTECH, NITTTR, CSIO etc. are regularly undertaken for providing varied learning experiences.
- Use of ICT resources by the students and teachers for teaching learning interactions is in regular practice.
- M.Ed. students have been specially provided with INFLIBNET linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility.
- Internet facility is available to all students as well as teachers at the college library and computer lab for curricular enrichment and transaction. For effective curricular transaction, the faculty members make use of Interactive Boards, Computers and LCD Projectors etc.
- Library has open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e- resources, journals, magazines and encyclopedias.
- The college library has a rare book section.
- Seminars, Workshops and Talks are regularly organized.
- Research Methodology Workshops in specific are organized from time to time for the benefit of students and faculty alike.
- Thorough discussions are held on the presentation of M.Ed. dissertation synopses by the students in the presence of the entire faculty members and peer group prior to their submission in the university..
- The new session is always inaugurated through organization of orientation program wherein seasoned educationists and social leaders are invited for sharing their experiences with future teachers to sensitize them towards their prospective professional responsibilities.
- Regular Tutorial Group meetings are held to bring about attitudinal changes through closer interactions between the tutor and students.
- The College provides ample opportunities to students to plan, organize and manage various activities for developing different skills relating to decision making, critical and independent thinking and problem solving.
- Educational Trips for off campus experiences and developing wider social perspectives are organized.
- Development of communication and soft skills among the student teachers through Personality Development workshops and talks are ensured.

- Feedback about various aspects of teaching effectiveness of faculty is collected from students on prescribed performa for quality sustenance and quality enhancement.
- Curricular changes are brought about at the institutional and university level by the joint efforts of the entire faculty for bringing about transformation in the teacher preparation process of the nation in specific and with a vision of creating a brand new social order in general.
- Discussion lessons are evaluated on the spot through detailed suggestive comments/ remarks and peer feedback. During the course of teaching practice, daily feedback at individual and peer level is a regular feature.
- Tutors and activity in-charges engage in one to one feedback for the improvement of various life skills to bring about desired attitudinal changes amongst the future teachers.
- Online internal assessment is being sent to Panjab university.

2. **How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**
   Please refer to Q.No. 1 of section 2.6, page no. 64, 65

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to *Teaching Learning* and *Evaluation* and how have they been acted upon?**

   The main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation are:
   - There is a need to procure more computers and equip classrooms with ICT
   - Internet facility should be provided to students and faculty.
   - The practice teaching needs to be improved by providing constructive feed back to the students.
   - Separate sections on the basis of medium of instruction

     The following measures have been taken:
   - Currently there are 96 computers in the college and all the faculty members have been issued laptops and desktops.
   - All the classrooms are equipped with digital podia and LCD projectors.
   - Majority of the administrative work is undertaken using e-governance,
   - Educational Technology lab has been set up,
   - Language lab, guidance lab, computer lab, home science and medical room have been upgraded.
   - Uninterrupted internet facility is provided to students and faculty alike.

- The college library has subscribed to INFLIBNET connection which provides access to vast e-resources of learning to M.Ed. students and faculty.
- The student teachers are prepared to enter the teaching practice phase on sound footing through a detailed pre-preparatory programme which involves reflective learning and close monitoring by the mentors/ pedagogy teachers/ core subject teachers with the help of enriched curricular experiences.
- Discussion lessons are evaluated on the spot through detailed suggestive comments/ remarks and peer feedback. During the course of teaching practice, daily constructive feedback at individual and peer level is a regular feature.
- All the teachers adopt trilingual medium of instruction by and large. Separate sections are not possible as 80-90% students opt for English medium.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.
Please refer to Q. no. 1 of section 2.6, page no.64, 65

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

1. **How does the institution motivate its teachers to take up research in education?**

Faculty in our college is provided with an open and supportive environment, which promotes professional growth and makes a provision for them to take up research on their own with permission from and information to the Principal. Majority of the faculty members hold doctorate degree. All the permanent faculty members are approved to supervise M.Ed. level research. Many of them are also university approved Ph.D. guides. The faculty is allowed to attend the Pre-RDC and RDC meetings as well as viva voce of their research students at Panjab University.
The college also motivates faculty members to undertake research projects. Dr. Sapna Nanda completed a research project on, 'Impact of Breakfast Consumption on Cognitive Profile of School Children'.
The college is also an approved Research centre of Panjab University in the discipline of Education and faculty members are involved in taking classes and observing and analyzing presentation of Pre-Ph.D. course work research scholars.
All the faculty members are contributing research papers for National and International Peer Reviewed/ Indexed Research Journals. They are also participating and presenting papers in seminars and conferences.

2. **What are the thrust areas of research prioritized by the institution?**

Institution is contributing to educational research in various areas of Teacher Education, Educational Philosophy, Educational Psychology, Educational Technology, Science Education, Language Education, Curriculum Development, Survey Research, Experimental Research etc.

3. **Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

Yes, action research is the integral part of the curriculum. B.Ed. students undertake action research during their practice teaching phase. Students have been taking up issues related to their pedagogy subjects for action research. Problems, such as, students weak in concepts of the subject, bad handwriting, spelling mistakes, wrong pronunciation, weakness in numerical ability, indiscipline individual as well as collective problems etc. are undertaken as part of action research. Action research helps them in developing scientific temper and training in scientific method. Besides this, it enables the future teachers to hone their cognitive, connative and affective domain teaching skills thereby empowering them to become efficient teachers. This experience enables them to nurture the essential values of love, compassion, empathy, aesthetics understanding, individual thinking, critical observation, critical and creative thinking, independent sound decision making, leadership, self confidence etc. This entire process enables them to become effective teachers in future.

4. **Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

Conference / Seminar / Workshop attended and /organized by the Institution in last five years

S.No.	Title of Conference / Seminar / Workshop organized	Date
1.	Seven Day Workshop on Research Methodology, Statistics and Use of SPSS.	August 2 to 8, 2010
2.	UGC Sponsored National Conference on "Excellence in Knowledge to Meet the Challenges of the 21st Century."	March 3-4, 2011
3.	A Two Day Workshop On Grooming, Resume Writing And Interview Skills-Placement Cell Of College.	February 1- 2, 2011
4.	A Week Long Faculty Development Programme	August 1 to 6, 2011
5.	A Two Day UGC Sponsored National Seminar on Human Rights.	February 21-22, 2012
6.	Seminar On Teaching Effectiveness.	March 21, 2011
7.	A UGC Sponsored Symposium on Counseling for Life Management.	March 29. 2011
8.	A Two Day Workshop on Grooming, Interview Skills and Resume Writing by Placement Cell of College	February 1-2 ,2012
9.	A Two Day Workshop on Grooming, Resume Writing and Interview Skills by Placement Cell of College	February 4-5, 2013
10.	A Seven Day Workshop on Research Methodology,	November 21 to 27,

	Statistics and Use of SPSS. Resource Person- Prof. D.N. Sansanwal, Former Chairperson, Devi Ahilya Vishwavidhyalaya, Indore.	2013
11.	A Two Day Workshop on Grooming, Resume Writing and Interview Skills by Placement Cell of College.	February 7-8, 2014
12.	Two Day UGC Sponsored National Seminar on Human Rights.	March 25-26, 2014
13.	A Seven Day Workshop on Research Methodology and SPSS.	November 14-20, 2014
14.	A Two Day Workshop on Grooming, Resume Writing and Interview Skills	September 29-30, 2014

Conference / Seminar / Workshop attended by the faculty members in last five years in other institutions

International Conferences Attended and Papers Presented

S.No.	Title of Conference / Seminar / Workshop attended	Date	Place
1.	Quest for Excellence in Early Intervention and Portage: Planet Earth	October 1-3 , 2010	Organized by INPA, PU Chd.
2.	1st International online Conference on Psychology and Allied Sciences (IOCAPS)	November 25-26, 2011	online
3.	International Conference under the Aegis of Council of Teacher Education on Quality Concerns in Education: Issues and Challenges	September 30.2011 – October 1,2011	Shivalik Institution of Education and Research Mohali
4.	Learning Community for Global Education Reform'	November,18-20, 2011	Institute of Professional Studies, Gwalior
5.	Ist World Conference of GERA-EDUCON-on 'Shaping A Future Classroom Global Perspective'	April 6-8,2012	Lovely Professional University, Jalandhar
6.	Liberated Learning	June 7-9,2013	Children's University, Gandhi Nagar, Educational Researchers Association, Gujarat, Bhartiya Shiksha Mandal, Gujarat and

S.No.		Date	
			Higher Education Forum, Gujarat Chapter/ Ahmadabad
7.	1st International and 3rd national IPSC/ National Association of Psychological Science and PG Govt. College,sector-46,Chandigarh./ Chandigarh	February.24 -25, 2014	PG Govt. College,sector-46,Chandigarh./ Chandigarh
8.	Contemporary Issues in Leadership and Management,	December 18,2014.	Hans Raj Mahila Maha Vidyalaya, Jalandhar, Punjab,17th
9.	Redefining literacy In the emerging Digital Society'	February 5-6,2015	Bhutta College of Educatiion, Ludhiana
10.	Education as a Basic Right of Humankind	October 3-4, 2015	India-logue Foundation , Institute of Advanced Studies in Education, Jamia Milia Islamia and Gandhi Smiriti and Darshan Smiti, New Delhi
11.	Quality Management In Education	January 8-9, 2015	London School of Management Education, London
12.	Booming Service Sector from Achievements to Growth Prospects	February 4-5, 2016	Sri Guru Gobind Singh College of Commerce, University of Delhi

National Seminars/Conferences Attended and Papers Presented

S.No.	Title of Conference / Seminar attended	Date	Place
13.	'Role of Teachers in Promoting Communal Harmony and National Integration'	November 29-30, 2010	Punjabi University, Patiala (sponsored by National Foundation for Communal Harmony, New Delhi)
14.	Physical Education: The Key for Holistic Interdisciplinary Collaboration"	March11-13, 2011	Post Graduate Government College, Sector-11, Chandigarh. (UGC sponsored)
15.	Re-Engineering and Benchmarking in Higher Education sector in India through ICTs	March11-13, 2011	Post Graduate Government College, Sector-11 Chandigarh. (UGC sponsored)
16.	Human Rights	March 03-04, 2011	Govt. College of Education, Sector 20-D, Chandigarh. (UGC sponsored)

17.	Institutional Planning and Qualitative Development in Higher Education	March 28,2011	Postgraduate Govt. College for Girls ,Sector 42, Chandigarh. (UGC sponsored)
18.	Intellectual Property Rights	January 31,2012	Postgraduate Govt. College for Girls, Sector 42, Chandigarh. (Panjab University sponsored)
19.	Spiritual Intelligence	February 08, 2012.	Dev Samaj College of Education, Sector-36, Chandigarh. (Panjab University sponsored)
20.	Human Rights	February 21-22, 2012	Govt. College of Education, Sector 20-D, Chandigarh. (UGC sponsored)
21.	How to Promote Applied/Basic Sciences to Strengthen Technical Education	February 23-24, 2012.	SRS Government Polytechnic Colelge for Girls, Ludhiana. (Sponsored by AICTE &IAPT)
22.	Psychological Perspectives of Empowering Youth,	April 14,2012	Chandigarh College of Education, Landran, Mohali
23.	Education for Holistic Health	February 09, 2013	GHG HarParkash College of Education, Sidhwan Khurd, Ludhiana
24.	Re-Imaging Teacher Education: Perspectives and Transformations	March- 08-09, 2013	Chandigarh College of Education, Landran, Mohali, sponsored by ICSSR, Chandigarh
25.	Role of Social Networking in the Present Era	August 24, 2013.	Gian Jyoti Institute of Management and Technology, Mohali (Punjab).
26.	Fostering Global Competencies in Higher Education	October 26, 2013	Chandigarh College of Education, Landran, Mohali
27.	Quality Assurance and Excellence in Educational Institutions	January 31, 2014.	Ryat College of Education, Railmajra, Dist. Ropar. (Sponsored by Dean-CDC, PU,Chandigarh).
28.	Evolve Her- Empowering Women from Inside Out	February, 08, 2014	Babe Ke College of Education, Mudki, Ferozpur
29.	Life Skills Education for Youth and Development	February 13, 2014	Women Studies and Development Cell, Government College For Girls, Panchkula
30.	Quality Assurance in Teacher Education	February 17-18,2014	SRSM Mukat College of Education for Women, Rajpura. (Sponsored by ICSSSR, Panjab University, Chandigarh).
31.	8th Chandigarh Science Congress (CHASCON-2014)	February 26-28,2014	Panjab University, Chandigarh
32.	Quality Assurance in Higher Education vis-à-vis Human Resource Development: Perspective and Challenges.	March 01, 2014	Desh Bhagat College of Education, Bardwal- Dhuri

33.	Climate Change & Water Resource Management	March 05, 2014.	Guru Nanak Dev College of Education, Majatari, Mohali
34.	Global Ethic For Peace And Security: Searching For A New Paradigm Of Living Together	March 07-08, 2014.	Shivalik Institute Of Education & Research Mohali,
35.	Learning to Teach: Preparation and Quality Deliverance	March 19, 2014.	Dev Samaj College of Education, Chandigarh (Sponsored by ICSSR & Panjab University)
36.	Redesigning Classroom Environment: Road to Reform	March 21, 2014	Indo Global College of Education, Abhipur (Mohali).
37.	Marching to Different Drumers: Inclusive Education Through Teacher Education'	March 27-28, 2014.	Rayat and Bahra College of Education, Sahauran Punjab,
38.	A Quality Intervention in Higher Education Sector	November 13, 2014.	Post Graduate Govt. College for Girls, sector 42, Chandigarh
39.	National Seminar on Institutional Quality Improvement –Role of ICT	January 22-23, 2015	Shivalik College of Education, Mohali (Sponsored by NAAC).
40.	Teaching Strategies their Design and Innovative Practices in Teaching	January 24,2015	Gobindgarh College of Education, Alour (Khanna)/ (Sponsored by College Development Council, PU, Chandigarh).
41.	Human Rights (Series- II)	March 25-26, 2015.	Govt. College of Education, Sector 20-D, Chandigarh (UGC sponsored)
42.	Media Technologies: A Critical Evaluation	February 16, 2016. (Sponsored by ICSSR)	University School of Open Learning, Panjab University, Chandigarh
43.	Two Years B.Ed & M.Ed. Course: Challenges & Consequences	January 29, 2016	Dev Samaj College of Education, Sector- 36 B, Chandigarh.
44.	Ethics and Social Responsibility in the context of Indian Higher Education and Research	January 30, 2016.	Post Graduate Government College, Sector 46, Chandigarh & National Association of Psychological Science.
45.	Quality Concerns in Teacher Education	February 24-25, 2016.	Govt. College of Education, Sector 20, Chandigarh. (Sponsored by RUSA)

WORKSHOPS ATTENDED

S.No.	Title of WorkShop attended	Date	Place
1.	10-day Workshop to Review and Develop Performance Indicators for Quality Improvement	January25 - February 11, 2010	SCERT-32,Chd.,
2.	10-Day Workshop to review the Curriculum Of	July 20 -30,	SCERT-32,Chd.

	ECCE (Early Childhood Care and Education) and developed the new curriculum for ECCE.	2010	
3.	IAPT Zonal Convention- cum- Workshop on "Education in Physics &Related Sciences: Structure & Delivery in Classroom for 21st Century"	November 06-07, 2011.	Guru Nanak Public School, Ludhiana
4.	Curriculum Revision Workshop in subjects of Teaching of Science, Physical Science, Life Science and Environmental Education for B.Ed .	December 09, 2012	Dashmesh Girls College of Education, Badal
5.	Unlocking Learning Blocks by Ms. Marie Delaney from Ireland British Council and Regional institute of English	March 13, 2013	British Council and Regional institute of English, Chandigarh
6.	Seven days workshop on 'Quality Enhancement through. Quality Research	November 21 -27, 2013	Government College of Education, Sector-20,Chandigarh.
6.	B.Ed. Curriculum Development workshop (Life Science, Childhood and Growing up).	June 04,.2015	sponsored by Panjab University held at G.H.G. College of Education, Gurusar Sadhar

3.2   Research and Publication Output

1. **Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

ICT enabled approach has become a way of learning teaching environment of the institution. Instructional material, in the form of PPTs is frequently used by the faculty members during their classroom interaction. The students are encouraged to develop and use creative and innovative instructional materials including PPTs , 2-D and 3-D teaching aids (charts as well as working models). The students also make extensive use of PPTs and ICT enabled material during their presentations, discussion lessons, practice lessons, seminars and conferences etc. Students are also given training in the preparation of self instructional material- Programmed Learning Material (PLM). College especially organizes already prepared teaching aids competition and on the spot preparation of teaching aids competition every year to motivate the students towards the development of innovative teaching materials among them. The teaching aids thus prepared by the students are displayed and are open for visit by the other inmates of the college. This entire activity motivates the participants, and encourages the viewers towards the effective usage of diverse instructional media and materials in the teaching learning processes. The long term impact of this rich and liberal environment brings about attitudinal changes among students.

2. **Give details on facilitates available with the institution for developing instructional materials?**

The institution is rich in providing infrastructure for ICT enabled teaching learning environment. The college has ICT enabled classrooms- digital podia, LCD projectors, printers and uninterrupted internet facility for the students and teachers. The library provides access to latest knowledge material through its abundant resources in the form of books (rare, reference and text also), journals, e-resources, newspapers, magazines etc. the library also subscribes to the facility of INFLIBNET which provides free access to e-books and e-knowledge resources and thus facility is available to all the M.Ed. Students and all the faculty members. Extension lectures are also organized to give insight for the preparation of instructional material. Faculty members also attended workshops on e-content development organized by the Chandigarh Administration under National Technology Mission Project. The college has six well equipped labs. in different area and the students avail the facilities available there. There are well equipped special rooms like Fine Arts Room and Music Room. The open ambiance of the college and free access to diverse rich resource material available in the college set the environment to motivate the students and teachers alike to develop and use variety of instructional materials. Along with it, the details mentioned in Q.no. 1 of section 3.2, act as a trigger for the creation and use of rich teaching learning material.

3. **Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

   Please refer to Q. no. 1&2 of section 3.2, page no.73, 74

4. **Give details on various training programs and/or workshops on material development (both instructional and other materials).**

a. **Organized by the institution** –
   - Workshop for developing model lesson plans for the subjects of teaching of Science, Home Science, Physical Science, Life Science, Computer Science and Mathematics was organized on December 08, 2015.
   - Workshop for developing model lesson plans for the subjects of teaching of Social Studies, Economics and Languages (Hindi, English, Punjabi and Sanskrit) was organized on February 26, 2016.
   - College organizes Preparation of Teaching Aids competition every year, where students prepare and present the material/ teaching aids (details given in Q.no. 1 of section 3.2).
   - Teachers also give training for preparation of PPTs to the students in the classroom.
   - College also organizes syllabus revision workshops from time to time as per Panjab University guidelines/directions**.**

b. **Training provided to & attended by the staff**
    - Chandigarh Administration undertook a special drive to promote the development of e-content under NMEICT, Govt. of India, wherein all the colleges of the union territory were involved. The faculty from our college was also given special training in this area.
    - The faculty also attended the special orientation drive undertaken by Panjab University in the area of e-content development.
    - Staff was also given training by NIC, Chandigarh to work on computers and use ICT for curricular and co curricular purposes.
    - A few of our faculty members and students have received training from Intel for developing e-resource material for curriculum transaction.
    - College is open to permit staff to attend training workshops where ever they are organized.

5. **List the journals in which the faculty members have published papers in the last five years.**
    Faculty members got their papers Published in number of national and international journals.

S.No.	Year	Name of Journal	ISSN	Impact Factor
1.	2013	International Journal of Innovative Research and Development, Vol. 2(2), Indexed, Peer Reviewed Refereed	2278-0211	5.442
2.	2014	International Journal of Social Science & Interdisciplinary Research IJSSIR, Online available at Indian research journals.com.	2277 3630	0.407
3.	2015	International Interdisciplinary Research Journal. Peer Reviewed . *www.oiirj.org*.	2249-9598	3.113
4.	2015	Elixir Psychology 78. Refereed, peer reviewed, indexed	29751-29754	5.525
5.	2015	Elixir Psychology 83. Indexed, Peer Reviewed, Refereed**.**	33026-33029	5.52
6.	2015	International Journal of Multidisciplinary Educational Research, 4(2), Indexed Peer Reviewed, Refereed	2277-7881	3.31
7.	2016	Indian Journal of Applied Research Vol. 6 Peer reviewed and International	2249-555X	3.6241
8.	2010	National Geographical Journal of India, National Geographical Society of India, Banaras Hindu University, Varanasi 221005.	0027-9374	NA
9.	2010	Indian Journal of Regional Science, Regional Science Association,	0046-9017	NA

		Kolkatta.		
10.	2010	Researcher's Tandem, 01(04) Khalsa College of Education, Amritsar.	2230-8806	NA
11.	2010	University News , Journal of Higher Education, AIU House, 16 Comrade, Indrajit Gupta Marg (Kotla Marg), New Delhi 110002.	0566-2257	NA
12.	2011	Educational Research Vol.-IX, Sohan Lal DAV College of Education, Ambala City, Haryana-Peer Reviewed.	0976-9994	NA
13.	2011	Indian Journal of Health and Wellbeing, Indian Association of Health, Research and Welfare, Hissar.	*p-2229-5356; e-2321-3698*	NA
14.	2011	*Biospectrum* 10-11(1-4), NBTA, Chandigarh.	0972-8023	NA
15.	2011	*Diviner*. 8(2), DAV College, Chandigarh	0973-8320	NA
16.	2012	The Educational Beacon. 1(1) Government College of Education, Sec - 20 Chandigarh. Peer Reviewed	2249-4154	NA
17.	2012	*Indian Journal of Positive Psychology* 2(3-4) Hissar. indexed	2229-4937	NA
18.	2012	The Sadbhavna Research Journal of Human Development.2(1). Peer Reviewed, Refereed.	2249-6424	NA
19.	2012	Indian Educational Review, Publication Division, NCERT Campus, Sri Aurobindo Marg. N Delhi.	0019-561X	NA
20.	2013	The Educational Beacon. 2(1) Government College of Education, Sec - 20 Chandigarh. Peer Reviewed	2249-4154	NA
21.	2013	Journal of Education, Dev Samaj College of Education. Peer Reviewed.	0975-8720	NA
22.	2013	Radix International Journal of Social Science (RIJS). Radix International Educational and Research Consortium, Online journal http://www.rierc.org/	2250-3994	NA
23.	2013	Gian Jyoti E-Journal, GJIMT, Phase II, Mohali, Punjab. Online journal http://www.gjimt.ac.i/gianjyotiE-	2250-348X	NA

		journal.htm		
24.	2013	Journal of Indian Education Dept. of Teacher Education and Extension of N.C.E.R.T. Publication Division, NCERT Campus, Sri Aurobindo Marg. N Delhi.	0972-5628	NA
25.	2013	Education Sector Research Journal.(1) Peer Reviewed, Refereed	2321-0478	NA
26.	2014	The Educational Beacon. 3(1) Government College of Education, Sec - 20 Chandigarh. Peer Reviewed	2249-4154	NA
27.	2014	Intellectual Quest (II); e-journal of Humanities and Social Sciences); iq.cgcta.in; peer Reviewed.	2349- 1949	NA
28.	2014	International Journal of Education, Jasdev Singh Sandhu College of Education, Kauli, Patiala, Punjab, Online, Peer Reviewed, referred, indexed.	2347-4343	NA
29.	2014	Journal of Education, Dev Samaj College of Education, Peer Reviewed.	0975-8720	NA
30.	2014	Parkash. Guru Gobind Singh College of Education for Women, Giddarbaha (Sri Muktsar Sahib) Punjab.	2348-0904	NA
31.	2014	Mangalam International Journal of Humanities & Social Sciences/ Mangalam Prakashan, Allahabad.	0976-8149	NA
32.	2014	International Journal of Education Trans Academia 4 (1).	2319-3492	NA
33.	2014	Unmeelon, Vol.8, Prinicipal, Kanya Mahavidhyalaya Jalandhar.	2249-9121	NA
34.	2014	Krtika International Research Journal of Humanities and Social Sciences , Vol-13-14. Mahak Computers and Printers, Jalon, (U.P.)	0974-0002	NA
35.	2014	*Indian Journal of Health and Well-being, 5(5)*. Refereed, Peer Reviewed, Indexed.	*p-2229-5356; e-23213698*	NA
36.	2015	The Educational Beacon. 4(1) Government College of Education, Sec - 20 Chandigarh. Peer Reviewed	2249-4154	NA
37.	2015	Indian Educational Review Publication Division, NCERT Campus, Sri	0972-561X	NA

		Aurobindo Marg. N Delhi.		
38.	2015	Conflux Journal of Education, Peer Reviewed International Journal. *http://cjoe.naspublishers.com*	p2320-9305 e 2347-5706	NA
39.	2015	Journal of Education. Dev Samaj College of Education, Peer Reviewed.	0975-8720	NA
40.	2015	Journal of Advanced Studies in Education and Management 1 (3) Bhutta College of Education, Ludhiana.	2350-0492	NA
41.	2015	International Journal of School of Basic and Applied Sciences' 1(2). Maharaja Agarsen University, Baddi.	2395-3373	NA
42.	2016	The Educational Beacon. 5(1) Government College of Education, Sec - 20 Chandigarh. Peer Reviewed	2249-4154	NA
43.	2016	Journal of Indian Education by Dept of Teacher Education and Extension of N.C.E.R.T. Publication Division, NCERT Campus, Sri Aurobindo Marg. N Delhi	0972-5628	NA

6. **Give details of the awards, honors and patents received by the faculty members in last five years.**

Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

- Dr. Mrs Harsh Batra, Dr. Renu Verma, Dr Jasvir Kaur Chahal, Dr. Sapna Nanda, Dr. Anurag Sankhian, Dr. Vandana Aggarwal and Dr. Vijay Phogat have been Members, Faculty of Education, Punjab University. Dr Jasvir Kaur Chahal has remained Fellow Panjab University for more than a decade. She has also been syndic (2009-10) and Dean of Education (2010-11) and Member Board of Studies in Yoga and Naturopathy. Panjab University. Dr. Harsh Batra, Dr. Renu Verma and Dr. Sapna Nanda, Dr. Punam Bansal are the Members of Board of Studies (Education), Panjab University. Dr. Sapna Nanda and Dr. Sanjeev Kumar are members of Academic council, Panjab university during 2014-15.
- Dr. Sheojee Singh is Member, Board of Studies, Swami Vivekananda Studies, Panjab University.
- Dr. Mukhtiar Singh was honoured by Haryana Punjabi Sahit Academy for his book 'Puadi Lok Geet' in Folk Literature category for Haryana Punjabi Sahit Academy Awards on April 13, 2010.

- Dr. Sapna Nanda got elected as General Secretary, Indian Dietetic Association, Chandigarh during October 2010. She is also executive member of Chandigarh Amateur Softball Association.
- Mr. Lilu Ram is Member of Senate, Panjab University (November 2012- October 2016). He is also Member of Faculties of Arts, Science, Education, Business Management and Commerce.
- Mrs. Neelam Nagpal, College Librarian has been the President of 'Chandigarh Librarians Association' since August 2006. She is also the Life Member of Indian Librarian Association (ILA).
- Dr. Sheojee Singh and Dr. Vandana Aggarwal are Members, State Resource Group of Department of Education under Sarv Shiksha Abhiyaan. Dr. Vandana Aggarwal is also Member, State Resource Group constituted by State Project Director-cum-DPI(S) for training of SMDC members for all secondary schools under Rashtriya Madhyamik Shiksha Abhiyan, UT, Chandigarh.
- Dr. Pritpal Kaur has been on the panel of Referrals for Guidance and Counseling of U.T. Administration Chandigarh. Dr. Anjali Puri is convener of 24 Hrs. Helpline for Guidance and Counseling.
- Dr. Neelam Paul was appointed as Team Manager of Panjab University Volleyball Girls Team for North zone Intervarsity Tournaments held at Kot Khai, Shimla from October 6-10, 2014. She was Observer for Inter college Volleyball Tournament of Panjab University and selector of Volleyball team of Panjab University in All India Intervarsity competitions. She is also member Panjab University Sports executive committee.
- Biographical notes of Dr. Anjali Puri and Dr. Punam Bansal appeared in Asian American Who's Who (Vol.VII,2015). Dr. Punam Bansal's biographical note also appeared in Asian Admirable Achievers Vol. 8 (2015).

7. **Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**
    Faculty members are encouraged to undertake research projects from UGC, DST or any other funding agency. Till date one research project was undertaken by Dr. Sapna Nanda.

Nature of the Project	Name of the Faculty and Period of the Project	Title of the project	Name of the funding agency	Total grant	
				Sanctioned	Received
Minor Projects	Dr. Sapna Nanda, Asstt Prof. (Home Science)	Impact of Breakfast Consumption on Cognitive Profile of School Children.	UGC	75,000/-	75000/-

3.3   Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The college provides consultancy services to different stakeholders as per the policy of Chandigarh Administration. The beneficiaries include schools, colleges, colleges of education, training institutes, SCERTs, special institutes and universities of the region. These services include the deputation of the faculty in different capacities for diverse academic and administrative purposes, resource persons for different faculty development and training programmes, development of resource material; curriculum construction and revisions etc. Faculty members of the college have been acting as recourse persons for delivering lectures in various institutions as per their area of expertise in the institutions like NITTTR, GRIID -31, SCERT -32, Food and Craft Institute-42, Nursing College, Navodaya Vidyalaya Regional Training Centre and SSA as well as RMSA of Chandigarh Administration etc. They have also been active in acting as observers for various examinations conducted by CBSE, NITTTR and other competitive examinations. The faculty frequents in providing consultancy through expert lectures in various colleges of education of the region. Dr. Jasvir Kaur Chahal has been a consultant for the development of PCF-2013 (Punjab Curriculum Framework-2013) for the state of Punjab. She has also been co-co-ordinator for the centralized University B.Ed. and M.Ed. admissions. Many of our faculty members are University approved research guides for doctorate degree in Education. Many of our senior faculty members also act as experts for selection of teachers for state, National awards and selection of lecturers and principals of schools/ colleges of the region.

At the institutional level, all the faculty members provide elementary guidance and counseling facilities to the entire student population in general and to the allotted tutorial group students in specific. The college placement cell plays a pro-active role by regularly providing information dissemination services, resume writing, personality grooming services and mock interview sessions to the students to enhance their employability skills.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Yes, our faculty members are competent to provide consultancy services in their field of specialization. For details please refer to question 1   section 3.3 (page No.80)   The college website provides the contact details of the entire faculty for giving free access to the professionals as well as other members of general public.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The honorarium received by the faculty members is reflected in their annual ITR and the applicable income tax is deposited in the Govt. of India exchequer which subsequently is use for national development projects

4. How does the institution use the revenue generated through consultancy?

Same as the Q.No. 3 of section 3.3, page no. 80

3.4   Extension Activities

1.   How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The local community has benefited from the activities of the institution in the following ways:

Extension and Outreach Programmes:
- The NSS unit of the institution has adopted the village Kajheri. The NSS volunteers undertake various social reconstruction activities in the village school.
- The students help the school authorities in beautification of the campus.
- They also impart health and hygiene education to the students in consultation with the teachers of the school to promote healthy young India.
- The college also organizes rallies to sensitize the community on significant social issues like AIDS awareness, pollution, illiteracy, female foeticide, environmental degradation etc.
- NSS students visit Old Age Home and spend quality time with the inmates there. They exchange gifts with them and organize cultural programmes to cheer them up. They also listen to them patiently which makes the inmates feel good.
- Blind Institute witnesses the regular interaction with our NSS volunteers. This rich interaction makers the inmates feel important and fills them with refreshed enthusiasm towards their daily life activities, especially in the field of education. This exposure also provides an opportunity to our students to equip themselves for inclusive education, especially for the visually impaired
- These volunteers also visit the home for destitute and deserted, Mother Teresa Home. The students interact with them very patiently, play with them and also share thoughts with them. This gesture is able to bring about some ray of joy, happiness and playfulness for this deprived section of the society. The volunteers after this brief interlude become more sensitive and empathetic.
- NSS students also regularly visit Govt. Rehabilitation Institute for Intellectual Disabilities and interact with them.
  During the course of all the above programmes/ activities, our students develop the essential humane qualities of love, caring, sharing, empathy, compassion, intra and inter personal skills, social sensitization and responsibility which bring about required attitudinal changes among them.

Partnering with other organizations:

- NSS unit of the college organized Blood Donation camp in collaboration with Rotary Club Chandigarh, HDFC bank, GMCH, Sector-32 and GMSH, Sector-16.
- NSS volunteers of the college participated in Pulse Polio Immunization Drives in collaboration with the Health Department of Chandigarh Administration.
- Red Ribbon Club (RCC) and NSS unit of the college organized AIDS Awareness Programme in collaboration with State AIDS Control Society (SACS).
- Self defence training for students was organized in collaboration with Department of Police, Chandigarh Administration.
- The students are sensitized towards road safety rules and traffic awareness in collaboration with the team from traffic police of the city.
- A routine programme for awareness, sensitization and motivation of the students for eye donation is held in collaboration with Govt. Medical College, Sector-32, Chandigarh.
- Fire and Emergency Services Department, Chandigarh collaborates with the college to provide information and training to the students for preventing fire accidents and disasters and bring awareness of precautions that need to be taken in order to avoid fire outbreak. A live demonstration is organized for the same.
- Organizations like DST, IAPT, Yuva Satta & Nehru Yuva Kendra Sangathan also provide support from time to time for various activities.

2. **How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**

Being a premier government institute of teacher education in the region, entire funding of the college comes from the public exchequer through the grants by government of India through Chandigarh Administration. There exists a strong bond of the institution with the community. Some of the ways in which the students and faculty have benefited from this sustained relationship are:

- The institution receives the best talent in the form of fresh entrants from the community because of the high reputation and prestige that the community attaches to this institution. By and large, the top merit prefers admission in this college during the course of joint admissions.
- Chandigarh Administration provides a large number of schools for our students for the purpose of practice teaching. These practicing schools are evenly spread over the city.
- A close and active interaction is witnessed among the school authorities, school teachers, student teachers and teacher educators. This healthy interaction results in the enrichment of teaching learning experiences of our students, which prepares them quite well to take up the future challenges as the teachers of the nation.

- The college has transcended the national boundaries as far as the larger community is concerned. It enjoys a sound reputation with the international communities which results in frequent placements of the pass-out from this college in the foreign lands.
- Our students get exposure through visits to museums, railway station, blind institute, old age home, dams and science centre etc. which subsequently promotes among them awareness about different social situations.
- Their interaction with practicing schools, public libraries, banks, corporate sectors, insurance companies, industrial units, bio-diversity conservation project, milk plant etc. bring lively learning experiences to them.
- Social Sensitization is also enhanced through regular visits to blind institute, GRIID, old age home etc.,
- Awareness and value inculcation among our students takers place through various rallies, and pulse polio drives,
- The institution benefits from the expertise of the renowned resource persons drawn from the region from different echelons of the society which enhances the knowledge base of the students and the teachers alike and thereby refines our sensibilities and instills new skills.

3. **What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

The college proposes to strengthen the already ongoing projects in different areas as mentioned in preceding portions of the report. Besides this, the college focuses its attention on the creation of strong knowledge based society keeping in tune with the ongoing Knowledge Age. Two pronged strategies will be adopted for this. One will focus on enhancing the knowledge repertoire of the teacher educators through the organization of FDP,s and the special skill based training and exposure programmes and the second will enhance the knowledge base of the students through the organization of seminars/ workshops/ talks for the students who are going to be teachers. ICT integration into teaching learning processes will be taken to the next higher level by creating a wi-fi campus, creation of web based knowledge resources through the official website of the college by creating a page for sharing information/ knowledge about innovations in teaching learning process.

The college will try to explore the safer regions/ partners to promote PPP model within the policy framework of Chandigarh administration. All the precautions will be taken in this area to safeguard the vulnerability to exploitation (economic, emotional, social, physical etc.). NSS activities will be strengthened further and diversified with the establishment of theme based clubs, especially in the areas of education for the deprived in the slum areas, home keeping, budgeting, creating awareness about health and hygiene, environment issues and child rights.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

The following are the details of the project undertaken in the area of community development:

Nature of the Project	Name of the Faculty and Period of the Project	Title of the project	Name of the funding agency	Total grant	
				Sanctioned	Received
Minor Projects	Dr. Sapna Nanda, Asstt Prof. (Home Science)	Impact of Breakfast Consumption on Cognitive Profile of School Children.	UGC	75,000/-	75000/-

Besides this, the college participates regularly in community development activities undertaken in active co-ordination with Chandigarh Administration, NSS wing of Panjab University, Red Ribbon Club of State AIDS Control Society as well as other agencies. The details have already been mentioned in the preceding portions of this report.

5. How does the institution develop social and citizenship values and skills among its students?

In addition to the programmes and activities already mentioned above,

- The college celebrates national festivals such as Republic day and Independence day with great fervor by hoisting the national flag, motivational speeches and patriotic songs. This infuses a strong sense of nationalism among the students.

- Citizenship values and preparation for democratic obligations of adult franchise and leadership are promoted through holding the elections for the office bearers of different societies.

- Regular Value Education Assemblies conducted once every week by the students help them to inculcate larger social values and skills for the world citizenship. The indigenous way in which these assemblies are organized promote the values of co-operation, aesthetics, punctuality, responsibility, value for time, self discipline, leadership, responsible social communication and expression and independent decision making.

- Our institution has been organizing a number of activities for the students during the session. They not only participate in activities but also form the core team to plan, organize and manage all the activities of the college held within and outside the college campus. Moreover, all the students of our institution are enrolled for NSS and Red Ribbon Club, where the entire different social, cultural, patriotic, skill based, personality development activities are undertaken.

- Our students also participate in Youth Festivals and various sports tournaments, skill in teaching competitions in various education colleges situated in different cities. They also participate actively in educational trips/ off campus experiences/ expeditions of NSS which help develop social and citizenship values and skills among them.

3.5 Collaborations

1. **Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

College has informal linkages with Red Cross Society for blood donation camps, scholarships for blind students and with NITTTR for FDP's, but no formal linkages have been established with any national level organizations. As and when Chandigarh Administration, Panjab University, and /or Govt. of India require collaboration from college side, it is always forthcoming.

2. **Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

No formal linkages have been established with any international organizations, however the countries like USA, Canada, Australia and New Zealand besides others witness a fair placement of our students in teaching and allied areas.

3. **How did the linkages if any contribute to the following?**

- **Curriculum Development-** Our College is affiliated to Panjab University, Chandigarh for all academic purposes. Quite a few of our faculty members are members of its governing bodies at different levels which includes Senate, Academic council , Board of Studies and Faculties. They participate very actively in the curriculum development and revision initiatives undertaken by the university.
- **Teaching members-** Teaching faculty of the college acts as resource person in the seminars and conferences organized by different institutions. They share their expertise with other institutions. The expertise of the faculty is being used by the Chandigarh Administration to train Teachers recruited under SSA, orientation and refresher programmes for teachers by SCERT-32, Chandigarh. During teaching practice experiences of school teachers are shared with our faculty. This helps in bridging the gap between schools and teacher education institution. They also interact actively with the faculty members of other institutes thereby making significant contribution in participatory learning and joint resource building.
- Training-   Please refer to Partnering with other organizations under question No.1 of section 3.4. (page 80)

- **Practice Teaching-** The college have developed sustained and extensive linkages with government schools though Director School Education, Chandigarh Administration, Chandigarh. Large number of government schools spread all over the city are provided for practice teaching. Students of the college are sent to these schools for the stipulated time duration. Active interaction among the school authorities, school teachers, student teachers and teacher educators takes place in a highly participative and collaborative environment.

- **Research-** The college is a university recognized Research centre to conduct research at doctorate level in the discipline of education. The university also authorized this centre to conduct six months Pre-Ph.D. course work. All the faculty members are actively involved in supervising research, attending seminars and conferences, Research paper publication and presentations. This helps in professional development of our faculty. Research scholars also gain from the experience of the faculty. The rich resources of the college library are also made available to the research scholars of the zone.

- **Consultancy-** Please refer to the details mentioned in the section 3.3 (page No. 79)

- **Extension –** Please refer to section 3.4, page no. 80

- **Publication-** College is publishing a Peer Reviewed Research Journal, 'The Educational Beacon' since 2012 annually. The faculty of other colleges is also invited to contribute their research papers in this research journal. Moreover, our faculty is also contributing research papers in the research journals of other institutions and thus establishes linkages with other institutions. The college magazine, 'The Educational Observer', published annually promotes the creative writings by the college students in three languages-Hindi, English and Punjabi. College Prospectus and Annual Reports are published annually. Proceedings of National Seminars held at the college are also published in the book form which contains the full papers presented at these seminars.

- **Student Placement-** College also has student placement cell. A workshop on Grooming, Interview Skills and Resume Writing is organized annually for the skill development of the students. The cell also maintains records of the students for placement in different institutes. The students are intimated about the vacancies through information dissemination system. The resource persons from other institute are invited to give lectures during workshops on grooming, resume writing and personality development.

4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

- Schools are acting as training ground for the students during teaching practice. A large number of schools are provided through Director School Education, Chandigarh Administration for practice teaching. Active interaction and mutual give and take is a routine practice there. During teaching practice experiences of school teachers are shared with our faculty. This helps in bridging the gap between schools and teacher education institution, that is, our college.

- College Principal is part of the committee which recommends State and National Awards to the school teachers.
- Practical Examinations- Human and material resources from the schools are extensively used during Final Skill in Teaching Examinations and other Practical examinations.
- Schools are also used for Field work and Research work.
- The expertise of the faculty is being used by the Chandigarh Administration to train Teachers recruited under SSA, orientation and refresher programmes for teachers by SCERT-32, Chandigarh. The faculty acts as a resource persons for imparting knowledge in various contemporary issues in education for the school teachers.
- Faculty acts as resource person in the training programmes organized by Navodya Vidyalya Training Institute-25, Chandigarh, for teachers and Principals of the Navodaya Vidyalayas.

5   Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Yes, all the faculty members are actively engaged in schools with teachers and other school personnel to design, evaluate and deliver practice teaching. All the students of the college are divided in equal groups under tutorial groups. They are under one tutorial in charge or mentor. During teaching practice, the mentor accompanies the students to the school allotted to the students. The role of mentor is to design, manage, and evaluate all the activities related to teaching practice in cooperation with teachers and other school personnel.

6   How does the faculty collaborate with school and other college or university faculty?

The faculty collaborates with schools by way of providing them expert guidance in training the in-service teachers for various programmes under SSA, RMSA and other enrichment activities undertaken by Directorate of School Education, Chandigarh Administration. Many of our Faculty members are involved in developing teaching learning material, teacher's manual and framing suitable guidelines in recruitment of teachers. Faculty members are also invited regularly for orientation/ refresher training programmes of teachers and principals in schools. Faculty members also act as resource persons in the in-service training programmes conducted for teachers by SCERT-32, Chandigarh, GRIID-31, Chandigarh, Food and Craft Institute-42, Nursing Institute, Chandigarh etc.

Faculty also collaborates with schools through Directorate of School Education, Chandigarh Administration for teaching practice. School principals and senior teachers of schools are also invited to act as examiners for practical examinations of B.Ed. course. Field work and research work of M.Ed. class are also conducted in schools. Action Research, Case Studies and Human Right Projects are also conducted by students in schools with cooperation of principals and teachers.

Our faculty members collaborate with other colleges and Universities in designing curriculum, guiding Ph.D. research work and organizing and attending seminars and

workshops. Faculty members also attend Pre- RDC, RDC meetings and Viva- Voce for PhD Research scholars. They are also the members of Senate, Academic Council, Board of Studies and Faculties of Panjab University which contribute to framing and revision of curriculum, appointment of examiners, paper setters, duties for final examinations, member of flying squad etc.

3.6 Best Practices in Research, Consultancy and Extension

1. **What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

    The major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years are:

- Setting up of IQAC.
- Initiating the regular Publication of Peer Reviewed Research Journal, 'The Educational Beacon'.
- Setting up of Research centre for PhD course work.
- Subscription of e- resources and e-Journals through INFLIBNET/ N-list.
- Regular conduct of workshops in Research Methodology in the college.
- Thorough discussion of the M.Ed. synopsis presented by the students in presence of all faculty members every year.
- Involving all the faculty members for supervision of M.Ed. Research.
- Approval of all eligible regular faculty members by university to act as Ph.D. guides for Ph.D. Research scholars.
- Providing library resource material, computers and internet facilities to faculty and students for the sake of research and extension activities.
- Conducting extension lectures on various topics of interest on regular basis.
- Visit of our faculty members to other institutions to deliver extension lectures/ act as resource persons, delivering key note addresses and chairing sessions in seminars/ conferences.
- NSS units and Red Ribbon Club of the college undertake various awareness drives through rallies, surveys, blood donation camp, visits to institutes and personality development initiatives.
- Off campus experiences to students through educational trips.

2. **What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

    Please refer to question No.1 of section 3.6 (page No 88)

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What are the main evaluative observations/suggestions made in the first assessment report with reference to R*esearch Consultancy and Extension* and how have they been acted upon?**
    The first cycle of NAAC was done in May, 2004. No specific evaluative observations/suggestions were made in the first assessment report with reference to Research Consultancy and Extension. Since then, the college has grown considerably in this section.

    i.   Majority of our faculty members have completed their Ph.D. research work and were awarded degrees. Those who are left are in the process of completing the degree.
    ii.   Majority of our faculty members are guiding Ph.D. research scholars.
    iii. All the faculty members of our college are supervising M.Ed. research work.
    iv.   College has started the publication of Peer reviewed Research Journal, 'The Educational Beacon'. Majority of the staff members are contributing research papers in this Journal.
    v.   All the faculty members are getting their research papers published in various National and International journals.
    vi.   All the faculty members are attending National and International Seminars/ Conferences and symposia and present their papers in them.
    vii. All the faculty members are providing guidance and counseling to students of the college and even to students of other colleges who approach them for guidance and counseling.
    viii. Faculty members are also acting as resource persons for giving lectures in different institutions like SCERT Chandigarh/ SSA, Chandigarh Administration, GRIID, Chandigarh, Navodaya Vidyalaya Training Centre, Chandigarh, Food and Craft institute, Chandigarh and so on.
    ix.   They are also acting as Resource person for key note address for seminars and conferences.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

Research
- College has started the publication of peer reviewed research journal, 'The Educational Beacon'. Majority of the staff members are contributing research papers in this journal.
- Establishment of Research centre.
- Majority of the faculty members are allowed supervision of M.Ed. and Ph.D. research.
- Organization of Seminars and Conferences.
- Publication of Full Paper Proceedings of National Seminars/ conferences held in the college.
- For professional growth, faculty is allowed to attend and present papers in seminars and conferences.
- Regular conduct of workshops in Research Methodology in the college.
- Subscription of e- resources and e-journals through INFLIBNET/ N-list.

Extension

- Organizing Educational Trip for the students.
- Inviting resource persons from outside for lectures and deputing the college faculty to other institutions for the same.
- Visit to various places of educational and social importance , like, NITTTR, NIPER, CSIO, IMTECH, GRIID, Blind Institute, Old Age Home, Mother Teresa Home etc.

Consultancy

- All the faculty members are providing guidance and counseling to students of the college and even to students of other colleges who approach them for guidance and counseling.
- Our faculty members collaborate with other colleges and universities in designing curriculum,
- The faculty members are guiding Ph.D. research work.
- Organizing and attending seminars and workshops.
- Faculty members also attend Pre- RDC, RDC meetings and Viva- Voce for Ph.D. research scholars.
- Faculty members are also the members of Senate, Academic Council, Board of Studies and Faculties of Panjab University which contribute to framing and revision of curriculum, appointment of examiners, paper setters, duties for final examinations, member of Flying Squad etc.
- One of our faculty members has been a consultant for the development of PCF-2013 (Punjab Curriculum Framework-2013) for the state of Punjab. She has also been co-co-ordinator for the centralized University B.Ed. and M.Ed. admissions

Other Measures for quality enhancement:

- Renovation of College faculty rooms, labs., library, office, college hall etc.
- Introduction of Teaching of Computer Science, Teaching of Commerce and Teaching of Sanskrit.
- Upgradation of computer and language labs.
- Setting up of Educational Technology lab.
- Computer and internet facilities along with printers to all the faculty members in their respective offices.
- ICT enabled classrooms with digital podia, LCD projectors and uninterrupted internet facility.
- Providing interactive boards and air conditioners in some of the labs.
- Setting up of green house and rain water harvesting system .
- Setting up of solar panels for electricity generation.
- Providing clean drinking water in the coolers equipped with RO equipment.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

1. **Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**
   Yes, the institute has the physical infrastructure as per the NCTE norms.

SNo.	items	NCTE requirements	Facilities in the college	Amount invested
1.	Built up area in Sq.ms. (B.Ed. plus M.Ed.)/ Land Area	2000/3000	14 acres./ 56654.93 sq. mts	Govt. Land
2.	Classrooms	One classroom for every 50 students	10 spacious classrooms	Govt. Building
3.	Multipurpose hall	Multipurpose hall with seating capacity of 200	College auditorium with seating capacity of at least 400	Govt. Building
4.	Library cum reading room	Library cum reading room	Spacious two storeyed Library cum reading room	Govt. Building
5.	ICT resource centre	ICT resource centre	Computer lab. With seating capacity and terminals for more than 30 students.	Govt. Building
6.	Curriculum Lab.	Curriculum Lab.	Educational technology lab.	Govt. Building
7.	Art and Craft Resource centre	Art and Craft Resource centre	Art and craft room with two inbuilt faculty rooms	Govt. Building
8.	Health and Physical Education Resource centre	Health and Physical Education Resource centre	Health and Physical Education room including Gymnasium	Govt. Building
9.	Principal's office	Principal's office	Big Principal's office with seating capacity of at least 30 people.	Govt. Building
10.	Staff room	Staff room	Spacious AC equipped staff room with comfortable seating arrangement for about 40 people.	Govt. Building
11.	Administrative office	Administrative office	Spacious Administrative office with individual working table and PC for each official.	Govt. Building

12.	Visitor's room	Visitor's room	Visitor's room outside Principal's office	Govt. Building
13.	Separate common room for male and female students	Separate common room for male and female students	Common rooms for male and female residents in respective hostels; college provides for separate common room for girls.	Govt. Building
14.	Seminar Room	Seminar Room	Seminar Room with the capacity of at least 50 participants.	
15.	Canteen	Canteen	Well equipped canteen.	
16.	Separate toilets	Separate toilets for Girls/ Boys/ Faculty/ PWD	yes	
17.	Parking Space	Parking Space	yes	
18.	Store rooms	Two	More than two	
19.	Play field	Multi purpose	More than one	
20.	Open space	Open space for additional accommodation	Large open space	
21.	Play grounds	Play grounds	yes	
22.	Fire fighting facilities	Fire fighting facilities	yes	
23.	Hostels	Separate for Boys and Girls	Yes	
24.	Faculty quarters	Faculty quarters	3 inside campus- rest Chandigarh administration has provided quarters to the employees of administration in Chandigarh.	

Please refer to Master Plan attached vide Appendix- IX

2. **How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

Since our college is a government institution, so, all our academic and infrastructural requirements are met with by the Chandigarh administration as and when they arise.

3. **List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

- College auditorium for various curricular/ co- curricular/ fun activities/ competitions etc.

- Play grounds- Basketball, Badminton, Volleyball, Kho Kho can be played
- Indoor games- Table tennis, carom, Chess, ludo etc.
- Gymnasium and Sports room.
- Fine arts and music rooms,
- Seminar room,
- ICT equipped labs and classrooms for skill in teaching and related competitions.

4. **Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

- Spacious, well lit, air conditioned College Auditorium- used by Chandigarh Administration during elections and for state and national level seminars, functions, programmes, drives etc.
- Schools as well as other organizations also use the hall for their respective functions.
- Seminar Hall is used during Panjab University elections, admissions, conferences, seminars, research coursework for Pre-Ph.D. students.
- Hostels are also used to accommodate students of other Govt. colleges of the city.
- Play grounds are used by the community after college hours.
- Chandigarh Administration has ordered to use open spaces of all the institutions for parking during festival seasons when there is heavy rush in the adjoining markets and the same is applicable to this college also.
- Competitive examinations are also conducted in the college by various bodies, such as, UPSC, SSC, Railways, NITTTR, Panjab University etc.

5. **Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

Health and Hygiene:
- **Canteen:** The College has a neat, clean and hygienic canteen with a seating capacity of about 30 which provides fresh cooked snacks for the staff and students. The canteen is run at economical rates fixed by the college at the time of awarding the canteen contract.

- **Health care facility or Medical room:** To take care of the health related issues of the staff and students a Medical Room with all the necessary latest equipments and medicines for immediate first aid under the supervision of a qualified nurse are available. The emergencies are immediately attended to with first aid.
- **Water:** RO water purifier attached water coolers are available in the college for staff and students. Water dispensers are also available in various offices, staff room, departments, library etc.
- **Washrooms:** There are adequate washrooms for the staff and students with arrangement for separate washrooms for males and females. The washrooms are neat, clean and hygienic.
- **Common room/ Rest room for women:** College has one neat and clean common room/ rest room for girl students.

6. **Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

- **Hostel Facility – Accommodation available-** Separate hostels are available in the college campus **for** both boys and girls. There are total of 22 rooms in the girls' hostel with 14 rooms for living accommodation, two spacious washrooms, mess with one dining hall, kitchen with two store rooms, common room, study room, visitor room, gymnasium and one guest room. The hostel is under CCTV surveillance. The hostel can accommodate up to 60 students.

  Boy's hostel has three blocks. The rooms are spacious and each room can accommodate upto five students. Separate almirahs, bed, study table and chair are provided to each resident. There are separate wash rooms fitted with geysers in each block. The other facilities available are- mess with proper kitchen, deep freezer, warmer and inverter. Indoor and outdoor recreational facilities, library, common room, gymnasium, facility for medical emergency, drinking water etc are available. The hostel is under CCTV surveillance. The hostel can accommodate up to 75 students.

- **Recreational Facilities, Gymnasium, Yoga Centre, etc.**
  College has a large open space, where students can play during their free time. They can get in-door and outdoor sports material issued from sports teacher for their recreational activities. A well maintained gymnasium is there in the college campus for students and staff. Programmes/activities related to yoga are being organized from time to time in the form of demonstration and actual training during NSS camps.

- **Computer facility including access to internet in hostel**
  Both the hostels have one computer each in their respective offices. The college administration is planning to make the whole college Wi-Fi enabled so as to provide easy internet access to staff and students for their academic development.

- **Facilities for medical emergencies**
  College nurse is stationed inside the college premises and is available for 24 hours to meet any eventuality and medical emergency.

- **Library facility in the hostels**
  Each hostel has separate library facility equipped with books, newspapers and magazines etc.

4.2   Maintenance of Infrastructure

1.   What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

The budget allocation is as detailed below:

Sr. No.	Head under which allocated & utilized	2010-11	2011-12	2012-13	2013-14	2014-15	Balance
1	Building	NIL	NIL	NIL	NIL	NIL	NIL
2	Laboratories	---	166480	285851	121233	257720	NIL
3	Furniture	517525	328185	283170	476075	235950	NIL
4	Equipments	1018905	1795510	359597	217584	453480	NIL
5	Computers	271839	455053	618038	252000	349020	NIL
6	Transport/ Vehicle	NIL	NIL	NIL	18700 (E-BIKE)	NIL	NIL
7	Any other:	1319405	613945	453160	644156	441053	NIL

The allocations are made for up gradation, up keep, breakage, maintenance, protection (anti virus, batteries for UPS etc.)

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?
- College has always worked to the full of its capacity and the optimum utilization of infrastructure has always been ensured.
- Hostel accommodates students of other Govt. Colleges also.
- Whenever necessary, the college building is used by Chandigarh Administration and other agencies with prior permission from the Administration.
- Competitive examinations are also conducted in the college by various bodies, such as, UPSC, SSC, Railways, NITTTR, Panjab University etc.

3. **How does the institution consider the environmental issues associated with the infrastructure?**
   Institution is very sensitive to environmental issues associated with the infrastructure.
   - The college building is planned according to norms of Environment Department of Chandigarh Administration.
   - Rain water harvesting system is installed in the college campus.
   - Solar panels are installed for generating non conventional electricity.
   - Fire-fighting equipments are installed in the college campus.
   - Care is taken to keep the building clean so as to prevent any epidemic.
   - Greenhouse has been made functional in the college campus.
   - Well lit and well ventilated office, faculty rooms and classrooms minimize the use of electricity during day time.
   - Tree plantation drive is an annual feature of the college. Many medicinal plants have been planted during these drives.
   - Horticulture dept. of Chandigarh Administration is actively involved in periodic pruning and cutting of trees as per the requirements.
   - Anti malaria/dengue cell of Health Department, Chandigarh Administration keeps on monitoring water tanks and water logging in the college and hostel premises.

4.3 Library as a Learning Resource

1. **Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**
   Yes, the institution has a qualified librarian and sufficient technical staff to support the library (material collection and media/computer services. Library is fully computerized with seven computers and is linked through LAN.

2. **What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

   The library resources available to the staff, students and faculty are enumerated below:

Sno.	ITEMS	No of Items
1	Books Titles	40067
2	Journals (National)	25
3	Journals (international)	On line Journals available
4	Magazines	33
5	Newspaper	12
6	Audio-visual teaching learning resources	CD's and DVD's of some books and educational films available,
7	Software	Library automation software (Libsys)

8	Internet Access	5 computers are there for internet access

INFLIBNET/ N-List facilities are available for M.Ed. students and faculty in the college library.

3. **Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.**

i. Yes, the various library resources are systematically reviewed to ensure adequate access, relevance and utilization. Acquisitions of documents involve feedback and demands from teachers. Also display of books by booksellers and vendors provide ample flexibility in choice of quality of reading materials. The collection development process is participatory and decentralized.

ii. **Composition of Library Committee:** The advisory committee comprises of convener (Librarian) and five committee members. The committee organizes meetings from time to time to discuss the matters related to Library.

iii. **Functioning of library committee:**
The library committee considers various issues pertaining to the library and works for its growth and development. It aims to bring quality in its collection and services. It helps proactively in evaluating and framing library rules and regulations. It provides valuable advice whenever needed.

4. **Is your library computerized? If yes, give details.**
Yes, the library is automated using the software Libsys. It has various modules that help in computerized Issue/Return of books to students, and generate Barcodes, Spine labels, Catalogue cards and Library cum Identity card (SMART CARDS). In addition, the software helps in creating, maintaining and updating the library user database and collection database. It can be accessed over the local area network (LAN) in the library premises. Students can also check the availability of a particular document using OPAC. The library pays AMC of the software regularly.

5 **Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

The library has five computers for library members. The staff and students use the computers to access in-house OPAC and to access e-resources including e -books and e-journals. This facility helps them in completing their academic tasks as they get quality material from the scholarly e-resources made available through N-list (National Library and Information Services Infrastructure for Scholarly Content) consortium of UGC-INFLIBNET. Reprographic service provided only for official purposes. On an average 10 students/staff use the computers per day.

6   **Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.**

The institution registered under N-LIST programme which is executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre. The N-LIST project provides access to e-resources to students, researchers and faculty members. Authorized users can also download articles required by them directly from the publisher's websites. Users can have access to 6000+ e-journals and 135000+ eBooks from anywhere, 24/7 as all the registered members have their individual user id and password. All the M.Ed. students and faculty members have been given access to this facility.

7   **Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

i.   Library remains open on all working days.
ii.   Library remains open from 9am to 4 pm (Monday to Friday) and 9 am to 2 pm on Saturday.

8   **How do the staff and students come to know of the new arrivals?**

The book jackets/covers of many of the recently acquired books are displayed on the display board and the some important new books are also placed on the revolving stand (New Arrival stand) inside the library. As and when staff and students visit the library, they can know about the new arrivals. At times faculty members are also communicated regarding the new books pertaining to their area of interest verbally.

9   **Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes, the library has a separate section for book bank. Needy and economically weaker students get four text books issued for the full session from this section.

10   **What are the special facilities offered by the library to the visually and physically challenged persons?**

The library reading and circulation sections are situated on the ground floor, which help them in easy access to the library facilities with other students. For the benefit of blind students, JAWS software is present in the library computers.

4.4 ICT as Learning Resource :

1. **Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

Number of computers with configuration	**No. of Computers:**	**Configuration**
	16	Core i7, 500GB HDD, 2GB RAM
	21	Core i5, 500/160 GB HDD, 2GB RAM
	15	Core i3, 320GB HDD, 2GB RAM
	41	Core 2 Duo,160GB HDD, 2GB RAM
	03	Pantium D, 80GB HDD,1GB RAM
Total no. of Computers	96	
Computer Student Ratio	1:1	
Stand Alone Facility	• Printer	30
	• Scanner	05
	• Fax machine	01
	• Digital Photocopier Machine	03
	• Online UPS	02
	• Offline UPS	40
LAN facility	96	
WiFi Facility	10	
Licensed Software	• IBM SPSS Statistics 20	
	• JAWS 12	
	• MS Office	
	• Photoshop_13_LS16	
	• Flash Player Academic Adobe 11.9	
	• E Copy Pro Office (Create, convert and collaborate with batter PDF for Business)	
	• Corel DRAW (Graphics suite X6)	
	• Sanako Language Lab Software	
	• Anti Virus Software	
No. of nodes/Computers with Internet Facility	96	
Any other Facility	Smart Classrooms with Digital Podium and LCD projectors.	
	Interactive Boards	
	Multimedia Boards	
	Data Card for Internet	
	Library Management Software	
	Laptops to Faculty	

The college has given open access to faculty, students and office staff to use ICT facilities available in the college for their day to day teaching learning, management and administrative purposes. Under the supervision of principal and faculty, optimal utilization of ICT facilities is ensured through regular monitoring and periodic discussions in the staff meetings.

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes, there a provision in the curriculum for imparting computer skills to all students. The curriculum includes the pedagogy subject- Teaching of Computer Science, Computer craft, Computer Education as compulsory subject for students. The students are taught:

- MS Windows
- M S Word
- M S Excel
- M S PowerPoint
- Internet Skills

Besides the above, the students of pedagogy of Computer Science, are imparted the skills of :

- Using Flash
- Preparation of Cover Pages
- Multimedia presentations

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

- Every pedagogy subject has role of ICT in teaching of that subject.
- Pedagogy of Computer Science as a teaching subject.
- Understanding of ICT as a compulsory Paper.
- Computer Craft as an optional paper in the Work Experience programme.

Besides teaching, ICT is being used for transacting curriculum in classrooms in the form of PPTs. ICT is also used for research purpose.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)
Please refer to Q.No. 1&2 of Section *3.2 (page No 73, 74)*

4.5 Other Facilities

1. **How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**
Please refer to Q.No. 1&2 of Section *3.2 (page No 73,74.)*

Besides the above, the college is open to share its instructional infrastructure with other colleges within the rules and regulations of the Chandigarh administration.

2. **What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

- The institution has well equipped laboratories which provide variety of audio-visual material.
- Computer Lab, Language Lab, Educational Technology Lab, Psychology Lab, Science Lab, Art and Craft Room, Fine Arts Room help pupil-teacher to learn technology in order to make teaching-learning process more effective. These are used by student-teachers and staff during the teaching-learning process.
- Students are asked to prepare transparencies, multimedia presentations, working models, Charts, Self-instructional material with the help of material available in the institute.
- Radio, Television, Cassette player and DVD player are also available in the institute for educational purpose.
- Tutors and subject/ pedagogy teachers encourage students to prepare, present and use ICT based lesson plans and audio visual materials/ aids during their discussion lessons and practice teaching, which has due weightage in their internal assessment.
- The college also has sound system, mike, speakers, digital cameras, movie camera and projectors as audio visual aids.

3. **What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**
- Psychology and Guidance Lab.
- Home Science Lab.
- Educational Technology Lab.
- Language Lab.
- Computer Lab.
- Science Lab.
- Fine Arts Room.

- Music room
- Health and Physical Education room with gymnasium.

Chandigarh Administration provides liberal funds to enhance and upgrade the labs. and equipment and for their maintenance.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

Multipurpose hall

The college has a spacious, well ventilated, well lit, fully air conditioned auditorium with the capacity to accommodate around 500 people. Various academic and cultural programs are organized for all round personality development of the students. Value education assembly, orientation programme, extension lectures, and various co curricular activities and competitions are organized in the college auditorium.

Workshop

Home Science, Computer and Fine Arts workshops are available in the college.

Music

Music room is available in the college. Instuments like harmonium, tabla, sitar, violin, tanpura, plate tarang, pakhawaj, synthesizer, benzo, congo, dhol, dholak etc. music room supplement all the cultural and curricular activities of the college.

Sports Room

The college has a well equipped gymnasium and a sports room with a game boy for issue and return of sports equipments to students and for marking of fields/ grounds for different sports events in the campus.

Transports

E-bike for carrying daks of the college is available. Chandigarh Administration provides for the expenses of transport of students, faculty and teams as and when required. College facilitates in issuing of bus passes to the students who need public transport facilities.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, all our classrooms are well equipped with ICT facilities for the use of latest technology for teaching learning. digital podia, LCD projectors, screens and computers with uninterrupted internet facility are available in all the classrooms. Moreover, six interactive boards are installed in some of our labs.

4.6   Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

- Faculty is well versed with the use of technology. All the faculty members are competent and comfortable with the use of technology for curriculum transaction and for research purposes.
- The faculty is also eager to train students in the use of ICT in classrooms and for research.
- They motivate the students and create conducive environment for the students for the use of ICT.
  Also Please refer to Q.No. 1 of section 2.6, page no.65

2. **List innovative practices related to the use of ICT, which contributed to quality enhancement.**
- All our classrooms are well equipped with ICT facilities for the use of latest technology for teaching learning. Digital podia, LCD projectors, Screens and Computers with Internet facility are available in all the classrooms. Moreover six interactive boards are installed in some of our labs.
- Faculty uses PPTs in classrooms for curriculum transaction.
- Students are given training in preparation of PPTs.
- Students are also given training to present their topics using PPTs in seminars and classrooms.
- Faculty and students are permitted to use ICT anywhere in the college.
- Faculty and students are given access to softwares like SPSS, COREL to be used for research purposes, designing etc.
- JAWS, the special software for the visually impaired is available in the college.
- Tutors and subject/ pedagogy teachers encourage students to prepare, present and use ICT based lesson plans and audio visual materials/ aids during their discussion lessons and practice teaching, which has due weightage in their internal assessment.

3. **What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**
   Please Refer to questions 1 and 2 of section 3.2. page No 73,74)

- All our classrooms are well equipped with ICT facilities for the use of latest technology for teaching learning. Digital podia, LCD projectors, Screens, Computers with Internet facility and Smart boards are available in all the classrooms.
- The institution has well equipped laboratories which provide variety of audio-visual material.
- Computer Lab, Language Lab, Educational Technology Lab, Psychology Lab, Science Lab, Art and Craft Room, Fine Arts Room help pupil-teacher to learn technology in order to make teaching-learning process more effective. These are used by student-teachers and staff during the teaching-learning process.
- Radio, Television, Cassette player and DVD player are available in the institute for educational purpose.

- The college also has sound system, mike, speakers, digital cameras, movie camera and projectors as audio visual aids.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report suggested that the college should procure more computers and should be equipped with information communication technologies such as LCD, CD writer, Scanner, Laser Printer, SPSS. College should also be equipped with internet facilities.

Over the time, the college has grown considerably in this direction.
- All the classrooms are well equipped with digital podia, computers, LCD projectors, internet facility and screen for display.
- All the faculty members are provided with desktops, printers, laptops and internet facility.
- Six Interactive boards are installed in six different places- labs and seminar room.
- Computer Lab, Language Lab, Educational Technology Lab, Psychology Lab, Science Lab, Home Science lab., Fine Arts Room are well equipped with ICT and internet.
- Radio, Television, Cassette player and DVD player are available in the institute for educational purpose.
- The college also has sound system, mike, speakers, digital cameras, movie camera and projectors as audio visual aids.
- Licensed Software like- IBM SPSS Statistics 20, JAWS 12, MS Office, Photoshop_13_LS16, Flash Player Academic Adobe 11.9, E Copy Pro Office (Create, convert and collaborate with batter PDF for Business), Corel DRAW (Graphics suite X6), Sanako Language Lab Software, Anti Virus Software are present in the college for open use by faculty and students..

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

Besides the quality measures mentioned under question 1 of this section, the institution has widened its professional networking whereby large number of faculty members interact at decision making bodies of the university and participate actively in policy framing and curriculum construction and revision activities. There is also rich human resource building through the medium of special skill workshops, seminars, and interactive sessions. The students and other stakeholders are also made

active partners in some of these activities. The office and administrative work has been thoroughly computerized.

Criterion V: Student Support and Progression

5.1 Student Progression

1. **How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

    *   The students are admitted through centralized (online) admission process and counseling conducted by Panjab University as per the policy framed by the university/Chandigarh Administration for the year/ session.
    *   After admission they undergo an intensive three-day compulsory orientation programme before formal classes and curricular transactions commence. We also conduct, during orientation programme, talent search and tutorial group meeting to gauge their preparedness to some extent initially.
    *   During the formal curriculum transaction phase, different activities are enriched with regular academic programmes. Co-curricular activities and professional development activities provide a thorough grounding, exposure and support to the students and help them grow into professionally mature and competent teacher graduates.
    *   Demonstration lessons by teacher educators, discussion lessons, micro-lessons and practice teaching in the school by the students under supervision helps them develop professional competencies.
    *   Regular weekly value education programmes, tutorial group meetings, extension lectures by experts, career counseling, research workshops, seminars, intra and inter college competitions such as debates, quizzes and extempore activities provide further impetus to the students in completing the programme with satisfaction and commitment.

2. **How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

    Our college campus is spread over a vast area of 14 acres with 3000 sq. mts. of covered area. It has excellent infrastructure with 09 ICT-enabled classrooms, extremely rich library, separate staff room, Principal office, Dean office, IQAC cell, well equipped college office with computerized operations, steno room, well equipped six laboratories (Computer lab, Language lab, Education Technology Lab., Home Science lab., Psychology and Guidance & Counselling Lab., Science Lab, Gymnasium, Dispensary), Music room, Fine Arts room, girls common room, Playgrounds, separate well equipped, well furnished and well maintained Boys' and Girls' hostels with mess and all other

facilities for holistic development of future educators. Entire campus of the college, including boys and girls hostels, is under electronic surveillance through 42 CCTV cameras. Computers and internet facilities have been provided in all class-rooms of the college and to all the faculty members for better access and utilization of latest resources for excellence in teaching learning and research. A well-equipped college auditorium with seating capacity of 500 plus students adds to the overall ambience of the institution. It also has a rich library with open shelf system to provide uninterrupted access to knowledge resources. It is well stocked in reference books, e-resources, journals, magazines, dictionaries, handbooks, reports, surveys and encyclopedias and has nearly 40.000 general and reference books, 93809 e-Books, 6287 e-journals, 21 Digital Database through N-list and 72 journals and periodicals. . It offers wide range of information services like reference, bibliographic, current awareness, and orientation services etc. The college library has a rare book section also. Library is fully computerized with a number of computers and is linked through networking. LIBSYS software is installed for library operations. M.Ed. students have been specially provided with INFLIBNET/N-List linked access to e-resources for expansion of their knowledge base and enhancing their research potential. Teachers also avail this facility. Scholarships and books from Book bank for the needy students.

The college is ICT enabled with 96 computers available in computer room, library, office, labs. and faculty rooms. Classrooms are also ICT enabled with digital podia, LCD projector and internet facility. Computers, laptops, printers and internet facilities are given to all the faculty members. BSNL broadband facility is available in the college. Software IBM SPSS stat base 20.0 has been uploaded for the convenience of students and teachers for the purpose of research.

A strong human resource in the form of 29 sanctioned teaching posts, highly qualified faculty, with 20 regular faculty members, three faculty members on contract holding Ph.D. degree in their respective areas of specialization. Many of our regular faculty members are guiding research (for Ph.D. degrees) in education and interdisciplinary areas and all the regular faculty members are guiding M.Ed. research. The professional growth of the faculty is assured through participation in orientation/ refresher/ summer/ winter courses, seminars, conferences, workshops, paper presentations, publications in research journals, faculty development programmes, resource building through mutual exchange as resource persons. Besides the teaching staff, the college has 41 non teaching members in the office and support staff.

Curriculum transaction is participatory and heavily ICT enabled. Varied methods of teaching-learning are used by the faculty. A co-operative, encouraging and creative learning environment is provided to the students. Vision, mission, objectives and values of the college are kept in mind while transacting the curricular and co curricular activities. The institution has several academic and co-curricular committees to ensure a learning-oriented and motivating campus environment. These committees meet regularly to plan, execute and monitor various activities as per the academic calendar of the college and further ensure the proper implementation of various decisions in these matters for proper development and performance improvement of the students. Regular value

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education assemblies, society periods, tutorials, NSS and red ribbon club activities, extension lectures provide rich supplement to our curriculum transaction activities. Frequent on campus and off campus learning experiences are the hall mark of our institution.

3. **Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

Drop-out rate for the last five years is as follows:

Year	Drop Out (Male)	Drop Out (Female)	Total	Total Strength	
				On Admin.	At the time of Exam
2010-11	--	07	07	300 +35	293+35
2011-12	--	03	03	300+35	297+35
2012-13	01	09	07+03	300+35	293+32
2013-14	01	09	08+02	300+35	292+33
2014-15	01	09	10	300+35	290+35

The college tries its level best to provide counseling and support services for all such students with genuine problems within the specified norms of the university and Chandigarh administration.

4. **What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

The institution provides many additional services for the students to compete for jobs and to progress towards higher education. The college library provides books, magazine and study materials on UGC NET/JRF examinations for enabling them to prepare for various competitive examinations. The computer laboratory of the college facilitates online resources to students for this purpose. Skill development programs like compulsory workshops on personality development and resume writing, facing the Interview board are held as a part of annual capacity building measure for the students. Placement Cell, Guidance and Counseling Unit and Cultural & Co-Curricular Society, Quiz Committee, Debate and Declamation Committee, Creative Writing Committee, Library Committee undertake various activities of skill development, exposure and intra college competitions for facilitating students' progression. Regular extension lectures by eminent speakers are also organized by the college. Students are given support and guidance along with their normal classroom interactions during the classroom hours by the faculty for all such

competitions as per their requirement and questioning. RUSA-funded coaching classes for NET/SLET and CTET (Central Teacher Eligibility Test) are being held from the current academic session. Adequate numbers of books have been purchased in our library for preparation of competitive examinations for the students. Many of our students have cleared NET examinations.

5. **What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?**

A considerable number of our graduates and post-graduates are absorbed in teaching career in India and abroad. Quite a few of our regular faculty members are the alumni of this college. A large number of Chandigarh school teachers are the teacher graduates from this college. However, there is no formal mechanism to track the exact numbers. Moreover 40%-50% B.Ed. students seek admission in M.Ed. course in this college as well as in other colleges and Department of Education of Panjab University. Even, a majority of research scholars in the faculty of Education at Panjab University happen to be our former students. Most of our students get placed in schools and colleges in this region as per the information provided to their teachers from time to time and also reported informally during the alumni meet held during convocations.

6. **Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.**

Former students of the college, outside students and other research scholars/ teachers can access the library resources with the prior permission of the principal.

7. **Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

The college provides many placement related services through its Placement Cell. The college placement cell provides placement services to its students as and when such requests are made by educational institutions. It also organizes career guidance programmes in the form of seminars, talks, workshops, arranging interactions of the students with various experts and interaction with former students through face-book page etc. Keeping in view the contemporary needs of the teaching profession, training is provided in resume writing, grooming, soft skills, personal and interview skills, innovations in smart classroom management and group discussions etc. Mock interview sessions are also held. All the students of the college in the session benefit from these programmes.

8. **What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**
The college placement cell in-charge has a specially designated office which is fully ICT equipped with uninterrupted internet facility, printer, latest electronic OHP. The college is in the process to develop a comprehensive and interactive performa for collecting feedback and information from former students and other institutions in order to make its functioning more useful to the students and academic community at large. The placement

cell makes an all out effort to co--ordinate with other institutions and establish network with various resource persons, NGOs, employment exchange and government departments.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The college collaborates with the practice teaching schools for organizing demonstration lessons, discussion lessons, exposure and practice teaching/ internship of student-teachers during their B.Ed./M.Ed. programmes. This provides for the much needed platform for preparation of the future teachers in the professional settings and thus prepares them to take up the challenges in their later professional careers. This leads to their smooth progression to the portals of teaching. So far as placement is concerned, the college placement cell helps the schools by providing them required number of teachers as and when the request/ requirement comes to the college. For regular appointments, the U.T. administration, Punjab and Haryana governments have their own mechanism for recruitment of teachers in their respective schools.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The college placement cell in-charge has a specially designated office which is fully ICT equipped with uninterrupted internet facility and printer. The placement cell makes an all out effort to co--ordinate with other institutions and establish network with various resource persons, NGOs, employment exchange and government departments. Finances are never a constraint with the college placement cell.

5.2   Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The curricular and co-curricular activities are planned in the beginning of the new session before fresh admissions according to the requirements of the B.Ed. and M.Ed. programmes keeping in mind the vision and mission of the college. The detailed college calendar is prepared well in advance before the commencement of the session.

The policies, strategies and programmes for curricular transaction are thoroughly discussed in faculty meetings before giving final shape to them. The curricular and co-curricular activities are then efficiently executed as per the college calendar. Teaching-learning as well as extension activities are thus carried out in tune with this well prepared plan and time table.

Feedback of the students is taken informally during classes and formally during house examinations, which is further evaluated by the faculty and revisions (if any required) are carried out in the teaching learning process so as to ensure timely and effective achievement of objectives.

If any major change is required, the same is properly communicated to higher authorities in the administration and the university whereas minor changes are taken care of at the institutional level through regular interaction of the faculty during staff meetings or informal interaction with the principal. In this way, the academic and co-curricular calendar is comprehensively revised to achieve the objectives and effective implementation of the curriculum.

2. **How is the curricular planning done differently for physically challenged students?**

Nine students are enrolled every year in the physically challenged category in this college. The policy of inclusive education is followed by mainstreaming and taking special care of their special needs in this setting. They are provided with flexible and suitable options of computer craft in lieu of other crafts and chalkboard writing papers. For visually challenged students, specific software JAWS has been procured. This helps them to overcome their difficulties through the use of ICT for teaching learning.

3. Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the college has proper mentoring arrangements for students in curricular as well as co-curricular activities. It is organized as per the tutorial groups.

Tutorial group wise distribution of students for mentoring is made at the beginning of the session. Under every teacher-educator 15 to 18 students are placed for regular monitoring of their progress in curricular and co curricular areas. Tutorial classes are held once a week for the students of every group where they get the needed guidance, feedback and support by their respective mentors. These tutors / mentors take care of the students on all aspects with special reference to their academic growth throughout the programme. Tutorial group wise value education assemblies are organized once every week in which each and every student has to actively participate and perform on the stage. Every student becomes instrumental in the planning, execution and monitoring of these weekly presentations. This exposure instils among them the values of co-operation, social sensitivity, resource management, creative expression, intra and inter-personal skills. Practice teaching is also arranged tutorial group-wise in the schools under the supervision of the tutor.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?
- Regular Faculty Development Programmes.
- Regular organization of Seminars and Conferences.
- Exchange programmes and Extension lectures.
- Individual desktops and laptops with Internet facility and printers.

- Uninterrupted internet facilities.
- An excellent library infrastructure.
- INFLIBNET/N-List facilities.
- Extensive use of audio-visual aids, ICT assisted teaching learning materials.
- 10 additional modems under NMEICT project of the Govt. of India.
- A well equipped seminar room and a multi-purpose auditorium with a seating capacity of 500.
- Encouragement to faculty for participation in seminars and conferences.
- In house research journal publication to promote research orientation.
- Annual publication of college magazine to provide platform for creative expression.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution has its own official website with the URL address
gcechd.nic.in

The information given on the website contains the institutional profile, vision, mission, goals, objectives, admission norms, scheme of studies, staff profile, time table, college calendar, latest news, announcements and a brief detail of infrastructure facilities available in the college. It also displays information about various activities going on in the college. E-quotations for various contracts are also invited through information of the terms and conditions on our website. It is updated regularly.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The strong mentoring system of the college takes care of the closer supervision of each student. The pedagogy and different subject teachers also take care of the low achievers and keep on adapting their teaching strategies according to the needs of the learners. The low achievers attract special attention of the college authorities at the institutional level as it is a routine with the college to call the parents of such students to the college for closer mentoring, taking up the remedial measures and providing the required support. Personal problems as and when they are found to be interfering with the academic achievement of the students, are well taken care of. Moreover, the Guidance and Counseling Cell of the college provides specific guidance and counseling support for such students from time to time. All the concerned faculty members, concerned mentors, dean and the principal keep on providing support to such students in the classes regularly and also as and when the situation arises through extra classes/ academic support.

7. What specific teaching strategies are adopted for teaching?
   (a) Advanced learners and (b) Slow Learners

(a)   For advanced learners, adequate projects and appropriately challenging assignments are provided by the individual teachers and the specific needs, if any, are

discussed with the principal and in the staff meetings as and when the need arises. They are also provided ample opportunities to manifest their creative and special talents through the organization of diverse curricular and co-curricular activities and leadership opportunities. They are also rewarded during annual functions. College colour is also awarded to the distinction holders in different areas. The selection of the candidates for the award of college colour is always undertaken by a specially constituted committee for the same.

(b) Similarly for slow learners, appropriately moderated assignments are provided with adequate support from our library and the individual teachers with full support and guidance from the principal. Also, our Guidance Cell provides necessary help and encouragement to such students from time to time and keeps track of such students under proper intimation to the principal and the parents of such students. Parents are called for parent-teachers meetings in the larger interest of their wards.

8. What are the various guidance and counselling services available to the students? Give details.

The various guidance and counselling services available to the students of this college are:
Academic Counseling

- Students are given guidance and counseling by their respective tutors weekly and also from the Guidance and Counselling Cell of the College from time to time.

Personal Counseling:

- Strong mentoring system provides the scope for personal counseling of the needy students.
- Anti-Sexual Harassment Cell and Grievance Redressal Cell actively counsel the students as and when problem arises.
- Anti-stress helpline number is displayed on the college notice board, hostel notice boards and website and the members are available round the clock for counseling the needy students.
- Principal and teaching faculty also provide counseling to the student as and when the need arises.
- Personal counseling is given by Dr. Anjali Puri, In –Charge, Guidance and Counselling Cell of the College.

Career Counseling

- Placement Cell organizes Career Guidance Programme in the form of seminars, talks, workshops, interactions with various experts. Keeping in view the contemporary needs of the teaching profession, training is provided in resume writing, grooming and soft skills, personal and interview skills, innovations in smart classroom management and group discussions etc.

Psycho Social Counseling

Various societies like Literary and Cultural Society, Debate and Elocution Committee, Quiz Committee, NSS Committee, Fee Concession Committee, Result Analysis & Prize Committee, Discipline Committee, Creative Writing Committee, Placement Cell etc keep on guiding the students round the year on various related topics/ areas.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The college has an Anti Ragging Committee and a 'Committee for Action Against Sexual Harassment at Workplace', which look after the related complaints and try to resolve them at the earliest. The institution has a Student Grievance Redressal Committee. There is suggestion box fitted near the college office. The purpose of the committee is to address their grievances, if any. There are minor grievances reported which are redressed regularly and amicably.

During the last two years, there has not been any such grievance needing special effort from the Grievance Redressal Cell. Although tutorial group meetings are held regularly in the college every week, problems, if any, are brought to the knowledge of the concerned tutors who in turn try to solve the problem at his/her own level. If the problem remains unresolved, then the same is taken to the Grievance Redressal Cell/ Principal. Measures are taken by the committee to resolve them at the earliest.

10. How is the progress of the candidates at different stages of programs monitored and advised?

Progress of the students is regularly monitored by the individual teachers through classroom presentations, response and participation of students in the classroom activities including discussions and debates. Weekly tutorial classes and value education assemblies presented by tutorial groups also help in monitoring the progress of students regularly. Discussion lessons by students in each pedagogy subject as well as house examination in each semester also help us in monitoring the progress of students and provide them necessary feedback. Skill in teaching committee meetings, internal assessment committee, examination committee meetings and staff meeting discussions as well as parent teacher meetings also help us in this direction. Regular Feedback from students about their teachers helps the respective teachers in re-designing and adapting their teaching learning strategies according to the needs of the students and if need be, to provide the required guidance and support to the students.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Pre-practice Teaching:

- Detailed discussion in class on theoretical aspects of pedagogy/ teaching-learning methodology as per the Panjab University guidelines,.
- Orientation to lesson planning and teaching through **demonstration lessons** by teacher educators (Presentation of model lesson by the concerned teacher-educators).

- Preparation, presentation and Observation of **Discussion lessons** in each teaching subject with detailed peer-feedback and teacher feedback,
- **Microteaching lessons** in simulated conditions with detailed peer-feedback and teacher feedback,
- Also the college organizes competitions in skill in teaching, chalk board writing, power point presentations and preparation of teaching aids from time to time and encourages all its students to participate actively.

    Through all these programmes and activities, we ensure the students' preparedness and development of competencies before the beginning of actual practice teaching.

Practice Teaching/ Internship in Schools: The subject teacher-educators of the college check the lesson plans which are prepared by the students and give appropriate feedback. On the other hand, mentors (teacher-educators) critically observe at least 50% of their lessons during teaching in the classes, and provide required feedback, concerning teaching methodologies, class management and presentations etc. The subject teachers of schools also observe the lessons delivered by the student teachers and their feedback also contributes in bringing about the desired changes. The guidance is provided for the curricular and co-curricular activities, conducted in the schools, to the student-teachers to assist them in conducting these activities to the best possible degree of perfection.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
    i. **List the current office bearers:**
    ii. **Give the year of the last election:**
    iii. **List Alumni Association activities of last two years.**
    iv. **Give details of the top ten alumni occupying prominent position.**
    v. **Give details on the contribution of alumni to the growth and development of the institution**.

Yes, the college has an Alumni Association which meets periodically and actively participates in various activities.

List of office bearers is as follows:

Alumni Association Executive Body

Dr.(Mrs.) Harsh Batra, Principal *(Ex-Officio President)*

S. No.	Name	Designation	Address	Contact No.
1	Mr.Jaswinder Singh Duggal	Vice- President	Pbi. Master, Govt. Sen. Sec. School, Kotbhai, Distt. Muktsar, Punjab. Resi: H.No. 111, Sumeet house Kotbhai, Distt. Muktsar, Panjab	01637-235505(R) 9417534878(M)

2	Dr. Daljit Singh	Secretary	H. No. 690, Sector 20 A, Chandigarh.	0172-2715802(R)
3	Mrs. Ravneet Chawla	Joint Secretary	Department of Child Development, Govt. Home Science College, Sector 10, Chandigarh. <u>Resi:</u> House No. 315, Advocate's Society Sector 49-A, Chandigarh	0172-2740387(O) 0172-2630461(R) 09815631500 (M)
4	Dr. Beantjit Kaur	Treasurer	House No. 108, Sector-9 B, Chandigarh	0172-741701(R)
5	Dr. Devinder Kaur Bains	Executive Member	H.No. 2138, Sector 15 C, Chandigarh.	<u>email:</u> <u>drkaur2003@yaho o.co.in</u>
6	Mr.Roshan Chopra	Executive Member	H.No.500, Kara Bara P.O. Netaji Nagar Ludhiana – 141005	0161–2780491(R) 09417474080(M)
7	Ms.Deepika	Executive Member	House No. 3-A, Block-II, Rail Vihar, Mansa Devi Complex, Sector-4, Panchkula.	0172-2556955(R)
8	Mrs. Manju Gupta	Executive Member	Govt. High School, Sector-30A, Chandigarh. <u>Resi:</u> House No. 2295 Sector 19- C, Chandigarh	0172-2780994(O) 0172-2776512(R)
9	Captain T.P.S. Hundal	Co-opt member	2 BIHAR, C/O 56 APO	01874-234514(R) 09814373156(M)

Mr. Lilu Ram Jakhar *(In-charge Alumni Association College Wing),*
Phone: 9417745883(M)
Dr. Vandana Aggarwal (Member)

- Alumni Association was established in 2003 and last elections were held in 2004 ;
- During the last two years, the alumni association has organized some cultural activities during annual convocations.
- Top Ten alumni of the college include the following:

1. Dr. Ashok Chitkara, Chancellor, Chitkara University, Punjab.
2. Dr. Madhu Chitkara, Vice Chancellor, Chitkara University,

3. Prof. Nandita Shukla Singh, DSW (Women) and Co-ordinator, Centre for Swami Vivekananda Studies, Panjab University, Chandigarh.
4. Mr. Lilu Ram, Senator, Panjab University, Chandigarh.

5. Prof. Sunil Dutt, NITTTR, Sector-26, Chandigarh
6. Dr. Harsh Batra, Principal GCE-20 D Chandigarh.
7. Dr. Jasvir Kaur Chahal, former Syndic, Fellow & Dean, Faculty of Education, presently Vice- Principal GCE-20 D,Chandigarh.
8. Dr. Kirandeep Singh, Professor, Dept. of Education, P.U. Chandigarh.
9. Prof. Taruna Chaudhary Dhull, University College of Education, Kurukshetra University.
10. Mr. Chanchal Singh, Deputy Director, School Education, Chandigarh Administration.

- Many of our alumni work as faculty of the college as well as in other colleges. They play a proactive role in the development of the institution through involvement in extension and other community outreach activities. They also provide guidance and extension services to our students. They also act as connecting link between the schools and college for teaching practice and practical examinations.

2. How does the institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

To promote participation of students in co-curricular activities Literary and Cultural Society, Sports Wing, NSS Unit and Red Ribbon Club of the college chalk out the policies and strategies. There are a number of societies which are formed at the beginning of every academic session. These societies organize a plethora of activities such as talent hunt, music competitions, quizzes, debates, workshops, rallies, poster making, talks, slogan writing, essay writing, tree plantation and cleanliness drives etc. Talent hunt competition, which is held for fresher's is a way of showcasing the talents in singing, dancing, aptitudes for debates, elocution, quiz and theatrical skills of the students.

The college also makes necessary arrangements for the students who participate in inter college or university level competitions. Our students under the expert guidance of the different activity in-charges also take part in the Panjab university zonal and inter-zonal youth festivals. They often bag prizes in these competitions. Our students also win prizes at university level skill in teaching competitions. Students are provided with sports kits and other necessary help for sports related activities and competitions. **.** The students of our college have been actively participating in different games like volley ball, badminton, basketball etc. and many of our students have bagged university medals in recent years.

The details for the last two years are as follows:

2013-14

P.U. Zonal & Inter-Zonal Youth & Heritage Festivals

A total number of 52 students participated in 27 items during the P.U. Zonal Youth & Heritage Festival held at SBHSM Khalsa College of Education, Mahilpur (Hoshiarpur) from October 14-17, 2013.

LIST OF PRIZE WINNERS

S. No.	Name of the Student	Roll No.	Item	Position
1	Priyadeep kaur Anupriya Singh	302 296	Debate	1st
2	Suman	178	Elocution	1st
3	Pooja Sharma	300	Classical Vocal	2nd
4	Manisha	226	Instrumental Music	2nd
5	Arti Gill	308	Ghazal Singing	2nd
6	Group	176	Group Singing	2nd
7	Pooja Sharma	300	Group Singing	2nd(Individual)
8	Mamta	222	Cross Stitch	2nd
9	Amandeep Kaur	94	Phulkari	2nd
10	Richa Suman Manoj	01 178 253	Quiz	2nd
11	Manisha	226	Group Singing	3rd(Individual)
12	Group		Ladies Traditional Song	3rd
13	Hargun Kaur	227	On the Spot painting	3rd

First prize winners of Zonal Youth Festival further participated in Inter-zonal Youth & Heritage Festival held at A S College, Khanna held from October 28-31, 2013.

Inter-College Competitions

S. No.	Name of the Student	Roll No.	Item	Position
1	Jyoti Mamta Sharma	256 239	Rangoli Competition held at Chandigarh Institute of Hotel Management &Catering Technology, Sector 42, Chandigarh .	1st
2	Sandeep Kaur	254	Poster Making Competition held at Chandigarh Institute of Hotel Management &Catering Technology, Sector 42, Chandigarh	Consolation
3	Neerja Thakur	164	Dry Flower Arrangement Competition held at Dr. Ambedkar Institute of Hotel Management, Sector 42, Chandigarh	2nd
4	Anupriya Singh (Individual prize 2nd) Priyadeep Kaur (Individual prize3rd)	298 302	Debate Competition held at DAV College, Chandigarh	1st
5 6	Nitika Priyanka	197 268	Essay Writing Competition on the occasion of 150th Birth Anneversary Celebrations of Swami Vivekananda at Ramakrishana Mission, Chandigarh	3rd Consolation
7	Neha Suman	52 178	Rose Quiz during PU Rose Festival-2014	1st

S.No.	Name	Roll No.	Subject	Held at	Position
8	Anamika Dadhwal Sarabjeet Kaur	66 99		Rose Quiz during PU Rose Festival-2014	3rd
9	Harish Dehia Madhuri Maurya			Rose Quiz during PU Rose Festival-2014	3rd
10	Hema	216		Creative Mehandi Competition during PU Rose Festival-2014	2nd
11 12	Hema Mamta	216 239		Rangoli Competition during PU Rose Festival-2014	Consolation
13	Anamika Dadhwal Sarabjeet Kaur	66 99		Rose Quiz during Rose Festival-2014 organized by Chandigarh Administration	1st (Cash Prize- Rs. 3000/-)
14	Neha Suman	52 178		Rose Quiz during Rose Festival-2014 organized by Chandigarh Administration	2nd(Cash Prize- Rs. 2000/-)
15	Noozam Jasrotia Pooja Sharma	74 300		Antakshari Competition during Rose Festival-2014 organized by Chandigarh Administration	1st

P.U. Zonal & Inter-zonal 'Skill in Teaching' & 'On the Spot Preparation of Teaching Aids' Competitions Zonal Level

Skill in Teaching Competitions

S.No.	Name	Roll No.	Subject	Held at	Position

1.	Manisha	226	Music	SBHSM Khalsa College of Education, Mahilpur	1st
2.	Sandeep Kaur	254	Fine Arts	MBBCRCC Girls College of Education, Mansowal	2nd
3.	Amandeep Kaur	202	English	BKM College of Education, Balachaur	2nd
4.	Monali Sharma	116	Social Studies	MBBCRCC Girls College of Education, Mansowal	3rd
5.	Sonam Vasudeva	13	Home Science	SBHSM Khalsa College of Education, Mahilpur	3rd
6.	Nisha	184	Punjabi	BKM College of Education, Balachaur	3rd

On the Spot Preparation of Teaching Aids

1.	Ravleen Kaur	30	Home Science	SBHSM Khalsa College of Education, Mahilpur	1st
2	Sunita	139	Hindi	BKM College of Education, Balachaur	1st
3	Pooja Sharma	300	Music	SBHSM Khalsa College of Education, Mahilpur	2nd
4	Pooja	245	Computer Science	SBHSM Khalsa College of Education, Mahilpur	2nd

Inter-Zonal Level

S.No.	Name	Roll No.	Subject	Held at	Position
Skill in Teaching					
1	Sonam	13	Home	BCM College of Education,	2nd

	Vasudeva		Science	Ludhiana	
3	Sandeep Kaur	254	Fine Arts	BCM College of Education, Ludhiana	**3rd**
On the Spot Preparation of Teaching Aids					
1.	Pooja Sharma	300	Music	BCM College of Education, Ludhiana	2nd
2.	Ravleen Kaur	30	Home Science	BCM College of Education, Ludhiana	1st

Inter-College Competitions

Following competitions were held during the session:

- Poster making & Slogan Writing
- Creative Writing
- Music Items
- Poetry Recitation
- Rangoli Making
- Debate & Elocution
- Antakshri
- Quiz
- Library Related
- Skill in Teaching
- Already Prepared Teaching Aids
- On the Spot Preparation of Teaching Aids

At Panjab University Annual Athletic Meet held at Panjab University grounds our student Aashi bagged Gold Medal in 100 metres race; Kapil Pundir got bronze medal in high jump; Pavitar Singh Rattu of M.Ed bagged bronze medal in Discus throw and Hardeep Singh Sandhu of M.Ed bagged bronze medal in Shot put.

In session 2013-2014 our college students participated in various games and sports competitions. In Boys' category students participated in Volleyball, Table Tennis, and Badminton and Basketball competitions and reached semi finals.

In Girls' category, students participated in Volleyball, Table Tennis, and Badminton Basketball competitions. In Badminton girls got second position and secured silver medal. Basketball team and volley ball teams reached semi finals during these competitions.

2013-14

Sr. No.	Event	Institution/ Level	Position/ Medal
1	Panjab University Annual Meet (100 m. Race)	P.U.Chd	1st / Gold Medal(1)
2	High Jump	P.U.Chd.	Bronze Medal (1)
3	Discus Throw	P.U.Chd.	Bronze Medal (1)
4	Shot Put	P.U.Chd.	Bronze Medal (1)
5	Badminton (Girls)	P.U.Chd.	Second Prize

2014-15

P.U. Zonal & Inter-Zonal Youth & Heritage Festivals

A total number of 28 students participated in 17 items during the P.U. Zonal Youth & Heritage Festival held at Rayat Bahra College of Education, Bohan (Hoshiarpur) from 28th September to 1st October 2015.

LIST OF PRIZE WINNERS

S. No.	Name of the Student	Roll No.	Item	Position
1	Himani Kamra	86	Debate	1st
2	Sonu	188	On the Spot painting	1st
3	Sarabjit Kaur	184	Collage Making	2nd
4	Rama	162	Cross-Stitch Embroidery	2nd

Prize winners of Zonal Youth Festival further participated in Inter-zonal Youth & Heritage Festival held at DAV College, Chandigarh held from 28th to 31st October 2015.

P.U. Zonal & Inter-zonal 'Skill in Teaching' & 'On the Spot Preparation of Teaching Aids' Competitions held on February 16,18 and 20, 2015 and February 23-25, 2015

Zonal Level

S.No.	Name	R. No.	Subject	Held at	Position
Skill in Teaching					
1.	Roop Lal	25	Life Science	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	1st
2.	Geetanjali	212	Music	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	1st
3.	Anupika Sood	117	Physical Science	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	2nd
4.	Happy	102	Hindi	GTB Khalsa College of Education, Dasuya	3rd
5.	Yati Bedi	95	Social Studies	Rayat Bahra College of Education, Bohan (Hoshiarpur)	3rd
6.	Guneet Kaur	170	Computer Science	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	3rd
7.	Leela Rawat	138	Home Science	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	3rd
On the Spot Preparation of Teaching Aids					
1.	Gagandeep Kaur	165	Music	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	1st
2.	Nikita	30	Computer Science	Nankana Sahib College of Education, Kot Gangu Rai (Ludhiana)	2nd
3	Sonu	188	Fine Arts	GTB Khalsa College of Education, Dasuya	3rd

Inter-Zonal Level

S.No.	Name	Roll No.	Subject	Held at	Position
Skill in Teaching					
1	Geetanjali	212	Music	Guru Gobind Singh College of Education, Giddarbaha (Muktsar)	3rd
On the Spot Preparation of Teaching Aids					
1.	Gagandeep Kaur	165	Music	Guru Gobind Singh College of Education, Giddarbaha (Muktsar)	1st
2.	Sonu	188	Fine Arts	Guru Gobind Singh College of Education, Giddarbaha (Muktsar)	1st

Inter-College Competitions

S. No.	Name of the Student	Roll No.	Item	Position
1.	Shilpa Saini Shikha Sindhu	121 156	Rose Quiz during Rose Festival-2015 organized by Chandigarh Administration (February 21, 2015)*	1st (Bracketed) (Cash Prize- Rs. 3000/-)
2.	Aruna Sharma Medhavee Moudgil	153 158	Rose Quiz during Rose Festival-2014 organized by Chandigarh Administration(February 21, 2015)*	1st (Bracketed) (Cash Prize- Rs. 3000/-)
3.	Gurleen Kaur Shivam Sharma	66 264	Ad Mad Competition held at Goswami Ganesh Dutta S.D. College, Sector 32, Chandigarh(February 28, 2015) during	2nd

	Navjot Kaur Megha Mehta	76 307	ECNOPHORIA 2015	
4.	Ruchika Grover	49	Group Discussion Competition held at Goswami Ganesh Dutta S.D. College, Sector 32, Chandigarh(February 28, 2015) during ECNOPHORIA 2015	2nd
5.	Sonu	188	Painting Competition during PU Rose Festival-2015. (February 8, 2015)	Consolation
6.	Sonu	188	Poster Making Competition at Chandigarh Institute of Hotel Management & Catering Technology, Chandigarh. (September 27,2014)	3rd
7.	Charanpreet Kaur	303	Rangoli Making Competition at Chandigarh Institute of Hotel Management & Catering Technology, Chandigarh (September 27,2014)	Consolation
8.	Shweta Raghav	243	Rangoli Making Competition at Chandigarh Institute of Hotel Management & Catering Technology, Chandigarh (September 27,2014)	Consolation

* Our college teams have been securing first position in rose quiz during rose festival every year consecutively since 2004.

Presentation of Cultural Programme at National Level

A colorful Cultural Programme in collaboration with Dev Samaj College Of Education was presented during 41st Jawaharlal Nehru National Science, Mathematics and Environment Exhibition (National Level) held from 11th November to 17th November 2014 at Chandigarh. Details of participations are given below

Item Presented	Student's Name & R.No.
Sufi Song	Abhay (521)
Ghazal	Abhay (521

Group Song	Gagandeep Kaur (165)
	Neetu (255)
	Gurpreet Kaur (79)
	Pooja (225)
	Vikas Mattu (297)
	Satnam Singh (103)
Himachali Dance	Neetu (255)
	Rajni Rangra (248)

An Interactive Session on Language Proficiency & Guidance for Career Abroad

A two hour Interactive Session on Language Proficiency & Guidance for Career Abroad was held on 17th November 2014 with Dr. Robert Shroering of IELTS Immigration, an expert in the field.

Anti Cracker Campaign

Date	Activities
16/10/2014	Oath of not using Crackers was taken by all the students and faculty members administered by Principal
17/10/2014	Painting, Poster Making and Slogan Writing Competitions were organized and best entries were selected for prizes.
20/10/2014 &21/10/2014	Morning Assembly with the theme of "Eco-friendly- Cracker free Diwali" was organized in the college during which students recited poems and read their essays and presented their views on the theme. Speeches regarding the theme were delivered by Principal, Dr. Balwinder Kaur and Dr. Sheojee Singh.

Intra-College Competitions

Following competitions were held during the session: Poster making & Slogan Writing, Creative Writing ,Music Items,Poetry Recitation, Rangoli Making, Debate & Elocution,Antakshri, Quiz , Library Related , Skill in Teaching, Already Prepared Teaching Aids, On the Spot Preparation of Teaching Aids, and Chalk Board Writing.

Games and Sports:

Sr. No.	Event	Institution/ Level	Position/ Medal
1	All India Inter University Table Tennis Championship	National (Chennai)	Captain
2	North Zone Inter College Table Tennis Competition	Zonal (Dehradun)	2nd position
3	Inter College Table Competition	P.U.Chandigarh	2nd
4	Panjab University Athletic Meet (Volley Ball)	P.U.Chd	2nd / Siver Medal(1
5	Basket Ball (Girls)	P.U.Chd.	2nd / Siver Medal (1
6	Table Tennis	P.U.Chd.	2nd/ Silver Medal (1

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

- Wall magazines are developed and displayed every week by the tutorial group on duty and these are theme based.
- The college magazine 'The Educational Observer' is the annual magazine of the college, which showcases the creative outpourings of the students. It lists all the activities undertaken during the particular year and contains inspiring write ups by students. Main contents of magazine are divided into three sections viz. English, Hindi and Punjabi. Each section has one student editor assisted by a team of students and supervised by a senior faculty member under the guidance of the chief editor.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

Yes, the college has two Students' Councils by the name of Literary and Cultural Society and N S S Executive Committee. The College holds elections for these two bodies every year in the beginning of the session. There are eight offices bearers in each of these councils-President, Vice President, Secretary, Joint Secretary, Treasurer and five Members of the Executive Committee elected directly by the students on the cam. The elected members of the student councils are honoured at the annual prize distribution function. The major activities carried out fall under the three categories:

- Promoting healthy corporate life on the campus.
- Ensuring maintenance of proper Academic Atmosphere and orderliness on the college campus.
- Assisting in organizing various academic, co curricular, cultural and sports functions.

Funding: These student bodies do not handle any funds as such, however, the funds required for all the activities carried out by these societies are being adequately provided by Chandigarh Administration.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

The college believes in student centric activities and participation of the students is encouraged through various activities carried out by the students.
Please refer to question 3 and 4 of section 5.3 for details (page No. 127, 128)
Other than this, the student representatives also assist in the Placement Cell, Red Ribbon Club, Swachchha Bahrat Abhiyan and Press Reporting.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The college has a feedback and programme monitoring cell which collects the feedback from students during their house tests. Also, the institution collaborates with the alumni and former faculty of the institution through its website, social networking media (particularly facebook) as well as invitation to them during annual athletics meet as well as annual convocations. This is done in order to ensure that proper communication and coordination is maintained between the former and the present faculty; the students etc. This is systematically carried out by organizing Alumni meet, Tutorial Group Meetings, Cultural and sports functions, Social Networking, NSS Camps and Blood Donation Camps etc. on regular basis. Tutorial group duties are assigned to the students in order to ensure discipline and smooth conduct of classes.

5.4 Best Practices in Student Support and Progression

1.   Give details of institutional best practices in Student Support and Progression?

- **Tutorial group wise supervision of students throughout the session**: Since the inception of the college, students are grouped into Tutorial Groups under the faculty of the college and their progress is supervised properly during the college hours as well as during teaching practice. The feedback provided helps them in many ways to enhance their effectiveness as good teachers.

- **Weekly Value Education assemblies:** The college follows the practice of holding weekly value Education periods by the students of Tutorial groups in which they perform various co-curricular activities on stage and their stage fear is removed. They are provided encouragement by the principal and the faculty.

- **Weekly Society Periods for literary and cultural activities**: Every week on Fridays, the students of the college assemble in the college hall and organize debates, discussions, quizzes, extempore activities and other creative endeavours.

- **100% enrolment in NSS &Red Ribbon Club**

  All the B.Ed. and M.Ed. students are enrolled in NSS and Red Ribbon Club. They participate in five one- day camps and also become the part of various social activities like Blood Donation, cleanliness drives, rallies on social and environmental issues, pulse polio drive etc. undertaken by the NSS units of the college as well as in collaboration with community throughout the session . College Red Ribbon Club is also very active and spreads awareness about AIDS among students and community through the rallies, creative writing, poster making and slogan writing competitions. Students also attend conferences in Chandigarh.

- **Election for Non political student bodies.**

  All the students take part in elections to NSS and Cultural Societies of the college whereby they elect executives for various offices. These elections are totally non-political and held under democratic environment under the supervision of the college teachers through voting system. These executives act as bridge between students, teachers and college administration. They bring forth the problems faced by fellow students before the authorities. They also organize various co-curricular activities like college trips, celebration of community festivals like 'Lohri' and National Days.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted** upon?

The previous assessment report of April 2004 made the following observations:

- There is a need to procure more computers and equip classrooms with ICT
- Internet facility should be provided to students.
- The practice teaching needs to be improved by providing constructive feed back to the students.
- Separate sections on the basis of medium of instruction

The following measures have been taken:
- Currently there are 96 computers in the college and all the faculty members have been issued laptops and desktops for preparing them to be effective facilitators.
- All the classrooms are equipped with digital podia and LCD projectors.
- Educational Technology lab has been set up.
- Language lab, guidance lab, computer lab, home science and medical room have been upgraded with e-technology.
- Uninterrupted internet facility is provided to students and faculty alike.
- The college library has subscribed to INFLIBNET connection which provides access to vast e-resources of learning to M.Ed. students and faculty.
- The student teachers are prepared to enter the teaching practice phase on sound footing through a detailed pre-preparatory programme which involves reflective learning and close monitoring by the mentors/ pedagogy teachers/ core subject teachers with the help of enriched curricular experiences.
- Discussion lessons are evaluated on the spot through detailed suggestive comments/ remarks and peer feedback. During the course of teaching practice, daily constructive feedback at individual and peer level is a regular feature.
- All the teachers adopt trilingual medium of instruction by and large. Separate sections are not possible as 80-90% students opt for English medium.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

Massive infrastructure update, library automation, office automation and fully ICT enabled and interactive classroom facilities have been undertaken effectively to enhance the quality of teaching learning, resource management and administration of the college. The college library is subscribing to numerous online/e- journals for the benefit of our students and faculty. The annual peer reviewed college research journal 'The Educational Beacon' started since 2012 and the college has been made approved Research centre of Panjab University for the discipline of Education. More details have already been provided in the previous sections of the report.

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. **What are the institution's stated purpose, vision, mission and values?**
How are they made known to the various stakeholders?
Please refer to question 1 of section 1.1 for the stated purpose, vision, mission and values of the institution.

These are made known to the various stake holders through direct and indirect means and communication channels.

Students: Prior to their admission to this institution, a majority of them are well aware of the high reputation of the institution through the word of mouth as the college in its six decades of glorious existence has made an indelible mark on the minds and psyche of the society in general and professional colleagues in specific. The college website also acquaints them about the essential know how of the college. After their admission to the institution, the students undergo a compulsory three to five days orientation programme wherein along with the preliminary introduction to the human and material environment of the college they are made to know the spirit of the college environment. The rigorous task of detailed know how and transformation for bringing about cherished values, attitudes and skills is undertaken in a painstaking well co-ordinated manner of curriculum transaction.

Parents: Parents are informed through their wards, media, friends, social circle and the college website.

Employers: Employers come to know about the college through the alumni of this institution, colleagues, talks of our faculty members at various academic fora, website and other media. Many of them have first hand information as they are themselves a product of this institution.

Schools and other Institutions: They know through practice teaching of our students, media and website. Moreover, a majority of the principals and faculty of the schools in the region are pass outs of this institution and they know the tradition of this college for high quality teacher education.

Alumni: They are themselves the vehicles of the culture of this college and get to know of the latest developments through formal alumni meets, media and the college website.

Community: Our illustrious students and alumni are the carriers of the culture of our college to the community at large. They are our robust gateways to mark the visibility of the institute on the minds of the community. Besides, news items, advertisements, college website and the community's first hand experiences with the college carry our reputation to the community.

Administration and Higher Authorities: Regular meetings with the officials and official communication keep the higher authorities well informed.

2. **Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?**

   Yes, it includes the goals and objectives in a very comprehensive manner as mentioned at earlier sections (Please refer to question 1 of section 1.1 page No 33).

3. **Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

   All the policy matters and action plans are discussed in Advisory Council and IQAC under the supervision of the principal. Various committees and societies are constituted for a variety of activities like admissions, conduct of examination, research and extension, curricular and co-curricular, and academic etc. to translate well chalked out plans into proper implementable programmes. Annual plans for various activities are developed by the societies, committees, activity in-charges and the conveners of various committees. Every committee has a senior faculty member as its convener who assumes the lead role and ensures proper implementation and execution of the plans. These plans and programmes are communicated to the Director Higher Education and other higher authorities through the medium of official communication, formal and informal meetings, periodic and annual reports. These are incorporated in overall activity schedule for the academic year in the calendar. The leadership interacts regularly with both the students and higher authorities. Strict discipline and compliance is ensured by the entire workforce in all academic and administrative matters in order to achieve the stated objectives in time.

   The top leadership is co-operative in offering all systemic support for the successful timely and qualitative accomplishment of all tasks.

4. **How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

   The head of the institution plays a pro-active role in overall development of the institution by defining and properly communicating the responsibilities of staff to them well in time. At the beginning of the session, IQAC prepares plan of action based on inputs received from various committees, societies and other activity in-charges. On the basis of this action plan, specific duties are allocated to each and every member of the staff. There is an annual duty list which has more than forty committees and is headed by a convener. All are officially notified to carry out the activities throughout the year and discuss the report of various activities in staff meetings with the principal

during and at the end of the session. Regular staff meetings are held to thresh out the details before the onset of any important activity and the minutes of the meeting are regularized I the next meetings, which also reviews the action taken on different plans. The institution obtains the verbal feedbacks and suggestions from the various stakeholders and students on the implementation of policies and plans in the institution. The operations and implementation of decisions taken are further evaluated. Meetings are held regularly to supervise and guide for effective implementation of the institutional plans. Generally, the senior most faculty of the college is made the Dean and the next senior is designated as Vice principal to supervise the activities of the entire college to assist the Principal in the key work areas like:

- Time-Table distribution and subject allotment.
- Curriculum transaction.
- Conduct of class tests, assignment, project work and departmental functions.
- Conduct of practical classes and teaching practice/ internship.
- Holding seminars, workshops, debates, quiz competition, slogan writing and other intra   college competitions.
- Preparing the teams and students for various academic and co curricular participations and interactions.
- Purchasing new books according to the needs of the students and the staff and as per the latest additions in the knowledge domain of the society at the beginning of each session.

5. **How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

The Head of the institution is regularly in touch with the management and has positive interaction with the higher authorities, staff members, office staff and student council to ensure a two way communication for constant exchange of information. The Principal gets a constant   feedback from teachers and students with regard to the teaching quality, curriculum, extracurricular activities, funds and grants as well as infrastructural demands. The Director Higher Education holds regular meetings with the Principal of the college and the information gathered from different sources is discussed for further implementation after going through the available resources and modalities.

Annual reports of the college are published every year at the time of annual convocation (generally the end of intense academic activities) and regular correspondence between the institute and the university as well as the directorate of higher education is another way of informing the stakeholders and top management. A brief report of all the activities is uploaded on college website for the benefit of the stakeholders. Regular meetings are held for positive interaction between the Principal

and the staff; the Principal and conveners of the various committees; the Principal and in-charges of the various Cells in the college.

6.   How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Barriers in achieving the goals/ vision/mission are identified through the exchange of ideas among various stakeholders. These are discussed in meetings of the committees as well in staff meetings. Appropriate remedial measures/actions are then taken to remove these barriers at the earliest by the college administration in this context.

7.   How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Chandigarh Administration has delegated most of the powers of day to day management of the college to the principal. The principal in turn encourages the staff to improve the effectiveness and efficiency of the institutional processes in the following ways:

- Entire staff is actively engaged in different activities through their representation in various academic and administrative committees in order to enhance the instructional effectiveness of the institution.
- The college administration provides all encouragement and support to the faculty members for organizing extension lectures, faculty development programmes, national level seminars and workshops, awareness programmes, NSS camps, field trips, society-activities, various sports and cultural events and other extension programmes.
- The college deputes faculty members to attend seminars, workshops, orientation programmes and present papers at regional, national and international levels in their respective areas of interest and expertise.
- The college thus provides sufficient facilities for each faculty members to carry out their work in a smooth and non –interfering but transparent and responsible environment.
- Updation of knowledge through e-connectivity and INFLIBNET/N-List is available in the college for the faculty.
- Office automation and networking has been achieved for ease of administration.
- The registration fee for attending seminars/conferences is re-imbursed by the college to the maximum extent possible.

8.   **Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students**.
The head of the college is pro-active in academic, administrative and resource management for ensuring high quality preparation of student- teachers and -

- supervises the work of the faculty and support staff and gives them suggestions/ feedback regarding the work allotted to them.
- supervises the academic and co-curricular activities in detail and provides useful feedback to the students and the faculty.
- has very efficient and effective networking for collaboration with other institutions for the benefit of our programmes, students and faculty.
- supervises effective utilization of resources and smooth conduct of all activities.

Teaching and other co-curricular and administrative activities are allotted to the teachers at the beginning of each semester/ session and the principal keeps an eye on the smooth conduct of all these activities.

6.2 Organizational Arrangements

1.   List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year. The different committees/cells constituted by the institution for managing different institutional activities are listed below:

Sr. No.	Name of the Committee	Members/ Related Work
1	College Advisory Committee	1. Dr.(Mrs.) Renu Verma, 2. Dr. (Mrs.) Kulbir Kaur, 3. Dr. Sanjeev Kumar 4. Dr. Anurag Sankhian 5. Dr. Punam Bansal
2.	Reception Committee	1. Dr. Renu Verma 2. Mrs. Pritpal Halwarvi, 3. Dr. (Mrs.) Kulbir Kaur 4. Dr. (Mrs.) Balwinder Kaur
3	College Calendar Committee	1. Dr. Mukhtiar Singh 2. Mr. Lilu Ram
4	Societies and Co-Cultural Activities Committee	1. Dr. (Mrs.) Vandana Aggarwal, 2. Dr. (Ms) Kusum
5	Library Committee	1.Mrs. Neelam Nagpal 2. Dr. Kulbir Kaur 3. Dr. (Ms) Meena 4.Dr. Sheojee Singh 5. Mr. Lilu Ram
5	Discipline Committee	1.Mr. Lilu Ram 2. Dr. Neelam Paul 3. Dr. Nisha Singh

6	Hostel Advisory Committee	1.Dr. Kulbir Kaur (Chief Warden) 2. Dr. Mukhtiar Singh 3. Girls Hostel Warden, 4. Mrs. Gurmeet Kaur (Hostel Nurse)
7	NSS advisory Committee	1. Dr. Renu Verma 2. Dr. Anjali Puri 3. Mr. Lilu Ram 4. Dr. Vandana Aggarwal 5. Dr. Nisha Singh
8	Examination Committee	1.Mr. Lilu Ram 2. Dr. Punam Bansal
9	Result Analysis and Prize Committee	1. Mrs. Pritpal Halwarvi, 2. Dr. Balwinder Kaur 3. Dr. Rupinder Kaur 4. Mr. Manish Kumar
10	Fee Concession Committee	1.Dr. Renu Verma 2.Dr. Sanjeev Jindal, 3. Dr.Sapna Nanda 4. Dr. Balwinder Kaur (Staff Secretary),
11	Committee for Reception of Guests and Judges	1. Dr. Kulbir Kaur 2. Dr. Sanjeev Jindal 3. Dr. Vijay Phogat 4. Concerned Dept.
12.	Skill In Teaching Committee	1. Dr. Anurag Sankhian, 2. Dr. Vijay Phogat, 3. Dr. Nisha Singh
13.	Internal Assessment Committee	1.Dr. Renu Verma 2. Dr. A.K.Srivastava
14	Lecture Shortage Committee	1. Dr. Neelam Paul 2. Dr. Suman Khokhar
15	Interior Decoration Committee	1. Dr. Renu Verma 2. Mr. Sanjeev Kumar 3. Concerned Dept.
16.	Extension Lecture Committee	1. Mrs. Pritpal Halwarvi 2. Dr. Anjali Puri
17.	Canteen/ Refreshmant Committee	1. Dr. Sapna Nanda, 2.Girls Hostel Warden, 3. Mrs. Gurmeet Kaur 4. Dr. Nisha Singh
18	Decision Making Committee (Prizes)	1. Dr. Renu Verma 2. Dr. Vandana Aggarwal, 3.Dr. Sanjeev Kumar 4. Dr. Balwinder Kaur

			5. Mr. LIlu Ram
			6. Dr. Neelam Paul
19.	NAAC & NCTE Committee		1. Dr. Sanjeev Jindal
			2. Dr. Sheojee Singh
			3. D r. Punam Bansal
20	Editorial Board College Magazine		1. Dr. Renu Verma
			2. Dr. Kulbir Kaur
			3. Dr. A.K.Srivastava
			4. Dr. Mukhtiar Singh
21	Prospectus Committee		1. Dr. Sapna Nanda
			2. Dr. Anurag Sankhian
22	Press Report Committee		Dr. Anjali Puri
			Dr. Suman Khokhar
			Mr. Harpreet Singh
23	UGC Committee		1. Dr. Sapna Nanda
			2. Dr. Sanjeev Jindal
24	Placement Cell		1. Dr. Meena
			2. Dr. Neelam Paul
			3. Dr. Rupinder Kaur
25	Web Committee		1. Mr. Lilu Ram
			2. Dr. Anjali Puri
			3. Dr. Suman Khokhar
			4. Mr. Harpreet Singh
26.	Photography and Sound Committee		1. Dr. Mukhtiar Singh
			2. Dr. Vijay Phogat
			3. Mrs. Gurmeet Kaur
27	Alumni Committee		1. Mrs. Pritpal Halwarvi
			2. Mr. LIlu Ram
28	PCP Committee		1 Dr. Kusum
			2. Mr. Raj Kumar
29.	Green House Upkeep Committee		1. Dr. Punam Bansal
			2. Caretaker
			3. Gopal Hira
30	College Campus Maintenance & Cleanliness Committee		1. Dr. Punzam Bansal
			2. Mr. Himanshu
			3. Mr. Sharanjit
31	Red Ribbon Club		1. Dr. Kusum
			2. Dr. Rupinder Kaur
32.	24 Hr Helpline Guidance Committee		1. Mrs. Pritpal Halwarvi
			2. Mr. Lilu Ram
			3. Dr. Anjali Puri
33	Committee for Action against Sexual Harassment		1. Dr. Renu Verma
			2. Dr. A.K.Srivastava
			3. Dr. Balwinder Kaur
			4. Dr. Kusum
			5. Mr. Varinder Kumar

		6. Mrs. Neelam Nagpal
34	First Aid Committee	1. Dr. Kulbir Kaur 2. Mrs. Gurmeet Kaur
35	Supervision Committee	1. Dr. Kulbir Kaur (C.W.) 2. Dr. Mukhtiar Singh 3. Mrs. Urmil 4. Mrs Gurmeet Kaur 5Mr. Varinder Kumar
36	Anti Ragging Committee	1. Dr. Renu Verma 2. Dr. Mukhtiar Singh 3. Dr. Punam Bansal 4. Mr. LIlu Ram 5. Mrs. Urmil
37	Admission Committee	1. Dr. Renu Verma 2. Dr. Sapna Nanda 3. Dr. Vandana Aggarwal
38.	Student Feedback Committee	1. Dr. Vijay Phogat
39.	Research Journal Committee	1. Dr. Sapna Nanda 2. Dr. Sanjeev Jindal
40	Research Centre Committee	1. Dr. Renu Verma 2. Dr. Meena
41.	E-Tendering Committee	1.Dr. Renu Verma 2. Dr. Anurag Sankhian 3. Mr. Lilu Ram 4. Mr. A.K.Malhotra
42	Time Table Committee	1. Dr. Sanjeev Kumar

Each committee is headed by the senior most member who coordinates with rest of members for the smooth conduct of the duties assigned to the respective committee. Principal is always available for regular consultation to the committee. If and whenever the need be, the special meetings of the faculty are held for collective decision making, consultation, and emergency interventions. All the decisions taken are regularly monitored through staff meetings.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

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                        ┌─────────────┐
                        │  Principal  │
                        └──────┬──────┘
                               │
                        ┌──────┴──────┐
                        │    Dean     │
                        └──────┬──────┘
                               │
                    ┌──────────┴──────────┐
                    │ Vice- Principal -   │
                    └──────────┬──────────┘
          ┌────────────────────┼────────────────────┐
          │                    │                     │
┌─────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Associate       │  │   Librarian-     │  │ Office           │
│ Professors      │  │                  │  │ Superintendent   │
└────────┬────────┘  └─────────┬────────┘  └─────────┬────────┘
         │                     │                     │
┌─────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Assistant       │  │ Assistant        │  │ Clerical Staff   │
│ Professors      │  │ Librarian        │  │                  │
└────────┬────────┘  └─────────┬────────┘  └─────────┬────────┘
         │                     │                     │
┌─────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Contract        │  │   Restorer       │  │ Lab Attendants   │
│ Lecturers       │  │                  │  │                  │
└────────┬────────┘  └─────────┬────────┘  └─────────┬────────┘
         │                     │                     │
┌─────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Guest Faculty   │  │ Support Staff    │  │ Multi Tasking    │
│                 │  │                  │  │ Support Staff    │
└─────────────────┘  └──────────────────┘  └──────────────────┘
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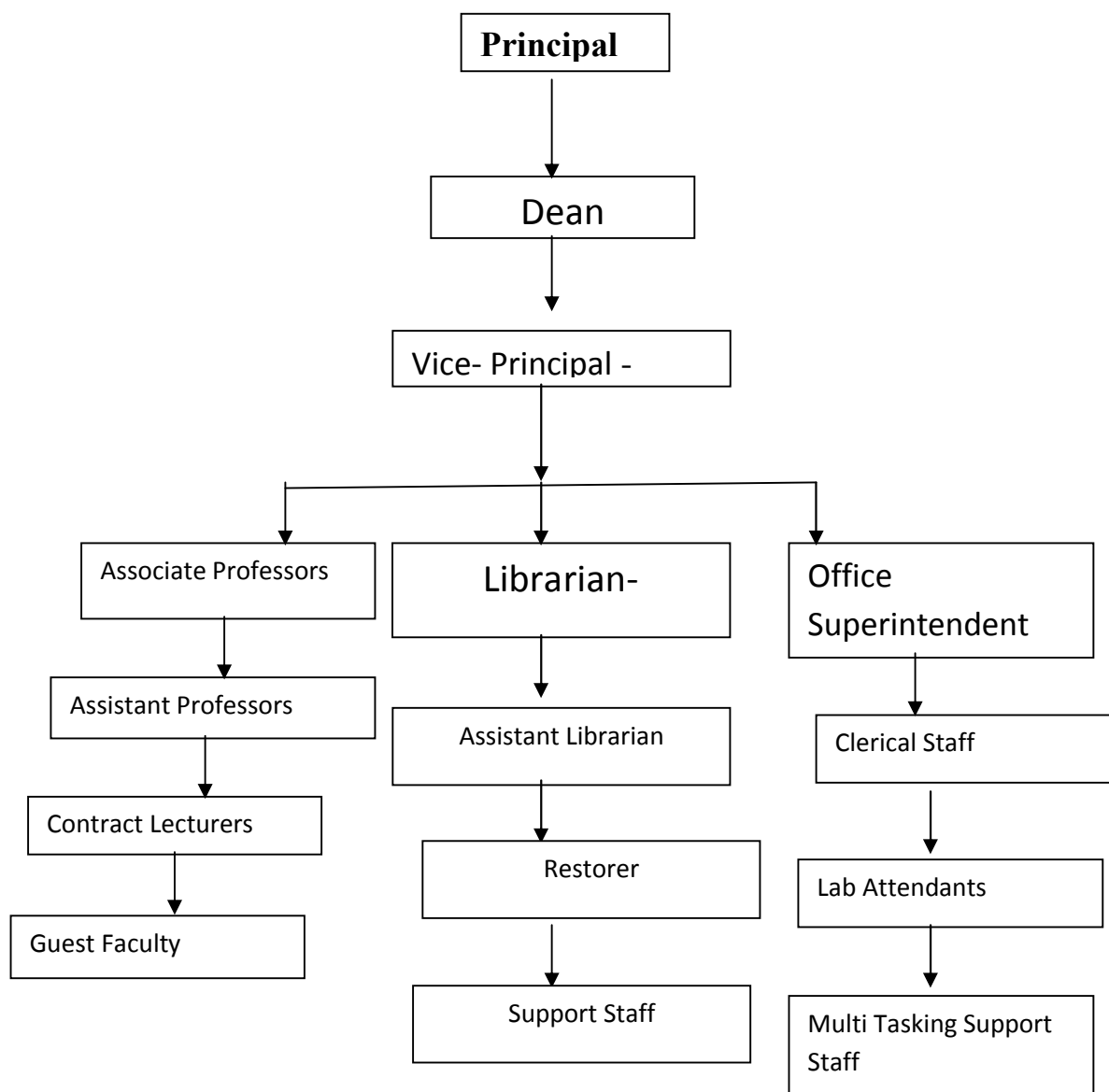
3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the college is largely decentralized for academic function whereas for financial and recruitment related matters, it is centralized as per the rules of Chandigarh Administration. The Secretary, Education is the official head assisted by Director Higher Education, who is further assisted by the Principal for the day to day management of the college. The Principal, in turn, is assisted by the Dean, the Vice Principal, the Bursar and a number of academic and administrative committees having faculty members, student councils (academic) and office staff as its members. Office superintendent, an accountant and a number of other clerical and support staff assist the Principal in the administrative work. The

Principal is empowered to spend an amount upto rupees two lacs without seeking permission and sanction from higher authorities for the express purpose of smooth conduct of affairs of the college, however the money spent is to be accounted for as per the regulations laid down by the administration. The constitution and working of different committees amply show the decentralized functioning of the institution.

4.   How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

Please refer to question Nos.4, 5 and 6 of section3.5 (page No. 85,86)

5.   Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the institution collects the feedback from students, faculty and the administrative staff for finding its strength and drawbacks. The students feedback is collected regularly and given to the respective faculty members for their self introspection and for bringing about necessary changes in the teaching learning strategies and environment. The feedback received from different committees, administrative staff and individual members/ students is well taken care of by the principal at individual/ institutional level as per the need. The issues are discussed in the staff meetings, if needed.

6.   What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

- Initiating the regular Publication of Peer Reviewed Research Journal, 'The Educational Beacon'.

- Sharing of knowledge, nurturing innovations and ensuring effective empowerment of the faculty for teaching-learning, research and extension activities through faculty development programmes;

- Setting up of Research centre for PhD course work.
- Subscription of e- resources and e-Journals through INFLIBNET/ N-list.
- Regular conduct of workshops in Research Methodology in the college.
- Thorough discussion of the M.Ed. synopsis presented by the students in presence of all faculty members every year.
- Involving all the faculty members for supervision of M.Ed. Research.
- Approval of all eligible regular faculty members by university to act as Ph.D. guides for Ph.D. Research scholars.
- Providing library resource material, computers and internet facilities to faculty and students for the sake of research and extension activities.
- Conducting extension lectures on various topics of interest on regular basis.

- Visit of our faculty members to other institutions to deliver extension lectures/ act as resource persons, delivering key note addresses and chairing sessions in seminars/ conferences.
- Promoting co-operation and sharing of knowledge through extension lectures, seminars, workshop and orientation programmes.
- Empowerment of faculty through active participation in Seminars, workshops, refresher and orientation courses etc.

6.3 Strategy Development and Deployment

1.   Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, the college has management information system in place to select, collect, align and integrate data and information on academic and administrative aspects of various functioning of the college.

- MIS is an integral part of the overall internal control & co-ordination mechanism of our institution covering the details of faculty, students, documents, technologies and procedures by management to solve organizational problems effectively and to achieve automation of various routine functions. Practically, every activity and work undertaken by the institution is documented in the following ways:

  - The information about the institution, its vision and mission, values, objectives, brief history of the college, details of the staff of the college, details about the courses offered and the curriculum outlines etc., are displayed on the college website.
  - Separate files are maintained for skill-in teaching, practice teaching, time-table, Continuous/ internal assessment, examinations, extension work, alumni association, Literary and Cultural Society, NSS Unit, service book and personal files of the staff etc.
  - The names of the students, the roll numbers, addresses, graduation marks and other related details are computerized.
  - The internal assessment of the students is uploaded directly on the university link from the college administrative unit.
  - Examination question papers, internal assessment work, etc. are maintained in computer files as well as hard copies.
  - Office personnel have been provided with special almirahs which facilitate efficient record keeping.
  - A dedicated software is in place to handle student related information.
  - Financial matters are handled through on line portal of Chandigarh Administration.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

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The college allocates resources as per the established norms of the institution and concerned rules of the Chandigarh Administration and Panjab University. The human resources are engaged as per the requirements of the college keeping in mind their qualification, competence, interest and level to accomplish diverse tasks of the institution. Adequate internal/ external adjustment is also made effective at the earliest whenever any such changes are required during the session, as per the action plan, academic calendar and the norms of the administration. A large number of committees (currently 42) ensure the decentralized democratic, transparent and accountable environment. This ensures judicious and optimum distribution of resources and accomplishment of sustained quality initiatives. Sufficient financial resources are always available and allocated as per the proposed plan requirements and the prevailing norms/rules of Chandigarh Administration.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The resources needed to support the implementation of the mission and goals are planned collectively in a transparent and academically supportive environment and the material and human resources are accordingly procured, managed and utilized as per the established tradition of the institution and the rules of the Chandigarh Administration.

An elaborate academic calendar is prepared after seeking information and suggestions from the faculty, a thorough discussion in the committees and in the staff meetings. On the basis of approved academic calendar, various curricular and co-curricular activities are conducted in the college throughout the semester/ session. These activities and programmes are in accordance with the latest prescribed curriculum guidelines of Panjab University, NCTE and the directorate of higher education. To conduct these activities, human and financial resources are allocated well in time by the college and the goals are achieved optimally.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

In the beginning of every academic year, academic calendar of the institution is prepared by the college calendar committee in co-ordination with various related committees. It consists of all the curricular and co-curricular programmes to be carried out in the academic semester/session. The college calendar including skill in teaching and examination details is developed in consultation with the practice teaching school heads and thorough discussion in staff meetings keeping in mind the latest guidelines of Panjab University, NCTE, UGC and Chandigarh Administration. It helps in activities to be carried out smoothly and systematically. Care is taken to see that the practice-teaching doesn't overlap with the examination schedule of the schools and the college. Thus, all the

primary stake holders are collaboratively involved in the planning process of the academic activities of the college.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives are communicated and deployed at all levels through regular staff meetings and thorough discussions in committee meetings, to assure individual employee's contribution for institutional development. Also, the annual self appraisal reports along with APAR (Annual Performance Appraisal Reports) of the individual employees helps in assuring adequately each employee's optimum individual contribution for institutional growth and development.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision, mission and implementation plans are regularly monitored and evaluated annually through session end comprehensive staff meetings and discussions. Revisions are carried out every year as per the felt needs and revised NCTE, UGC as well as Panjab University guidelines. Revisions are also carried out periodically as and when the need arises for the same.

7. How does the institution plan and deploy the new technology?

The college plans and deploys new technologies through annual financial and academic planning and implementation of the approved plans as per the priority decided and resources made available for the plans in the financial year. As per the latest changes and requirements, ICT is deployed both at academic and administrative levels. The following are the latest deployment in the field of new technologies:

- All our classrooms are well equipped with ICT facilities for the use of latest technology for teaching learning. Digital podia, LCD projectors, Screens and Computers with Internet facility are available in all the classrooms. Moreover six interactive boards are installed in some of our labs.
- Faculty uses PPTs in classrooms for curriculum transaction.
- Students are given training in preparation of PPTs.
- Students are also given training to present their topics using PPTs in seminars and classrooms.
- Faculty and students are permitted to use ICT anywhere in the college.
- Faculty and students are given access to softwares like SPSS, COREL to be used for research purposes, designing etc.
- JAWS, the special software for the visually impaired is available in the college.
- Tutors and subject/ pedagogy teachers encourage students to prepare, present and use ICT based lesson plans and audio visual materials/ aids during their discussion lessons and practice teaching, which has due weightage in their internal assessment.

- Digital display of important information is undertaken in the Student Notice Board area. The college auditorium also has digital display board.
- Maximum administrative work of the college has been digitized and has been brought under e-governance.
- Latest additions have been Solar Panels at the rooftop of the institution and rain water harvesting system in the entire campus.

6.4 Human Resource Management

1. **How do you identify the faculty development needs and career progression of the staff?**
   The institution identifies the faculty developments needs and career progressions of the staff in the following ways:

- Professional development requirements through Career Advancement needs of the staff.
- Feedback from the students,
- Feedback from the staff/ faculty and students,
- Feedback from the community and alumni,
- Discussion with the staff during staff meetings,
- Performance appraisal and analysis of the staff
- Principal's observation and periodic discussion with higher authorities in the administration,
- Latest and relevant developments in the field of knowledge domain, national, social and cultural areas as well as ICT.
- Modification in the curriculum by the university from time to time
- Latest guidelines and suggestions from the UGC/ NCTE/ Panjab University,

Thus, through regular staff meetings, feedback from staff and students, meetings and deliberations of various committees, faculty development needs and career progression are identified in the light of the UGC regulations in force.

2. **What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

The institution has a sound system of assessment of teaching and other activities of its staff members. The mechanism in place for performance assessment of the faculty and staff are:

- Self-appraisal report of the faculty,

- Feedback from the students about the performance of and guidance provided by the teacher-educators to the students throughout the year/session.

Thus, the Annual Performance Appraisal Reports, Feedback from students twice in a year and observations/ suggestions by the principal are some of the mechanisms for performance assessment and evaluation of the staff to improve their teaching, research, extension and other activities. The follow up actions and remedial measures are taken by bringing about the necessary changes in the academic and administrative affairs.

3.   What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

Welfare measures for the staff and faculty are in place at present in the institution as per the norms of Chandigarh Administration. Measures like LTC, medical re-imbursement, house building rebate, government accommodation, loans, study leave, extraordinary leaves, tax rebate for school fee of the wards, T.A./D.A for official visits etc are well in place as per the Chandigarh Administration guidelines and policies in force for all its regular employees.

4.   Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Faculty Development Programme is a regular feature with the college. Research Methodology Workshops have been specially organized for the faculty and M.Ed. students to enhance their research and development skills. National seminars, workshops and conferences are regularly organized for skill development and knowledge enhancement of the faculty. Three one week Faculty Development Programmes, three Research Methodology Workshops and three National Seminars have been organized in this college since 2010. The training workshops are also conducted for senior administrative staff and the office staff to acquaint them with the office and financial rules and regulations of Chandigarh Administration.

5.   What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The recruitments are done by the Chandigarh Administration as per the approved recruitment rules through UPSC, New Delhi for regular posts of faculty.   The contractual, part time and guest faculty and staff, however, is appointed by the college committee headed by the principal as per the rules laid down by Chandigarh Administration. The recruitments are in compliance with Chandigarh Administration guidelines.

6.   What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

These criteria are as per the prevailing policies of Chandigarh Administration.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Every staff member is encouraged to actively participate in as many faculty development programmes and seminars/ conferences as optimally feasible without compromising the normal functioning of the college. The faculty members are re-imbursed their registration fee for national/ international conferences/ seminars to the maximum extent possible. The faculty is also encouraged to seek financial support from UGC and other bodies for such purposes. Duty Leave is also provided to each faculty member every session by the principal for attending seminars and conferences and presenting their papers.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The faculty is provided with well maintained and separate functional faculty rooms with working table, desktop with uninterrupted internet (broadband) connection, printer, almirahs and other infrastructure and instructional material. Every faculty member has also been provided with laptops for instructional purposes.
A well maintained fully air conditioned staff room equipped with microwave oven, refrigerator and water dispenser has been provided to the faculty. There is also a LCD projector installed in the staff room. The spacious, double-storeyed and fully air conditioned library with about 40,000 books and many journals works as a rich knowledge resource for the faculty and students.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty and other stakeholders can seek relevant information directly from the concerned official for college regular work and for other information, they can apply for the information to the principal and then it is provided to them by the concerned official of the college. Most of the information is also available on the college website and updated college prospectus. The RTI cell is fully functional in the college.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Workload is decided on the basis of available courses of study, administrative and co curricular focus & activities of the year/ session, interest and specialization of the concerned member of the faculty and the nature as well as demand/ administrative requirement of the task at hand. The final decision on the work load is taken in the staff

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meeting convened for this purpose preferably at the beginning of the session. This democratic and interest based decision making in workload-distribution encourages faculty to be engaged wholeheartedly in a wide range of professional and administrative activities. An equitable distribution of workload is ensured to a large extent in academic as well as administrative duties of the staff and faculty. Teaching work load of the faculty is allocated as per the UGC, Panjab University and NCTE norms.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The college has the practice of honoring its oldest serving staff on republic day and independence day by way of inviting them with their family and making them chief guests on this occasion in the college campus. Also, the principal appreciates the good work of the faculty in the staff meeting, which acts as a motivating factor for them. Also, on the occasion of annual athletics meet, the support staff is rewarded. Besides these formal practices, appreciative gestures are undertaken on informal platforms also to motivate the employees.

6.5 Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

2012-13

Expenditure Statement (Up To March.2013)   **(Fig in thousands)**

	BUDGET ESTIMATES		Prev.Exp		EXP IN Mar.2013		EXP. UPTO Mar.2013	
	PLAN	N.PLAN	PLAN	N.Plan	PLAN	N.Plan	PLAN	N.Plan
01 00 01 SALARIES		32273		31840		433		32273
00-01-06- MEDICAL		19		8		11		19
01 00 13 OFFICE EXPENSES		1750		1461		289		1750
01 ELECTRICITY CHARGES				380		78		458
02 WATER CHARGES				212		42		254
03 TELEPHONE CHARGES				7		0		7
04 POL				0		0		0
05 OTHERS				862		169		1031
06-00-50 Books & Stat.SC/ST		0		0		0		0
01 00 21 SUPPLIES & MATERIAL	2000	0	1504	0		496	2000	0

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2013-14

Expenditure Statement (Up to Mar.2014)   **(Fig in thousands)**

	BUDGET ESTIMATES		Prev.Exp		EXP IN Mar.2014		EXP. UPTO Mar. 2014	
	PLAN	N.PLAN	PLAN	N.Plan	PLAN	N.Plan	PLAN	N.Plan
01 00 01 SALARIES		34174		**33640**		534		**34174**
00-01-06-MEDICAL		1		1		0		1
01 00 13 OFFICE EXPENSES		1750		1341		409		1750
01 ELECTRICITY CHARGES				493		77		570
02 WATER CHARGES				212		42		254
03 TELEPHONE CHARGES				8		2		10
04 POL				0		0		0
05 OTHERS				628		288		916
01 00 21 SUPPLIES & MATERIAL	2000		667		1333		2000	
S/SCT free Books & Stationery		17		0		17		17

2014-15

Expenditure Statement (up to Mar.2015)   **(Fig in thousands)**

	BUDGET ESTIMATES		Prev.Exp		EXP IN Mar.2015		EXP. UPTO Mar.2015	
	M&S PLAN	N.PLAN	M&S PLAN	N.Plan	M&S PLAN	N.Plan	M&S PLAN	N.Plan
01 00 01 SALARIES		40673		40067		606		40673
00-01-06-MEDICAL		26		15		11		26
01 00 13 OFFICE EXPENSES		2000		1200		800		2000
01 ELECTRICITY CHARGES				280		297		577
02 WATER CHARGES				85		127		212
03 TELEPHONE CHARGES				6		5		11
04 POL				0		0		0
05 OTHERS				829		371		1200

01 00 21 SUPPLIES & MATERIAL	2000		1161		839		2000	
S/SCT free Books & Stationery		22		0		22		22
Wages		964		721		243		964

2. **What is the quantum of resources mobilized through donations? Give information for the last three years**.

No donations are solicited in this college as being a government institution it is not under our purview to mobilize resources through donations.

3. **Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes, the annual budget allocated by the Chandigarh Administration for the college is sufficiently adequate to cover the day to day expenses.

4. **What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit**)

The budgetary resources are the funds allocated by Chandigarh Administration, Chandigarh.

Income and Expenditure Statements (figures in thousands)

2010-11

Head	Budget Allotted	Expenditure
Salary Non Plan	33316	33316
Medical	145	145
OE- Non Plan	1715	1715
M&S Plan	3200	3200

2011-12

Head	Budget Allotted	Expenditure
Salary Non Plan	29729	29729
Medical	77	77
OE- Non Plan	1650	1650
M&S Plan	2000	2000

2012-13

Head	Budget Allotted	Expenditure
Salary Non Plan	32273	32273
Medical	19	19
OE- Non Plan	1750	1750
M&S Plan	2000	2000

2013-14

Head	Budget Allotted	Expenditure
Salary Non Plan	34174	34174
Medical	01	01
OE- Non Plan	1750	1750
M&S Plan	2000	2000

2014-15

Head	Budget Allotted	Expenditure
Salary Non Plan	40673	40673
Medical	26	26
OE- Non Plan	2000	2000
M&S Plan	2000	2000

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, the accounts are audited regularly on annual basis internally and every three year externally by the A.G. Office auditors of Chandigarh Administration. (Please refer to Annexure No.--V for the last two audits).

6. Has the institution computerized its finance management systems? If yes, give details.

Yes, financial management system of the college is fully computerized. The admission procedure, fee collection, salary disbursement to staff etc are all fully computerized. E-tendering is undertaken.

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

(a) Academic governance
- Co-operative and collaborative planning.
- Extensive ICT integration in curriculum planning and transaction.
- ICT enabled classrooms with digital podia, LCD projectors and uninterrupted internet connection.

- Desktops, printers, laptops and uninterrupted internet facilities for the faculty.
- Individual working offices for all the faculty members.
- INFLIBNET/N-List e-knowledge resources in the library for M.Ed. students and faculty.
- SPSS package in the computer lab.
- Individual terminals for every student in the computer lab.
- Well equipped language lab, computer lab, guidance and counseling lab., home science lab., educational technology and science lab.
- Open shelf system in the library and well equipped reference section and rare book section along with abundant availability of text books.
- Planning of college calendar well in time.
- Timely planning and distribution of workload and time table.
- Judicious distribution of academic and co curricular responsibilities.
- Regular organization of FDPs, seminars, workshops, symposia, panel discussions and extension lectures for the students and faculty.
- Active Placement Cell.
- Regular programmes for orientation, talent search, creative expression and skill development for the students.
- Democratic governance practices and leadership opportunities to the students through regular elections to student councils.
- Off campus experiences are frequently provided to the students through visits to professional and special institutions, field trips, participation in university, state and national level sports and youth festival, tours and travels.

(b) Administrative governance

- E-governance in the areas of admissions, fee collection, salary disbursement to staff etc.
- E-tendering.
- Online submission of university examination forms,
- Online submission of internal assessment to the University
- E-bike for the support staff for the distribution of dak in the city
- Suggestion box for students.
- Anti ragging Cell.
- 24 hour helpline for stress management.
- Committee for prevention of sexual harassment at workplace.
- Canteen and mess committee.

Leadership

- University curricula are developed with maximum participation of our faculty members as they are nominated/ elected at different academic administrative bodies of the university.

- Academic leadership in the zone through large scale placement of our alumni at different echelons of academic responsibilities including schools and colleges of education.
- Active participation in University administration through involvement of our faculty members as they are elected members of governing bodies of the university and different members including principal frequently go for the inspection of different colleges. They are also members of selection committees.
- Chandigarh administration also involves of our faculty members in different governing bodies. The Principal and the faculty also go for the inspection of different institutions. They are also members of selection committees. The Principal is also a member of the selection committee for state and national awards to teachers.
- National Knowledge Commission, Govt. of India, had invited the Principal and one of the faculty members for the consultative meet on School Education.
- Many of our faculty members including the Principal were invited to give their valuable inputs in the proposed Policy of Education, Govt. of India through Chandigarh administration.
- Punjab Curriculum Framework, 2013 benefitted significantly from the vital inputs of one of our senior faculty members.
- The Principal is member, Advisory Committee for Joint B.Ed. and M.Ed. admissions of Panjab University. One of our faculty members has been nominated as co-coordinator for these admissions. Most of our faculty members are actively involved in this process.
- Regular first and second position holders in state level annual Rose Quiz for the past 13 years.

The college has several administrative and academic committees under the leadership of the principal. These committees plan, execute and decide democratically the course of action for various activities in the college for the whole year/ session. The members are free to put forward their specific suggestions and these suggestions are taken into account for carrying out related activities promptly. All academic decisions are taken in the staff/ faculty meetings after adequate discussions and the best possible ways are evolved to carry out the academic, co curricular and other relevant activities.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

1. **What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**
   The previous report (April 2004) made the following observation in the assessment report:

   1. Placement cell should be created in the college.
   2. Orientation programmes, workshops, seminars and conferences for the faculty should be organized.

- A placement cell has been created in the college and is actively engaged in organizing various workshops on personality development, grooming, resume writing and employability skills. Mock interview sessions are also held by this cell every session. Information regarding various employment opportunities is also disseminated through placement cell notice board and other e-connectivity measures. It has a close membership facebook page which provides members to current students and alumni.
- Regular orientation/ refresher programmes are UGC conditions for career advancement and the permission to attend the same is provided to the faculty. Besides this, the college holds regular Faculty Development Programmes, seminars, workshops and conferences.

2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

   Please refer to Q.No. 1 of section 6.6 (page No 150)

Criterion VII: Innovative Practices

7. 1 Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established an Internal Quality Assurance Cell **(IQAC)**. It was established on 24th March, 2008 and re-constituted on 28th August 2014. The present IQAC has the following members:

- Dr. (Mrs.) Harsh Batra, Principal (Chairperson)
- Dr. (Mrs.) Renu Verma , Dean, (Member/ Vice Chairperson)
- Dr. Sanjeev Kumar, Member (Co-ordinator)
- Dr.Sheojee Singh, Member
- Dr. Punam Bansal, Member
- Mr. Adarsh Malhotra (Superintendent, Establishment)
- Dr. Sunil Dutt, Professor, Dept. of Education and Educational Management, NITTTR, Sector- 26, Chandigarh.
- Mrs. Anju Gupta, Librarian, TSCS Library, Sector-17, Chandigarh;
- Mr. Arjun Dev, Registrar Education (Colleges), Chandigarh Administration.

. The major activities undertaken were:

- Up gradation and Installation of computers, LCD projectors, interactive boards and other ICT facilities.
- Organizing seminars, faculty development programmes, research methodology workshops and extension lectures on various relevant themes.
- Continuous monitoring of students performance and providing feedback to their parents / guardian.
- Organizing off campus experiences programmes.
- Supporting placement cell activities and related workshops, seminars, outreach and exposure activities.
- Ensuring discipline and compliance to regulations for maintaining high quality of learning.
- Promoting high quality teaching learning environment in the college.
- Motivating students towards community welfare services through NSS unit and Red Ribbon Club.
- To boost extension activities through Literary and Cultural societies.
- Instrumental in the Introduction of pedagogy of Commerce and Sanskrit as new optional subjects for students.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

- Regular staff meetings: Agenda based regular staff meetings provide a platform for periodic evaluation of the achievement of goals and objectives. The agenda has a flexible provision for introduction of any urgent/ important item for discussion also.
- Feedback from students on individual teacher effectiveness: The college has provision for regular semester-wise feedback from students on the teaching effectiveness of their teachers.
- Weekly tutorial meetings: Weekly tutorial group-wise meetings between the students and their mentors provide a individualized platform to the students to give their uninhibited feedback. The feedback this collected is utilized at individual and collective level for the realization of institutional objectives.
- Feedback from practicing schools: Practicing schools provide informal feedback to our faculty and students which helps in honing the teaching skills of our student-teachers.
- Feedback from employers and prospective employers: Employers of our pass outs and provide valuable inputs from time to time which help us in re-designing our programmes and activities. The placement cell also gathers formal information from the prospective employers in the form of their expectations from our teacher graduates. This feedback serves as an important mechanism for evaluating our aims and objectives.

- Interaction with peers: Regular interaction with peers at different platforms provides a vital input into our self reflection and self evaluative processes as an institution.
- Feedback and suggestions from alumni: Alumni provide significant feedback on the various aspects of the college which helps the college in assessing the achievement of its goals and objectives.
- Feedback from community: Community, in the shape of parents and neighbourhood schools, provides feedback from time to time and that feedback is utilized for the realization of our goals and objectives.
- Feedback from higher authorities: Higher authorities provide regular feedback and suggestions through regular meetings and communications to the principal, which is being shared in the staff meetings and the cues taken from there assists us in performing better.
- Result documentation and analysis: Regular documentation and analysis of the formative and summative evaluation provides vital inputs to us in bettering our performance indicators especially in the field of academic achievements.
- Compilation of Annual Reports: A detailed annual report at the time of convocation provides an effective mechanism to evaluate our goals and objectives for introspection and future vision.
  On the basis of the above mentioned mechanisms relevant remedial measures and follow up actions are introduced through individual and collective decision making.

3. How does the institution ensure the quality of its academic programmes?

The quality of academic programmes is ensured through the following ways:

- Appointing qualified teaching staff,
- Conducting regular faculty improvement programmes,
- Conducting workshops and seminars for the staff and students,
- Providing and extensively using innovative ICT based approaches in the teaching-learning, evaluation, extension and research processes,
- Encouraging optimal utilization of the library-resources and laboratories by the staff and students,
- Maintaining regularity and discipline among the students and staff,.
- Continuous assessment of the student activities,
- Feedback from the students and parents,
- Interaction with eminent academicians, scholars and other holistic approaches to quality enhancement.
- Publication of annual college magazine 'The Educational Observer'.
- Publication of peer reviewed refereed annual research journal, 'Educational Beacon' with ISSN.
- Regular assignments, projects and presentations by the students,

- Presentation and Discussion of the synopsis of each M.Ed. student in full staff and student meetings,

4.   How does the institution ensure the quality of its administration and financial management processes?

The college ensures the quality of its administration and financial management through:

- Properly documenting all the activities of the institution with the help of ICT.
- Properly maintaining cash books and stocks registers and regularly getting these supervised by the college Bursar.
- Updating all the documents regularly.
- Timely decision making and clearing of all the files.
- Keeping vouchers and well maintained records of all purchases.
- Ensuring timely e-disbursal of salary.
- Ensuring proper budget planning and allocation.
- Regular internal and external auditing.
- Transparency in financial accounting.
- Team work of the staff and the effective leadership of the principal.

5.   How does the institution identify and share good practices with various constituents of the institution.

Three cardinal constituents of the institution namely faculty (teacher educators), the students and the administrative and support staff cooperate with one another to run the institution at optimum level of efficiency and effectiveness. The good practices are identified through the regular meetings of various concerned committees comprising all these three constituents and issues are discussed and taken up timely .On the basis of consensus arrived at in the meetings, quality assurance initiatives in teaching learning, evaluation, co-curricular and research activities are put into practice. Regular and comprehensive feedback from students, teacher educators and supporting staff is obtained regarding these activities and periodic review is also carried out in staff meetings. Suggestions from students, teacher educators and other stake holders are collected through various means including a suggestion box placed in the college. Good practices found through e-resources are adapted and implemented according to the indigenous needs of the institution. also The good practices in vogue among the professional peers are shared with the cardinal constituents at regular intervals through diverse strategies and programme in order to bring about qualitative improvements. These practices are shared through staff meetings, displays on the notice boards, college website and magazine.

7.2 Inclusive Practices

1. **How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.**

The college is highly sensitive to the issues of inclusion and following measures are undertaken for the same:

- Faculty has rich exposure to such issues through visits to various related institutions in and around Chandigarh, invited lectures, seminars, journals and conferences.
- College has a functional Guidance and Counselling Cell to deal with the problems of students with diverse needs.
- The college has special software JAWS for the assistance of visually impaired students. With the help of this software, they can have easy access to relevant learning material using ICT.
- The entire ground floor of the college is easily accessible to the differently abled students.
- The college makes a special exception for the orthopedically impaired students, whenever admitted, by shifting the entire class to the ground floor; otherwise the major curriculum transaction is held at the first floor area.
- College organizes visits to Institute for visually impaired, Mother Teresa Home, Govt. Rehabilitation Institute for Intellectual Disabilities to sensitize student teachers about the needs and problems of diverse groups.
- The college offers flexible curricular choices for the visually impaired students and makes a provision for them to opt for computer craft in lieu of other crafts
- College provides opportunities to student teachers to gain internship experiences in inclusive schools.

2. **What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

The curriculum of B.Ed. and M.Ed. both have adequate academic inputs to deal with such issues through regular classroom interactions. Moreover, experts in the area of inclusive education are invited from time to time in the college to interact with our students and faculty and various seminars and workshops are regularly organized/ attended by our faculty and students to provide adequate knowledge and exposure to them about the issues of inclusion and exceptionalities and gender sensitization. The college has its extension lecture committee, which organizes the lectures and interactions by experts on various relevant issues in this context.

Special Students are dealt in the classes sensitively by teachers and students with a view to provide them the best possible learning opportunities. Moreover, most of our faculty has collaboration with Govt. Rehabilitation Institute for Intellectual Disabilities (GRIID), Sector-31, Chandigarh for teaching purpose and our students visit GRIID and The Institute for the Blind as a part of their curricular activity, which gives them ample opportunities to learn about these issues. In addition to this all the measures mentioned at

question No.1 of 7.2 (page No. 157) also augment sensitivity among the students towards inclusive education.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The curriculum of teacher education prescribed by Panjab University as per the NCTE guidelines is enriched with various activities such as assignments, class presentations and seminar, curricular activities, co-curricular activities, workshops, computer assisted and online learning, extension lectures, social service through NSS and red ribbon club, sports and games, practice teaching/ internship, value education assembly, skill in teaching competitions, quiz and debate/ elocution contests, other literary and cultural activities round the year. These activities provide the student teachers with creative learning space and motivation to foster positive social interaction, self directed learning and active engagement in learning, community work, extension activities. Off campus learning experiences are also provided to student-teachers through field trips and educational tours from time to time to keep them actively engaged and promote self motivation.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Please refer to Q. No. 1, 2 and 3 of section 7.2. (Page No. 157, 158)

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Please refer to Q. No. 1, 2 and 3 of section 7.2. (Page No157, 158)

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college has Committee for Prevention of Sexual Harassment at Workplace to ensure equal justice and liberty to female inmates of the college. This pro-active step ensures the prevalence of gender neutral environment in the institution. The work culture of the college provides a judicious mix of all the sexes in carrying out different curricular, co curricular and administrative affairs of the college. This environment prevails at the staff level and percolates down to the student population. Such issues and relevant topics are discussed/ debated and acted upon in a holistic manner so as to enable our students and faculty to see things in proper perspectives and get empowered to solve such issues in their day to day life and work. Yoga as well as Sports and Games activities are organized for girls team wise (as the majority of students of this college happen to be girls incidentally). The college also has a common room for girls and a medical room with the dedicated

services of a full time nurse to look after the girl students in particular. The girl students are given special self defence training in collaboration with Chandigarh police department.

7. 3 Stakeholder Relationships

1.   How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Please refer to Q. No. 1 of section 6.1 (page no.131)

2.   How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The college posts the success schedule and programme of its regular activities on its official website. Various types of information is regularly put on the notice boards in the college as well as the two hostels, library notice board and the bulletin board of the placement cell.

We also apprise the parents of the underachievers about the performance of their wards in house-examinations and the status of their attendance through letters posted to them and also through telephonic messages. We hold special parent teacher meetings for such students in order to discuss the barriers in detail and find out the remedial measures and implement the same.

The college also publishes annual magazine 'The Educational Observer' to provide creative space for the students and also to disseminate the consolidated information to students, faculty and the community of educators at large. Information regarding the annual convocation and annual athletics meet is provided to the parents, former faculty, alumni and the community through website, invitations and advertisements in the leading newspapers. Publishing and presentation of annual report is a routine with the college.

Thus, the college ensures regular access to the information on organizational performance to the stakeholders.

3.   What are the feedback mechanisms in vogue to collect, collate the data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

   The institution collects the feedback from students, faculty, peers, community, alumni and the administrative staff for finding its strength and drawbacks.

- The students' feedback is collected regularly and given to the respective faculty members for their self introspection and for bringing about necessary changes in the teaching learning strategies and environment.

- Peer feedback system especially during discussion lessons, practice teaching and presentations/ seminars by the students, is in vogue, which promotes independent thinking and critical evaluation skills among them.
- Feedback about the quality of students performance is taken informally during classroom interactions and formally during house examinations, which is further evaluated by the faculty and revisions (if any required) are carried out in the teaching learning process so as to ensure timely and effective achievement of objectives.
- The Principal gets a constant feedback from teachers and students with regard to the teaching quality, curriculum, extracurricular activities, funds and grants as well as infrastructural demands. The Director Higher Education holds regular meetings with the Principal of the college and the information gathered from different sources is discussed for further implementation after going through the available resources and modalities. She is regularly in touch with the higher authorities in the management and feedback, if any, given by them is further communicated to the concerned quarters through individual consultations or collective interactions during the staff meetings. The remedial actions are immediately taken.
- Regular staff meetings are held for reflections and feedback for bringing about required changes and determining the future course of action to fulfil the vision and mission of the college. This also helps in adopting the remedial measures needed to enhance the effectiveness of various programmes.
- The feedback received from different committees of the college is also utilized for the creation of future vision and action plans.
- The college faculty and Principal are constantly engaged in the process of receiving formal and informal feedback from the professional peers from schools, SCERTs, colleges of education and university departments. This feedback is continuously used for bringing about qualitative changes in the working of the institution.
- Alumni give us constant formal and informal feedback which helps us in rewriting our programmes for our upward journey.
- Parents give their feedback during parent teacher meetings (specially scheduled) formally whereas informally they are always welcome to give their suggestions and feedback. These suggestions are never ignored.

Additional Information to be provided by Institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution.

The very vision of the college, "Preparation of future teachers par excellence who are knowledgeable, sensitive to the needs of societal aspirations, capable of being the harbinger of social transformation and are sound visionaries" is reflective of the core values purported by NAAC. The functioning of the college makes a conscious and consistent effort for translating them into a reality. While doing so, the institution adheres to the guidelines laid down by Chandigarh Administration, Panjab University, UGC,

NCTE and NAAC. The ensuing details bear testimony to our committed functioning towards the realization of core values of NAAC:

(i) Contributing to National Development:

The first five objectives of this college are dedicated to the contribution of this institution in the establishment of an educated future India.

- "To create a pool of academically sound, serene and excellent teachers for the country
- To provide high-quality and value based teacher education
- To explore and nurture the potential of future teachers for optimum utilization of their inherent capabilities and talents
- To develop knowledge acquisition skills relevant to the 21st century
- To instil the sense of discipline and responsibility among the future teachers"

The colleges realizes it fully well that the task of national development can be optimally attained through the key human capital formation in the form of academically sound, serene, talented, dedicated, self disciplined excellent teachers. The focus of the curriculum transaction remains on generation of knowledge and inculcation of sound value system among the future teachers. This is realized through the diverse, rich and meaningful curricular as well as co curricular activities. This has been well enumerated in the preceding parts of the report. Widespread placement of our teacher graduates in different schools and colleges has enabled the college to realise this goal to a large extent.

(ii) Fostering Global Competencies among Students:

The college continuously strives to foster global competencies among its students through ICT enabled sound knowledge acquisition skills and rich tradition of value laden co- curricular activities. Some of the focal global competencies nurtured in the college are twenty first century skills including cross cultural understanding, universal brotherhood, enhanced communication and presentation and self-directed lifelong learning. The college has carved a niche for itself in international and national circles alike. The high quality teacher graduate turn out from this institution has endeared its alumni with employers all over the globe. The institution, on an average, receives at least two requests per month from overseas alumni for the issuance of teaching practice details certificates for their placements abroad. The major countries where the alumni are largely placed include the USA, Canada, Australia and New Zealand etc. Some of the reputed schools and many of the recognized schools throughout the country, especially in the northern zone, have our alumni as teachers and principals.

(iii) Inculcating a Value System among Students:

The composite learning teaching environment in the institution cater to the overall growth of its student-teachers in nurturing a sound value spectrum consisting of, "punctuality, self discipline, self confidence, critical and independent thinking, personal integrity, resourcefulness, dutifulness, dedication, nationalism, patriotism, dignity of and

respect for individuals, reverence to elders and women, affection to younger, care of the public property, cleanliness, empathy, communal harmony, righteousness and incorruptibility".

(iv) Promoting the Use of Technology:

*Please refer to **Q. No..1 and 2 of** sections 3.2 (page No. 73, 74)*

(v) Quest for Excellence:

The quest for excellence in the college is summed by its motto which remains the focus of all our activities, making us yearn constantly towards higher and higher levels of competence. The motto of the college 'Aaroha Tamaso Jyoti' meaning 'Ascend from Darkness to Light' serves as a mission for the college. It symbolizes the journey of the community of intellectuals from darkness of ignorance to the brilliance of light of knowledge aiming at comprehensive and value-based learning system for academic excellence and social transformation. This mission of the college propels us for preparing future teachers who are:

i. "Committed to excellence
ii. Having quest for knowledge
iii. Having resourcefulness
iv. Eager to acquire relevant skills
v. Capable of sensing social needs and aspirations
vi. Empowered to act as agents of social change
vii. Prepared to reorient their vision on sound foundations."

The institution has embarked on this sojourn since its inception and we have been fortunate enough to have garnered continuous assistance from many a stalwarts in the field.

Mapping of Academic Activities of the Institution

Mapping of Academic Activities of the Institution- Semester-II

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Harvi Bala

Signature of the Head of the institution with seal:

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

Place: Chandigarh.

Date: 05/05/2016

Section C: APPENDICES

Appendix-I

TEACHER EDUCATION SCENERIO IN U.T. CHANDIGARH, 2016

Teacher education in the Union Territory of Chandigarh is run as per the Central Government/ MHRD/ NCTE/ UGC/ Panjab University norms. The Union territory offers the following Teacher Education Courses as per the provided details:

TEACHER EDUCATION COURSES OFFERED					
S.No.	Name of the Course	Level/ Nature/ Mode	Institutions offering the course	Affiliating Body/ Recogniznig Body	Seats	Duration
1	NTT	Certificate	1. DAV Model School, Sector 15 A 2. Raja Ram Mohan Roy Institute of Vocational Studies, Sector 27	Education Department, UT Administration	100	One Year
2	Diploma In Elementary Education (D.El.Ed.)	Diploma	1. State Council of Education & Research, Sector 32 2. Brahamrishi Yoga Training College, Sector19	Education Department, UT Administration	100 100	Two Years (After Graduation)
3	Bachelor of Education (B.Ed.)	Degree	1. Govt. College of Education, Sector 20 D 2. Dev Samaj College of Education, Sector 36 B	Panjab University	100 100	Two Years (After Graduation)
4	Bachelor of Education, Special Education LD (B.Ed. SPL.ED. LD)*	Degree	Department of Community Education and Disability Studies, Panjab University	Panjab University	50	Two Years (After Graduation)
5	Bachelor of Education, Special Education MR(B.Ed. SPL.ED. MR)	Degree	Government Rehabilitation Institute for Intellectual Disabilities, Sector 31 C	Panjab University	50	Two Years (After Graduation)

6	Bachelor of Education in Yoga (B.Ed. Yoga)	Degree	1. Govt. College of Yoga Education & Health, Sector 23 A 2. Brahamrishi Yoga Training College, Sector19	Panjab University	20 20	Two Years (After Graduation)
6	B.A. Hons. (Edu), B.Ed.	Degree	Institute of Education Technology and Vocational Education Panjab University	Panjab University	50	Four Years (After +2)
7	Master of Education (M.Ed. General)	Degree	1. Govt. College of Education, Sector 20 D 2. Dev Samaj College of Education, Sector 36 B 3. Department of Education, Panjab University	Panjab University	50 50 50	Two Years
8	Master of Education (M.Ed. Guidance & Counselling)	Degree	Department of Education, Panjab University	Panjab University	50	Two Years
9	Master of Education (M.Ed. Educational Technology)	Degree	Department of Education, Panjab University	Panjab University	50	Two Years
10	Master of Education, Special Education LD (M.Ed. SPL.ED. LD)*	Degree	Department of Community Education and Disability Studies, Panjab University	Panjab University	50	Two Years
11	Master of Education, Special Education MR(M.Ed. SPL.ED. MR)	Degree	Government Rehabilitation Institute for Intellectual Disabilities, Sector 31 C	Panjab University	15	Two Years

*Subject to recognition by RCI

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

Appendix-II
Institutional Timetable

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
TIME TABLE-BEd-2014-15- Semester-I

PERIOD		I	II	III	IV	V	VI	RECESS	VII	VIII
TIME		0900-09:45	09:45-10:30	1030-11:15	11:15-12:00	12:00-12:45	12:45-01:30	01:30-02:15	02:15-03:00	03:00-04:00
MONDAY	A	Paper-I AKS	Paper-II PK	SC-SK AKS / Hindi-	HSC-SN / SST-IV-CONT-II	VALUE EDUCATION ASSEMBLY	Paper-I AKS	RECESS	Paper-III SK	DR. NEELAM PAUL HSP SEC A & D
	B	Paper-I KK	Paper-II VP	Sc-VA / Eng-III-BK / LSc-PB	MU- / ENG-II- / ENG-I-KK		Paper-I KK		Paper-III VP	DR. NEELAM PAUL HSP SEC B & F
	C	Paper-I BK	Paper-II AP	PSc-LR / ADITI	ENG-II-AP / HINDI-II-		Paper-I BK		Paper-II PK	
	D	Paper-I SJS	Paper-II PB	FA-RV / PBI-I-MS	ECO-MNA / PBI-II-Sharanj.		Paper-III Tanvi		Paper-II AP	
	E	Paper-I MNA	Paper-II RUP	MATHS-I-NISHA / SST-I-KLS	MATHS-II-COMP SC- / Tanvi / SUMAN		Paper-III KU KK		Paper-II VP	
	F	Paper-I Gaganpreet K	Paper-II Gaganpreet K Comm.	SST-II-AS / SST-I-KLS Tanvi	SST-III-VP SC-SJS		Paper-III SK AKS		Paper-II PK / Paper-III Nisha	
TUESDAY	A	Paper-I AKS / Paper VA LR	Paper-II PK / Paper IV A NP	DO	DO	Paper-III SK	Paper-I AKS	RECESS	Paper-II AP	
	B	Paper VA SUMAN	Paper IV A KU			Paper-III KU KK	Paper-I KK		Paper-II PK	
	C	Paper VA Manoj	Paper IV A SN			Paper-III Tanvi	Paper-I BK		Paper-II VP	
	D	Paper VA RUP	Paper IV A MNA			Paper-III LR SJS	Paper-I SJS		Paper-II PB	
	E	Paper VA Sanjeev A VP	Paper IV A VP			Paper-III MS MNA	Paper-I MNA		Paper-II RUP	
	F	Paper II Sharanj. A RUP	Paper V			Paper-III NISHA Gagan.	Paper-I Gagan.		Paper IV A AKS	

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

TIME TABLE-BEd-2014-15

PERIOD / TIME

PERIOD	I	II	III	IV	V	VI	RECESS	VII	VIII
TIME	0900-09:45	09:45-10:30	1030-11:15	11:15-12:00	12:00-12:45	12:45-01:30	01:30-02:15	02:15-03:00	03:00-04:00

WEDNESDAY

Row	I	II	III	IV	V	VI	RECESS	VII	VIII
A	PaperIII SK	Paper-I AKS	SC-SK	Hindi- / HSC-SN	SST-IV- CONT-II	Paper IV A NP PK	RECESS	Paper VA LR	DR. NEELAM PAUL / HSP SEC C
B	Paper III KU	Paper-I KK	Sc-VA	Eng-III-BK LSc-PB	ENG-I-KK	Paper IV A KU VP	RECESS	Paper IV A KU	COMPUTER CRAFT - SUMAN
C	Paper III Tanvi BK	Paper-I	PSc-LR	MU-Aditi AP	ENG-II- / HINDI-II- KU	Paper IV A SN AP	RECESS	Paper IV A SN	ART AND PAINTING - SANJEEV KUMAR
D	PaperIII LR	Paper-I SJS	FA-RV	PBI-I-MS	MNA Sharanj. / PBI-II-	Paper IV A MNA PB	RECESS	Paper IV A MNA	GARDENING - VA & PB (2 GROUPS)
E	PaperIII MS	Paper-I MNA	MATHS-I-NISHA	SST-I-KLS Tanvi	MATHS-II- / SUMAN	Paper IV A VP RUP	RECESS	Paper VA Sanjeev	MUSIC -MUNISH
F	PIII NISHA	Paper V A RUP	Comm. Gaganp.	SST-II-AS	SST-III-VP SC-SJS	Paper IV A AKS Sharanj.	RECESS	Paper-I Gaganp. NP	HOME CRAFT-SN

THURSDAY

Row	I	II	III	IV	V	VI	RECESS	VII	VIII
A	Paper VA LR	Paper-II PK	DO	DO	Paper IV A SK	Paper-I AKS	RECESS	Paper IV A NP	HOME CRAFT- SN
B	Paper VA SUMAN VP	Paper-II VP	DO	DO	Paper -III KU	Paper -I KK	RECESS	Paper IV A KU SN	
C	Paper VA Manoj AP	Paper-II AP	DO	DO	Paper -III Tanvi BK	Paper -I BK	RECESS	Paper IV A SN	
D	Paper VA RUP	Paper-I SJS	DO	DO	Paper -II LR	Paper -III LR PB	RECESS	Paper IV A MNA	
E	Paper IV A VP RUP	Paper-II RUP	DO	DO	Paper -III MS	Paper -I MNA	RECESS	Paper VA Sanjeev	
F	Paper IV A AKS Sharanj.	Paper-II Sharanj.	DO	DO	PP -III NISHA	Paper -I Gaganp.	RECESS	Paper V A RUP	INTER. DECO. - NISHA

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
TIME TABLE-BEd-2014-15

PERIOD		I	II	III	IV	V	VI	RECESS	VII	VIII
TIME		0900-09:45	09:45-10:30	1030-11:15	11:15-12:00	12:00-12:45	12:45-01:30	01:30-02:15	02:15-03:00	03:00-04:00
FRIDAY	A	Paper III SK	Paper-I AKS	SC-SK / Hindi-AKS	HSC-SN / CONT-II	SST-IV-	Paper-I AKS	RECESS	Paper-II PK	Paper-II Sharanj.
	B	Paper II VP	Paper-I KK	Sc-VA / Eng-III-BK	LSc-PB / ENG-I-KK		Paper-I KK		Paper-II VP	Paper-II RUP
	C	Paper III Tanvi	Paper-I BK	PSc-LR / MU-ADITI	ENG-II-AP / HINDI-II-	KU	Paper-I BK		Paper-II AP	Paper-II AP
	D	Paper III LR	Paper-I SJS	FA-RV / PBI-I-MS	ECO-MNA Sharanj. / PBI-II-		Paper-I SJS		Paper-II PB	Paper-II PB
	E	Paper III MS	Paper-I MNA	MATHS-I- NISHA / SST-I-KLS	MATHS-II- Tanvi / COMP SC- SUMAN		Paper-I MNA		Paper-II RUP	Paper-II KU
	F	Paper II NISHA	Paper-I Gaganp.	Comm. Gaganp.t / SST-II-AS	SST-III-VP / SC-SJS		Paper-I Gaganpeet		Paper-II Sharanj.	Paper-II Sharanj.
SATURDAY	A	Paper IV A NP	Paper IV A SK	DO	DO	SOCITIES	Paper-II PK	RECESS	Paper-II PK	Paper-II Sharanj.
	B	Paper IV A KU	Paper IV A KU				Paper-II VP		Paper-III KU	Paper-II RUP
	C	Paper IV A SN	Paper IV A Tanvi				Paper-II AP		Paper-II AP	Paper-II AP
	D	Paper IV A MNA	Paper IV A LR				Paper-II PB		Paper-II PB	Paper-II PB
	E	Paper IV A VP	Paper IV A MS				Paper-II RUP		Paper-II AP	Paper-II PB
	F	Paper IV A AKS	Paper III NISHA				Paper-II Sharanj.		Paper-II PK	Paper-II Sharanj.

DR. NEELAM PAUL HSP SECTION D / RUP HSP SECTION D

CONVENOR

PRINCIPAL
Principal,
Govt. College of Education
Sector 20-D, Chandigarh

PERIOD / TIME / SEC.

PERIOD	I	II	III	IV		V	VI		VII	VIII	IX
TIME	9.00-9.40	9.40-10.20	10.20-11.10	11.10-12.00	SHORT BREAK 12.00-12.20	12.20-1.00	1.00-1.40	RECESS S 1.40-2.20	2.20-3.00	3.00-3.40	3.40-4.20

MONDAY

SEC	I	II	III	IV	V	VI	VII	VIII	IX
A	Paper-I AKS	Paper-III SK	SC-SK / Hindi-AKS	HSC-SN / SST-IV-CONT-II	VALUE EDUCATION ASSEMBLY	Paper-II AP	P-IV-B-NP	SP.ED..-	
B	Paper-I KK	Paper-III KU	Sc-VA / Eng-III-BK	LSc-PB / ENG-I-KK		Paper-II VP	P-IV-B-SN RUP	P-V-B-Misha	SEC-SANJEEV
C	Paper-I BK	Paper III Suman	PSc-LR / MU-ADITI	ENG-II-AP / HINDI-II-KU		Paper-II PB	P-IV-B-Rup	A-SEC-SANJEEV	SEC-RV
D	Paper-I SJS Paper-III LR		DO	DO		Paper-II PK	SEC-SANJEEV		
E	Paper-I MNA	Paper-III MS	MATHS-I-NISHA / SST-I-KLS	ECO-MNA / MATHS-II-COMP SC- Tanvi SUMAN		Paper-II RUP	P-IV-B-SUMAN	ENV.ED.- RUP	SEC-SANJEEV
F	Paper-I Sharan.k. Nisha	Paper III Nisha	Comm.- Misha. / SST-II-AS	SST-III-VP SC-SJS / PBI-II-Sharan.k.		Paper-II (Nisha)	P-IV-B-Rup		P-IV-B-Manoj

TUESDAY

SEC	I	II	V	VI	VII	VIII	IX
A	Paper-I Manoj SK	Paper-III SK	P-V-B-DE- Misha	Paper-I AKS	PK	SANJEEV	
B	P-IV-B-SN KU	Paper-III KU	P-V-B-ENV.ED.- RUP	Paper-I KK	VP	P-V-B-RUP	SEC-SANJEEV
C	P-IV-B-Shikla	Paper III KU	SP.ED..- SANJEEV	Paper-I BK	AP		SEC-RV
D	P-IV-B-SUMAN	Paper III LR / Suman	P-V-B- SANJEEV	Paper-I SJS	PB		
E	P-IV-B-NP	Paper-III MS / LR	HPE.-NP	Paper-I MNA	RUP		
F	P-IV-B-Rup	Paper-III NISHA	LI.Sc..-NN	Paper-I Sharan.k.	Paper-II Nisha		

SHORT BREAK — RECESS

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

TIME TABLE-BEd-2014-15- SEMESTER-II

WEDNESDAY

PERIOD	I 9.00-9.40	II 9.40-10.20	III 10.20-11.10	IV 11.10-12.00	IV 11.10-12.00	IV 11.10-12.00	SHORT BREAK 12.00-12.20	V 12.20-1.00	VI 1.00-1.40	RECESS 1.40-2.20	VII 2.20-3.00	VIII 3.00-3.40	IX 3.40-4.20
A	PaperII SK	Paper-I AKS	SC-SK	Hindi-AKS	HSC-SN	SST-IV-CONT-II	SHORT BREAK	P-IV-B-Manoj	Paper -II PK	RECESS	P-V-B-DE- Misha	P-V-B-DE- Misha	
B	Paper III KU	Paper-I KK	Sc-VA	Eng-III-BK	LSc-PB	ENG-I-KK		P-IV-B-SN VP	Paper -II VP		P-V-B- HPE.-NP	P-V-B- ENV.ED.- RUP	P-V-B- SEC- SANJEEV
C	Paper III Suman	Paper -I BK PSc-LR	MU-Aditi	ENG-II- AP	HINDI-II- KU			P-IV-B- (Shikha) AP	Paper -II AP		P-V-B- SP.ED..- SANJEEV	P-V-B- SP.ED..- SANJEEV	SEC-RV
D	PaperIII LR	Paper-I SJS	FA-RV	PBI-I-MS	ECO- MNA	PBI-II- Sharan.K.		P-IV-B- PB	Paper -II PB		LI.Sc..-NN	P-V-B-HPE.- NP	SEC- SANJEEV
E	PaperIII MS	Paper -I MNA	MATHS-I- NISHA	SST-I-KLS	MATHS- II-Tanvi	MATHS- COMP SC- SUMAN		P-IV-B-NP RUP	Paper -II RUP		P-V-B- ENV.ED.- RUP	P-V-B- SEC- SANJEEV	SEC- SANJEEV
F	PIII NISHA	Paper -I Sharan.k. Misha.	Comm. - Sharan.k. Misha.	SST-II-AS	SST-III- VP	SC-SJS		P-IV-B-Rup Paper-II (Nisha)	Paper -II (Nisha)		P-IV-B-Rup		

THURSDAY

PERIOD	I 9.00-9.40	II 9.40-10.20	III 10.20-11.10	IV 11.10-12.00	SHORT BREAK 12.00-12.20	V 12.20-1.00	VI 1.00-1.40	RECESS 1.40-2.20	VII 2.20-3.00	VIII 3.00-3.40	IX 3.40-4.20
A		Paper-I PK	Paper -II	OJ	SHORT BREAK	Paper III SK	P-IV-B-SN	RECESS	P-IV-B- KU	P-V-B- SANJEEV	
B		Paper-I KK	Paper -II VP			P-IV-B-SN	Paper -II SN		Paper -III KU	P-V-B- SANJEEV	
C		Paper-I BK	Paper -II AP			Paper III Suman	Paper -II Suman		P-IV-B- SUMAN (Shikha)	P-IV-B- SANJEEV	
D		Paper-I SJS	Paper -II PB			Paper III LR	Paper -III LR		P-IV-B-NP	P-V-B-HPE.- NP	SEC- SANJEEV
E		Paper-I MNA	Paper -II RUP			Paper III MS	Paper -III MS		P-IV-B- SUMAN	LI.Sc..-NN	SEC- SANJEEV
F	Paper -I Sharan.k. (Nisha)	Paper-II RUP		DO		PP -III NISHA	Paper -II (Nisha)		P-IV-B-Rup	P-IV-B-Rup	SEC-RV

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
TIME TABLE-BEd-2014-15- SEMESTER-II

FRIDAY

PERIOD / Section	I (9.00-9.40)	II (9.40-10.20)	III (10.20-11.10)	IV (11.10-12.00)	SHORT BREAK (12.00-12.20)	V — SOCITIES (12.20-1.00)	VI (1.00-1.40)	RECESS (1.40-2.20)	VII (2.20-3.00)	VIII (3.00-3.40)	IX (3.40-4.20)
A		P-IV-B- Manoj	SC-SK / Hindi-AKS	HSC-SN / SST-IV-CONT-II		SOCITIES	Paper-II PK	RECESS	PaperIII SK	Paper-I AKS	
B		P-IV-B-SN	Sc-VA / Eng-III-BK	LSc-PB / ENG-I-KK			P-IV-B-SN		Paper III KU	Paper-I KK	
C		P-IV-B-Shukla	PSc-LR / MU-ADITI	ENG-II-AP / HINDI-II-KU			P-IV-B-Shailda		Paper -II AP	Paper-I BK	
D		P-IV-B-SUMAN	FA-RV / PBI-I-MS	ECO-MNA / PBI-II-Sharan.K.			P-IV-B-SUMAN		PaperIII LR	Paper-I SJS	
E		P-IV-B-NP	MATHS-I-NISHA / SST-I-KLS	MATHS-II-Tanvi / COMP SC-SUMAN			P-IV-B-NP		PaperIII MS	Paper-I MNA	SEC-SANJEEV
F		P-IV-B-Rup	Comm.-Misha. / SST-II-AS	SST-III-VP / SC-SJS			P-IV-B-Rup		PIII NISHA	Paper-I Sharan.k.	

SATURDAY

PERIOD / Section	I (9.00-9.40)	II (9.40-10.20)	III (10.20-11.10)	IV (11.10-12.00)	SHORT BREAK
A		P-IV-B- Manoj	Paper III SK	DO	SHORT BREAK
B		Paper -II VP	Paper III KU	DO	
C		Paper III Suman	Paper -II AP		
D		Paper -II PB	Paper III LR		
E		Paper -II RUP	Paper III MS		
F		Paper-II RUP / NISHA	PaperIII NISHA		

TIME TABLE INCHARGE

PRINCIPAL
Govt. College of Education,
Sector 20-D, Chandigarh

GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20-D, CHNADIGARH

TIME TABLE- MEd CLASS-2014-15- Semester-I

PERIODS / TIME	I	II	III	IV	V	VI	RECESS	VII
	9.00-9.45	9.45-10.30	10.30-11.15	11.15-12.00	12.00-12.45	12.45-1.30	1.30-2.15	2.15-3.00
MONDAY	TEACHER EDU VA	EDU TECH AS	GUID AND COUNS KK	Paper I KLS	V.ED.	TG		STAT (III B) SJS
TUESDAY	TEACHER EDU VA	EDU TECH AS	Paper II PK	Paper I KLS	GUID AND COUNS KK		RECESS	RESEARCH (III A) RV
WEDNESDAY	STAT (III B) SJS	EDU TECH AS	Paper II PK	Paper I KLS	EDU ADMN BK	GUID AND COUNS KK		GUID AND COUNS KK
THURSDAY	STAT (III B) SJS	EDU ADMN BK	Paper II PK	Paper I KLS	TEACHER EDU VA	EDU TECH AS		RESEARCH (III A) RV
FRIDAY	EDU ADMN BK	TEACHER EDU VA	Paper II PK	Paper I KLS	RESEARCH (III A) RV	GUID AND COUNS KK		TEACHER EDU VA
SATURDAY	EDU ADMN BK	Paper II PK	Paper II PK	Paper I KLS	RESEARCH (III A) RV	GUID AND COUNS KK		EDU TECH AS

Note: Teachers are allowed four Periods of Dissertation per week.

CONVENOR

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Sector 20-D, Chandigarh
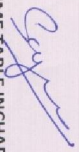
GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
TIME TABLE- MEd CLASS-2014-15- SEMESTER-II

PERIOD	I	II	III	IV	SHORT BREAK	V	VI	RECESS	VII
TIME	9.00-9.40	9.40-10.20	10.20-11.10	11.10-12.00	12.00-12.20	12.20-1.00	1.00-1.40	1.40-2.20	2.20-3.00
MONDAY	EDU ADMN- BK/ TEACHER EDU- VA	EDU ADMN- BK/ Teacher Ed.- VA	GUID AND COUNS -KK	Paper I KLS		V.ED.	RESEARCH (III A) RV		EDU TECH -AS
TUESDAY		Paper II PK	Paper II PK	Paper I KLS	SHORT BREAK	GUID AND COUNS -KK/ Edu Tech-AS	RESEARCH (III A) RV	RECESS	
WEDNESDAY	STAT (III B) SJS	Paper I KLS	Paper II PK	TEACHER EDU- VA/ EDU ADMN- BK		TEACHER EDU- VA/ EDU ADMN- BK	TG		
THURSDAY		EDU TECH -AS	Paper II PK	Paper I KLS		GUID AND COUNS -KK/ EDU TECH -AS	GUID AND COUNS -KK		
FRIDAY	EDU TECH -AS	STAT (III B) SJS	Paper II PK	Paper I KLS		SOCITIES	SOCITIES		RESEARCH (III A) RV
SATURDAY	EDU ADMN- BK	GUID AND COUNS -KK/ EDU TECH -AS	Paper II PK	Paper I KLS		TEACHER EDU- VA/	STAT (III B) SJS		TEACHER EDU- VA/EDU ADMN- BK

TIME TABLE INCHARGE

PRINCIPAL
Govt. College of Education
Sector 20-D, Chandigarh

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
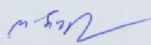
COLLEGE CALENDER 2014-2015 1st Semester

Date	Days	Programme	Activity Incharge
17.07.14	Thursday	College Opening	Principal
29.07.14	Tuesday	Id-Ul-Fitar	Holiday
30.07.14 to 01.08.14	Wednesday to Friday	First Counselling for B.Ed admission (as per Panjab University schedule)	Admission Committee Dr. Renu Verma (Co-ordinator B.Ed & M.Ed) Dr. Sapna Nanda (Incharge) Dr. Vandana Aggarwal (Member)
04.08.14 to 06.08.14	Monday to Wednesday	Orientation Programme Talent Search Programme	Dr. Balwinder Kaur Dr. Vandna aggarwal Dr. Kusum
07.08.14	Thursday	Classes Start	As per College Time table
08.08.14	Friday	Societies Period, Talent Search Programme Continue	Dr. Vandana aggarwal (Incharge CCA) Dr. Kusum
11.08.14	Monday	Value Education Period (T.G- 1 & 18)	Dr. Kulbir Kaur Dr. Suman Khokhar
11.08.14 to 13.08.14	Monday to Wednesday	Counselling for M.Ed admission (as per Panjab University schedule	Admission Committee Dr. Renu Verma (Co-ordinator B.Ed & M.Ed)
15.08.14	Friday	Independence Day Celebration Flag Hoisting by Mr.Jai Ram	Dr. Balwinder Kaur
18.08.14	Monday	Janam Ashtami	Holiday
19.08.14 to 20.08.14	Tuesday to Wednesday	Second Counselling for B.Ed admission (as per Panjab University schedule)	Admission Committee Dr. Renu Verma (Co-ordinator B.Ed & M.Ed) Dr. Sapna Nanda (Incharge) Dr. Vandana Aggarwal (Member)
22.08.14	Friday	Societies Period, Elections (Literary & cultural societies)	Dr. Vandana aggarwal (Incharge CCA) Dr. Kusum
25.08.14	Monday	Value Education Period (T.G- 2 & 17)	Dr. A.K. Srivastava Dr. Nisha Singh
29.08.14	Friday	Societies Period, On-the-spot Creative Writing Competition- Poetry, Essay & Short story	Dr. Kulbir Kaur (Incharge) Dr. A.K. Srivastava Dr. Mukhtiar Singh
01.09.14	Monday	Value Education Period (T.G- 3 & 16) International Literacy Day	Dr. Sapna Nanda Dr. Kusum
05.09.14	Friday	Societies Period Teacher's day Celebration & One day NSS camp	Dr. Anjali Puri Mr. Lilu Ram Dr. Nisha singh

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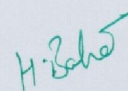| 08.09.14	Monday	Value Education Period (T.G- 4 & 15)	Dr. Mukhtiar Singh Dr. Vijay Phogat
08.09.14 to 09.09.14	Monday to Tuesday	Demonstration Lesson	Dr. Anurag Sankhian (Incharge Sk.T) Dr.Vijay Phogat Dr. Nisha Singh
12.09.14	Friday	Societies Period Poetry Recitation Competition	Dr. Kulbir Kaur Dr. A.K.Srivastva Dr. Mukhtiar Singh Dr. Balwinder Kaur
14.09.14	Sunday	Hindi Divas	Dr. A.K. Srivastava Dr. Kusum
15.09.14	Monday	Value Education Period (T.G- 5 & 14)	Dr. Sanjeev Kumar Dr. Neelam Paul
19.09.14	Friday	Societies Period Debate & elocution	Dr. Vandana Aggarwal (Incharge CCA) Dr.Kusum Dr. Sheojee Singh (Inchage D&E) Dr. Punam Bansal
22.09.14	Monday	Value Education Period (T.G- 6 & 13)	Dr. Anjali Puri Dr. Punam Bansal
24.09.14	Wednesday	NSS Day Celebration & Blood Donation Camp	Dr. Anjali Puri (NSS Committee) Mr. Lilu Ram Dr. Nisha Singh Dr. Kusum (Red Ribbon Club) Dr. Rupinder Kaur
26.09.14	Friday	Societies Period World Tourism Day Quiz Competition	Quiz Committee Dr. Sanjeev Kumar (Incharrg Quiz) Dr. Anurag Sankhian Dr. Vandana Aggarwal (Incharge CCA) Dr. Kusum
29.09.14	Monday	Value Education Period (T.G- 7 & 12)	Dr. Anurag Sankhian Dr. Vandna Aggarwal
29.09.14 to 30.09.14	Monday to Tuesday	Workshop on Resume writing, grooming and Interview skills	Placement Cell Dr. Meena (Incharge) Dr. Neelam Paul Dr. Rupinder Kaur
01.10.14 to 07.10.14	Wednesday to Tuesday	Seven Days NSS Camp	Dr. Anjali Puri (Incharge) Mr. Lilu Ram Dr. Nisha
02.10.14	Thursday	Birthday, Mahatma Gandhi	Holiday
03.10.14 to 04.10.14	Friday to Saturday	Dussehra	Holiday
06.10.14	Monday	Id-Ul-Zuha (Bakrid)	Holiday
06.10.14 to 11.10.14	Monday to Saturday	World Habitat Week Extension Lecture	Dr. Sanjeev Kumar & Science department
08.10.14	Wednesday	Maharshi Valmiki Jayanti	Holiday
09.10.14	Thursday	Birthday of Guru Ram Dass	Holiday
10.10.14	Friday	Societies Period	Dr. Vandana aggarwal (Incharge CCA) Dr. Kusum
10.10.14 to 21.10.14	Friday to Tuesday	Discussion Lesson-1	Dr. Anurag Sankhian (Incharge Sk.T) Dr.Vijay Phogat Dr..Nisha Singh

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13.10.14	Monday	Value Education Period (T.G- 8 & 11)	Dr. Meena Mr. Lilu Ram
16.10.14	Thursday	World Food Day	Dr. Sapna Nanda
17.10.14	Friday	Societies Period	Dr. Vandana aggarwal (Incharge CCA) Dr. Kusum
20.10.14	Monday	Value Education Period (T.G- 9 & 10)	Dr. Balwinder Kaur Dr. Sheojee Singh
22..10.14 to 22.11.14	Wednesday to Saturday	Teaching Practice Phase-I	Dr. Anurag Sankhian (Incharge Sk.T) Dr. Vijay Phogat Dr..Nisha Singh
25.11.14 to 01.12.14	Tuesday to Monday	House Test	Exam Committee Mr. lilu Ram Dr. Punam Bansal
Sept & Oct. ,2014	Tentative	PU Zonal Youth Festival	Dr. Vandana Aggrawal (Incharge CCA) Dr. Kusum
04.11.14	Tuesday	Muharram	Holiday
06.11.14	Thursday	Birthday of Sri Guru Nanak Dev Ji	Holiday
14.11.14	Friday	Children's Day	Respective T.G. In charges
17.11.14 to 22.11.14	Monday to Saturday	Communal Harmony week	Respective T.G. In charges
24.11.14	Monday	Martyrdom Day of Sri Guru Teg Bahadur Ji	Holiday
09.12.14 to 24.12.14	Tuesday to Wednesday	Final Exam (1st Semester)	Panjab University, CHD
28.12.14 to 08.01.15	Sunday to Thursday	Winter Break (Vacations)	As per Panjab University Calendar
28.12.14 to 08.01.15	....	Educational Tour	Principal & Teaching Faculties'
09.01.2015	Monday	College Reopen	As per Panjab University Calendar

Incharge

College Calendar

Principal

GCE, Chandigarh

CC.
1. Principal's File
2. Circulation Among Staff Members
3. Co-Curricular & Cultural Committee
4. Examination Committee.
5. Web Committee
6. Students' Notice Board
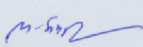
Principal,
Govt. College of Education
Sector 20-D, Chandigarh
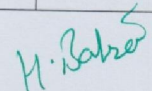
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GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
COLLEGE CALENDER 2014-2015 2nd Semester

Date	Days	Programme	Activity Incharge
15.01.2015	Thursday	College Reopen Inaugural Address By Dr. Paramjit Tulsi	As per P. Uni. Calendar
16.01.15	Friday	Society Period Educational Movie	Dr. Vandana Aggarwal Dr.. Kusum
19.01.15	Monday	Value Education period (M. Ed Group-III)	Dr. Pritpal Halwarvi
23.01.15	Friday	Society Period Mock Press Conference	Dr. Kulbir Kaur Dr. Vandana Aggarwal Dr. Kusum
26.01.15	Monday	Republic Day Celebration Flag Hosting By Mrs. Veena Kumari	Dr. Balwinder Kaur (Staff Secretary)
28.01.15 to 05.02.15	Wednesday to Tuesday	Discussion lesson-II	(Skill –in-Teaching Committee) Dr. Anurag Sankhian Dr. Vijay Phogat Dr. Nisha Singh
30.01.15	Friday	World Leprosy Day Extension lecturer	NSS Programme Officers Dr. Pritpal Halwarvi Dr. Anjli Puri
02.02.15	Monday	Value Education period (M. Ed Group-II)	Dr. Renu Verma
03.02.15	Tuesday	Guru Ravi Das Jyanti	Holiday
06.02.15	Friday	Intra-College Competitions Skill in Teaching & Crafts	Dr.Vandana aggarwal (Skill –in-Teaching Committee) Dr.Anurag Sankhian Dr.Vijay Phogat Dr. Nisha Singh
09.02.15	Monday	Value Education period (M. Ed Group-I)	Mr. K. L. Sodhi
13.02.14	Friday	Society Period To arrange the All sections for march past	Dr. Neelam Paul (Sports Incharge) Dr. Vandana Aggarwal Dr.. Nisha Singh
16.02.15 to 18.02.15	Monday to Wednesday	Rehearsal, Annual Athletic Meet	Dr. Neelam Paul (Sports Incharge)
19.02.15 to 20.02.15	Thursday to Friday	Annual Athletic Meet (Final Days)	Dr. Neelam Paul (Sports Incharge)
17.02.15	Tuesday	Mahashivratri	Holiday
24.02.15	Tuesday	AIDS Awareness Programmee	Dr. Kusum Red Ribbon Club
28.02.15	Saturday	National Science Day	Dr.Sanjiv Jindal
06.03.15	Friday	Holi	Holiday
16.03.15 to 21.03.15	Monday to Saturday	2nd House Test	As per P.Uni. Callender Examination. Committee Mr. Iilu Ram Dr. Punam Bansal
23.03.15	Monday	Shahidi Divas S.Bhagat Singh	Holiday
25.03.15	Wednesday	One day NSS Camp	NSS Programme Officers Dr. Anjli Puri Mr. Lilu

1

28.03.15	Saturday	Ram Naumi	Holiday
3rd Week of March	As per date	Annual Convocation	Dr.Renu Verma Vice Principal
01.04.15 to 02.05.15	Wednesday to Saturday	Teaching Practice-II	(Skill –in-Teaching Committee) Dr.Anurag Sankhian Dr.Vijay Phogat Dr. Nisha Singh
2.04.15	Thursday	Mahavir Jyanti	Holiday
03.04.15	Friday	Good Friday	Holiday
14.04.15	Tuesday	Baishakhi & Ambedkar Jyanti	Holiday
20.04.15	Monday	Parshu Ram Jyanti	Hliday
05.05.15	Tuesday	Library Related Competitions	Dr. Neelam Nagpal
2nd Week of May	As per date	NSS Annual Function cum Valedictory	NSS Programme Officers Dr. Anjli Puri
25.05.15 to 27.05.15	Monday to Wednessday	Final Practical Examinations	As per P.Uni. Callender Skill in Teaching & Others,Subjects Skill in Teaching Committee & Respective Incharges
01.06.15 to 16.06.15	Monday to Tuesday	Final Theory Examinations	As per P.Uni. Callender Concerned Staff
31.05.15	Friday	End of the Session	As per P.Uni. Callender
01.06.15 to 16.07.15	Monday to Thursday	Summer Vacation	As per P.Uni. Callender

Incharge
College Calendar

Principal
GCE,Chandigarh

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

CC.
1. Principal's File
2. Circulation Among Staff Members
3. Co-Curricular &Cultural Committee
4. Examination Committee.
5. Web Committee
6. Office superintend
7. Students' Notice Board

2

Sample Questionnaires for feedback from Students

STUDENT'S FEEDBACK FORM (2014-2015)

Student's Name(Optional)_____RollNo.(Optional)____Section____
Teaching Subject_____ Teacher's Name_____

Please take a time to help your teacher to improve himself by filling up the following feedback form as accurately as possible **without any type of bias**. Tick the appropriate one.

1. Did your teacher solve your queries/difficulties on time?
   (Solved every time, Solved but sometime late, Solved but always late, did not Solve, never Solved)
2. Did your teacher make the subject/learning more interesting?(Always, many times, Sometimes, Rarely, Never).
3. Could your teacher inspire or make you work hard for better results? (Always, many times, Sometimes, Rarely, Never)
4. Did your teacher satisfy your curiosity? (Always, many times, Sometimes, Rarely, Never)
5. Will you study with your teacher again in future? (Surely, May be, I will think, Never)
6. Will you recommend your teacher to your friends or relatives? (Surely, May be, I will think, Never)
7. Did your teacher make you more confident? (Surely, May be, I will think, Never)
   Do you think your interaction with your teacher will contribute to your development/growth in future? (Surely, May be, I don't know, No)
8. Two things you like the most in him/her (i)_____
   (ii)_____
9. Two things you dislike the most in him/her
   (i)_____
   (ii)_____
10. Two things you dislike the most in him/ her :
    (i)_____
    (ii)_____
    Anything else or suggestions etc feel free to express:
    _____
    _____
    _____

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

- 6 -

2152
2~|8|2013

भारतीय लेखा तथा लेखा परीक्षा विभाग

कार्यालय महानिदेशक, लेखा परीक्षा, (केन्द्रीय),

प्लाट न. 21 सैक्टर 17, चंडीगढ . 160017

Indian Audit & Accounts Department
Office of the Director General of Audit (Central),
Plot No. 21, Sector 17, Chandigarh-160017

क्रमांक : DGA (c)/लेखा परीक्षा/यु.टी.(v)/2012-13/161 -62

दिनांक : 13-8-13

सेवा में,

The Principal, Govt College
of Education, Sector- 20-D
Chandigarh.

महोदय,

आपके कार्यालय से संबंधित 4/2011 से 3/2013 तक अवधि की आपके लेखा परीक्षा की निरीक्षण रिपोर्ट का इस प्रार्थना के साथ संलगित की जाती है कि प्रत्येक अनुच्छेद के विरुद की गई .... सन्मुख टीका की गई प्रतिलिपि इस कार्यालय को इस पत्र के जारी किए जाने की तिथि से ६ सप्ताह के भीतर भेज दें।

भवदीया

13/8/13

वरिष्ठ लेखा परीक्षा अधिकारी

प्रतिलिपी : निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु भेजी जाती है।

The Finance Secretary
U.T. Chandigarh.

13/8/13

वरिष्ठ लेखा परीक्षा अधिकारी

Acctt/E·C/ S.W.

PRINCIPAL

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

6

Audit and Inspection Report on the accounts of The Principal. Govt. College of Education. Sector 20-D, Chandigarh for the period 01.04.2011 to 31.03.2013.

Part-I-A (i)   INTRODUCTORY

A test check of the accounts of the office of The Principal. Govt. College of Education. Sector 20-D. Chandigarh for the period 01.04.2011 to 31.03.2013 was conducted from 27.07.2013 to 01.08.2013 by an audit party headed by Sh. Kalika Prasad, Asstt. Audit Officer and assisted by Sh. Arun Kumar, Supervisor (from 31.07.13 to 01.08.2013). The audit was supervised by Ms. Brij Bala, Sr. Audit Officer.

The charge of the post of The Principal. Govt. College of Education was held by Dr. (Mrs.) Harsh Batra from 01.04.2011 to 31.03.2013.

The office of The Principal, Govt. College of Education is located in SECTOR 20-D, Chandigarh.

Telephone No. 0172-2700075

E-mail:gcechd@yahoo.co.in

The budget allotment and expenditure incurred there against for the year 2008-2013 was as under:

Year	Allotment (Rs. In Lakh)		Expenditure (Rs. In Lakh)	
	Plan	Non-Plan	Plan	Non-Plan
2010-11	3200	35176	3200	35176
2011-12	2000	31456	2000	31456
2012-13	2000	34042	2000	34042

Revenue receipts collected during the period 2011-12 and 2012-13 were as under:

Year	Amount (In Rs.)
2011-12	2211118
2012-13	2291278

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

Appendix-VI

Latest Recognition Order issued by NCTE

उत्तर क्षेत्रीय समिति

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

NCTE

Northern Regional Committee

National Council for Teacher Education

(A Statutory Body of the Government of India)

F. No./NRC/NCTE/CH-Common Orders/2015/ | 117734   Date: 11 JUL'20

ORDER

WHEREAS, in exercise of the powers conferred by Sub-section (2) of Section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2.   **AND, WHEREAS,** the recognition has been granted to the institutions mentioned in para 5 below for the course mentioned against their name.

3.   **AND, WHEREAS,** the said institutions by affidavit have consented to come under New Regulations and have sought for the number of units in B.Ed./M.Ed. as mentioned in para 5 below against their name, which may require additional facilities.

4.   **AND, WHEREAS,** it has been decided to permit the institution to have the desired number of units subject to fulfilling the following conditions:-

(i)   The institution shall create additional facilities that include (a) additional built-up-area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

(ii)   The applicant Institution for additional unit will be required to submit the required documents, such as, land documents, Non Encumbrance Certificate (EC), Change of Land Use Certificate (CLU) and Building Plan (BP) in the specified proforma available on the website of the Regional Committee in proof of having provided the additional facilities before October 31, 2015. Building completion Certificate (BCC) may be given along with other documents if available, otherwise it can be given to the Visiting Team at the time of inspection.

(iii)   The Regional Committee shall arrange for verification of documents, inspection of the premises and check adherence to these conditions by 20 February, 2016. If it is found by the Regional Committee that the institution has failed to comply with these requirements, the institution shall not be permitted to admit students for the academic year 2016-2017.

(iv)   In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/ Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint already submitted alongwith documents, if any, together with the documents referred above. In case the institution's request for shifting of premises is pending, such institution shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. This order shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case and in respect of Section 17/complaint cases etc. as decided by the Northern Regional Committee.

5.   **Now, therefore,** in light of the above, the Northern Regional Committee, NCTE hereby issues the revised Recognition Order to the following institutions for conducting the under-mentioned programme/intake of two years duration from the academic session 2015-2016 subject to fulfillment of the conditions before 31.10.2015 mentioned in para 4 above:-

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
1.	CH-02	Govt. College of Education, Sector – 20-D, Chandigarh	M.Ed. /25	F.No. F-3/CH-2/2/2000/15352-15358 dated 27.01.2000/02.02.2000	One	50	Punjab University, Chandigarh
2.	CH-06	Govt. College of Education, Sector-32-D, Chandigarh	B.Ed./200	F.NRC/NCTE/F-3/CH-06/97/2612-17 dated 18.7.1997	Two	100	Punjab University, Chandigarh

Sl. No	File No.	Name and address of the institution	Approved programme / intake	Recognition order No / date	Desired number of units of approved intake	Sanctioned Intake	Name of the affiliating body
3.	CH-04	Brahmrishi Yoga Training College, Sector – 19A, Chandigarh	B.Ed. Yoga/20	F.NRC/NCTE/F-3/CH-04/97/2624-29 dated 18.07.1997	One	20	Punjab University, Chandigarh

6.   This revised order will be treated as cancelled in respect of those cases where recognition of the institution has been withdrawn by NRC, NCTE.

7.   Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, State Government etc. as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.
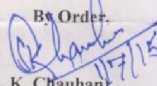
8.   The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with statement of annual accounts duly audited by a Chartered Accountant.

9.   The institution shall maintain & update its website as per provisions of NCTE Regulations and always display the following mandatory disclosure:-

(a)   Sanctioned programme(s) along with annual intake in the institution.
(b)   Names of the faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
(c)   Names of faculty members who left or joined during the last quarter.
(d)   Names of students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.
(e)   Fee charged from students.
(f)   Available infrastructural facilities.
(g)   Facilities added during the last quarter.
(h)   Number of books in the library, journals subscribed to and additions, if any, in the last quarter.
(i)   The affidavit with enclosures submitted along with application.
(j)   The institution shall be free to post and additional information, if it so desires.

10.   Any false or incomplete information on the website of the institution shall render the institution liable for withdrawal of recognition.

11.   If the institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there-under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act.

By Order.

(Dr. S. K. Chauhan)
Regional Director

Copy to:-

1.   The Principal/Correspondent of Institution/s concerned.
2.   The Secretary, (Education) Chandigarh Administration, UT Secretariat, Sector – 9, 4th Floor, Chandigarh - 160009.
3.   The Registrar, Punjab University, Sector-14, Chandigarh-160014, Punjab.
4.   The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi- 110001.
5.   The US (Computer), National Council for Teacher Education, Hans Bhawan Wing-II, I, Bahadur Shah Zafar Marg, New Delhi- 110 002.
6.   Office Order file/ Institution file.

Regional Director

B.ED Result Analysis (2014-15)

Total Students -----------------------------300

Total Students Appeared ------------------290

First Division --------------------------------290

Sr. No	Name	Roll No.	Marks	Percentage	Position
1	Manjot Kaur Bajwa	5066	905/1100	82.2 %	First
2	Jaswant Kaur	5019	904/1100	82.1 %	Second
3	Arpit Sharma	4966	899/1100	81.7 %	Third

***125 Students got 75% and above 75% marks in B.Ed

Principal

Govt. College of Education

Sector 20-D, Chandigarh

Principal,
Govt. College of Education
Sector 20-D, Chandigarh
4|5|16

M.Ed. Result Analysis (2014-15)

Total Students -----------------------------------35

Total Students Appeared ---------------------35

First Division -------------------------------------35

Sr. No	Name	Roll No.	Marks	Percentage	Position
1	Monika	37396	980/1200	81.6 %	First
2	Aashima Gupta	37381	967/1200	80.5 %	Second
3	Lisha Mahajan	37393	964/1200	80.3 %	Third

Principal *Haus Behe*
Govt. College of Education
Sector 20-D, Chandigarh

Principal,
Govt. College of Education
Sector 20-D, Chandigarh
4/5/16

<u>DISCUSSION LESSON</u>

Pupil Teacher Roll No.- 68   Date - 15/10/14

Class - VIIth   Subject - Science

Duration -   Topic - Acids and Bases

<u>Instructional Aids</u> :- Chalkboard, chalk, duster, turmeric paper, China Rose, vinegar, soap solution, dropper

<u>Instructional Objectives</u> :- After the completion of the topic, students will be able to

(i)   define acids and bases.
(ii) differentiate acids and bases
(iii) name some naturally occuring indicators.
(iv) identify acids and bases from the given substances/samples

<u>Previous Knowledge Testing</u> :-

Q.1 Name two eatables / items which are sour in taste?
A   Imli, Lemon

Q.2 Name two items which are bitter in taste?
A   Baking Soda, Soap

Q.3 Orange is bitter or sour in taste?
A   Sour

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Sector 20-D, Chandigarh

es: Red | Identify whether given substances are acids or bases? (any two)

Coffee

- Red | Curd

t – Blue | Lemon

Soda

tellow | Orange Juice

- Red | Baking Soda

Toothpaste

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t
e.

P.T. was confident in the class. Topic was announced timely after proper testing of pre-knowledge. Introduction was interesting. Class was actively involved in the process of teaching learning. Voice of P.T. was loud and effectively modulated. Chalkboard was used properly to write main points while teaching. Relevant activities were carried out to explain the concept of acids and bases. P.T. was able to manage the class well. In the later part, it was a chaotic situation demanded strictness in the class, which P.T. exhibited properly and controlled the class well. P.T. is required to be more systematic and relate the concepts with real life situations so as to expand the level of understanding of the students regarding the topic. Sectional recapitulation shall be more emphatic & pointed. Final recapitulation was done & however homework was assigned in writing. P.T. needs to take care of the discipline of the class during the entire period & also use chalkboard with equal sized letters & beautiful writing. Collective answers be minimized tactfully. Good effort. Keep it up. S.S.D.

15/10/14

DISCUSSION LESSON -

PT Roll No.: 129   Subject: Social Studies
Date: 17. Oct. 2014   Topic: Population
Class: IXth
Duration: 40 minutes

Instructional Objectives

(i) Students will be able to understand important components of population.
(ii) Students will be able to develop a working vocabulary for population geography.
(iii) Students will be able to analyze the implications of demographic data
(iv) Students will be able to differentiate between population growth and population change.
(v) Students will be able to describe the importance of having a healthy population.
(vi) Students will be able to list the significant features of National Population Policy 2001.

Instructional Aid
• An ordinary classroom well-equipped with chalk, chalkboard, duster, pointer.
• Chart, flash card, Map.

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Recapitulation

P.T will use the following chart for recapitulation

CHART

RECAPITULATION

Fill in the blanks.
1. _____ refers to group of human beings living in a territory.
2. _____ is the most populated state of India.
3. _____ rate, death rate and _____ are processes of population change.
4. Sex ratio refers to no. of _____ per _____ males.
5. NPP stands for _____
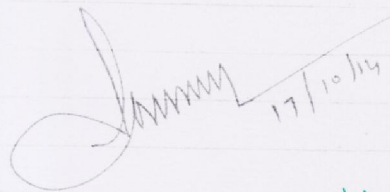6. Communication is a _____ activity.

Home Assignment:

Write 'how does population of a country is related to its development' in your own words.

Remarks : Pupil teacher was confident and all Teaching was started by conducting previous knowledge test. questions asked were relevant and as per the level of the students. Topic was announced & mentioned on the chalk board. chalk board writing was good, well prepared [illegible] teaching aid

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chart showing components of Population was used. Explanation given was proper & students were taking keen interest in learning. Voice was audible & clear. P.T. gave population data on the chalk board. P.T. is suggested to give recent data related with the 2011 census instead of 2001 census. Map of India was used for showing population distribution. Active students participation was observed. Developmental questions were asked. P.T. was having good command over the topic. flash cards used were well prepared. comparative pictures related with the density of population were used for clearing the point. chalk board management was good. Proper reinforcement was given to the students. Teaching was done in a systematic manner. Recap was done by adopting proper procedure. Well prepared chart was used for recap. overall teaching quality was high.

Good.

17/10/14

Principal,
Govt. College of Education
Sector 20-D, Chandigarh

परिचर्चा पाठ

घा॰ आ॰ अनुक्रमांक : 14   दिनांक : 13-10-2
　　　कक्षा　　: नौंवी   कालांश : तृतीय
　　　विषय　　: हिन्दी व्याकरण   अवधि : 35 मि॰

प्रकरण :→ विशेषण और उसके भेद

सामान्य उद्देश्य :→

1) भाषा के गौरवता रूप को सहज अभिव्यक्त करना ।
2) उच्चारण व बोलचाल की भाषा के नियमों का उचित ज्ञान प्रदान कर
3) भाषा के लिखित रूप संबंधी नियमों का ज्ञान करना ।
4) भाषा सम्बन्धी ध्वनियों व ध्वनि अंतरों का ज्ञान प्रदान करना
5) छात्रों में भाषा के शुद्ध व अशुद्ध रूप की परख की क्षमता विकसित करं
6) विद्यार्थियों को व्याकरण संबंधी भाषा के प्रयोग का ज्ञान व
   अभ्यास कराना ।
7) विद्यार्थियों में साहित्यिक भाषा समझने की योग्यता
   विकसित करना
8) विद्यार्थियों के ज्ञान में वृद्धि करना ।
9) विद्यार्थियों को भाषा का शुद्ध रूप सिखाकर उनकी
   रचनात्मक शक्तियाँ विकसित करना ।
10) विद्यार्थियों को मानसिक व तार्किक शक्ति का विकास
    करना ।
11) छात्रों को मनोरंजन ढंग से ज्ञान प्रदान करना ।

धात्र कार्य	साहायक सामग्री/शिक्षण विधि	श्यामपट्ट कार्य
धात्र ध्यानपूर्वक सुन रहे हैं।		

प्रश्न पूछिए लेकिन गद्य से किसका सद्य है। छात्र अध्यापिका उनत विकास सामग्री के माध्यम से प्रकट विवलाने में सहन कर जाते! प्रश्न पूछिए तीसरी छात्रा समापपटट लिखते समय छात्रों की ओर विषय में उद्गलना आयोजना ठीक कील सकती है। छात्रो से पहमाता जात हो रही है। समापपटप लिखते समय के छात्रो कार्य नीतिनीन से प्रश्न के उचित सार। समापपटप छोटिहार सेखा ज्ञ धी है। पढ़ समापपटट के छात्रो द्वारा में समापपट की छोटिन्नाल अपलिखिनात्रे पढ़ पाई पढ़ की प्राप्त पढ़ के समिष्ठ लिखायट में जमति हो राजना ज्ञान। सभी 8 धारा पढ़ी छात्रो हिट्टा समानसामग्री लेखन में। प्रश्न जन मुख्य गद्य की एक द्वारा से पहमागिरी आक्रमण में। सभा करण्याल में छात्रो के पहमागिरी के लिए 3-4 पंक्तिमाले। समापपट हात्र की सारो। चारु हात्रो न लिखिते बात के रसाय से पुन्न। प्रायमाना लिखापुनाम धमलकेष्ठना ठीक पढ़ कर आक अव्यासमा समय पुनपूर्व के उसरे के उत्तर मेरायय छिन गलता

देखावन ... रघ गया ...

P.T.O.

Practice lesson 8

P.T ROLLNo.: 129   SUBJECT : Social Science
DATE: 5ᵗʰ·11·14   TOPIC : lifelines of
CLASS: Xᵗʰ   National Economy
DURATION: 40 minutes

Instructional Objectives : After the completion of lesson
i) Students will be able to describe the need of
   transport.
ii) Students will be able to classify different means of
    Transport.
iii) Students will be to explain how roadways are important
     means of transport and classify roads into categories
iv) Students will be able to list factors affecting pattern
    of distribution of railways.

Instructional Aids
General Aids
Chalkboard, chalk and duster
Specific Aids
Pictures / Flash card

Previous knowledge Assumed : P.T will assume that
students will have some idea about movement of
goods & services from their supply location to
demand location

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RECAPITULATION

P-T will ask the following questions to recapitulate

Q1. Why and how Means of transport important for the development of a nation.

Q2. What are the advantages of constructing roadway

Q3. How are roads classified in India?

Q4. What are the problems that are being faced by Indian railways today?

HOME ASSIGNMENT

A. Mark the Golden Quadrilateral Super Highway on an outline map of India

Lesson on lifelines of National Economy was delivered giving reference to roadways and railways as means of transport contributing to National Economy. It was loud, clear, confident and thorough with the content and emphasized points in a lucid manner. Flash cards were as a teaching aid. Pupil responded enthusiastically

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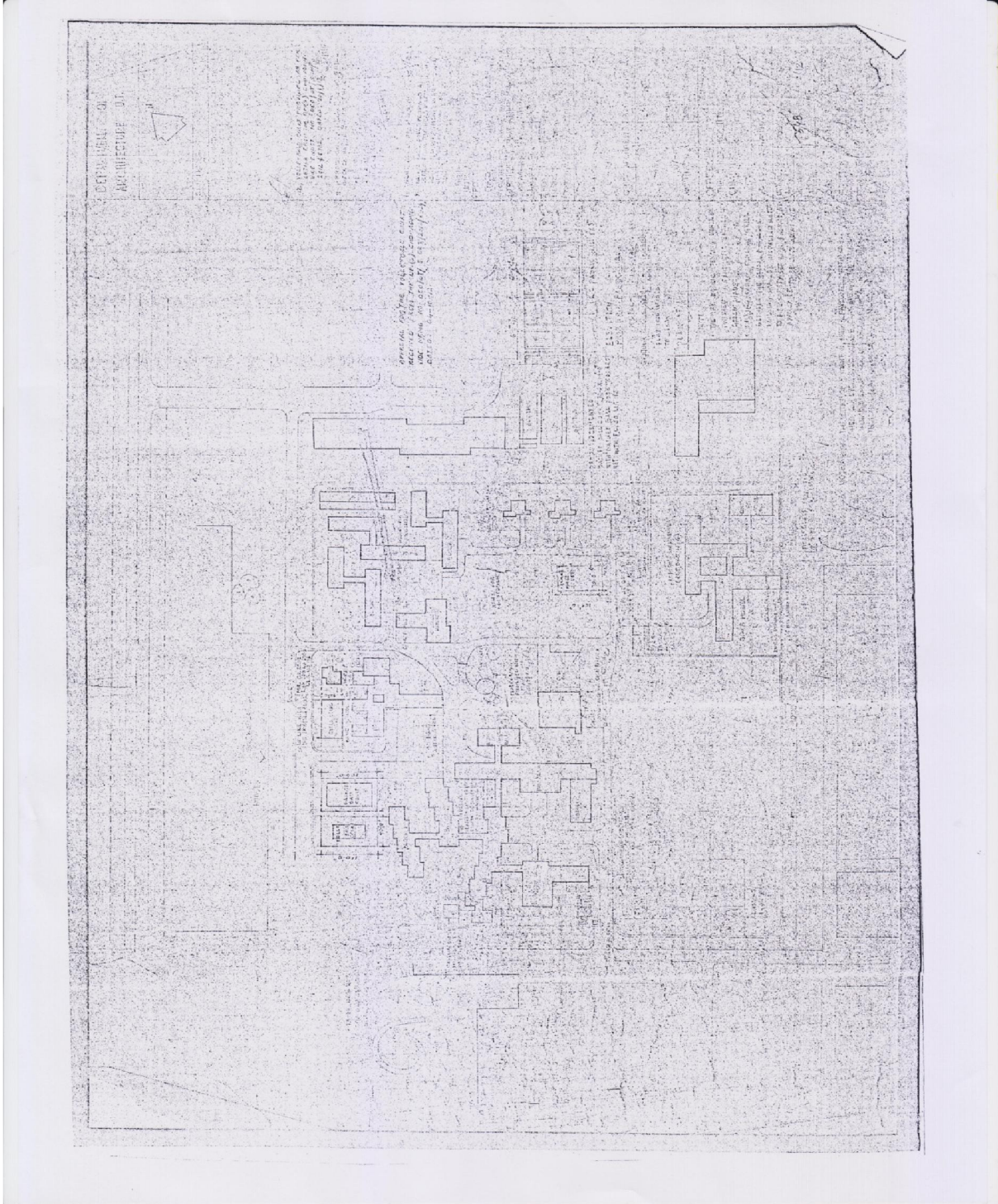
Appendix-X

Data Sheet to record the "Best Practice"

a) Title of the practice: Value Education Assembly (weekly)

b) Goal: To inculcate values among the prospective teachers

c) The Context: Facilitating holistic growth and empowerment through value based learning environment among the future teachers.

d) The Practice: On every Monday, students of a particular Tutorial group present a value based programme which includes, Saraswati vandana/ chanting of Mantras, recitation of Shabad, poem recitation, singing of patriotic songs, speeches on contemporary issues and important personalities and days, skits on social issues and concluding speech by the Principal.
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e) Evidence of Success: Over the years our students have created their brand in teaching in various institutions and have informally reported the significance of this practice in making them more confident in dealing with day to day challenges in teaching learning & co-curricular activities at their work places. They also learn to effectively manage the stage and organize various activities smoothly.
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f) Problems Encountered and Resources: No such problems encountered so far.

g) Problems Encountered and Resources Required:

Impact of the practice (1000 words*):***
This practice has resulted into significant behavior modification among the students/ pupil teachers. Over the years, it has been observed that this programme has resulted into better self confidence, communication and presentation skills, event management skills and sensitivity to issues of national as well as global importance. This practice helps a lot in inculcating effective skills and significant human values among the future teachers. Thus, it substantially contributes to national development through preparation of committed and sincere teachers for the nation as effective facilitators for translating the dreams of young minds into reality. Resourceful and sincere teachers make the system of education a powerful engine for national growth and development. In addition, this practice also provides an interactive platform for students, the principal and the faculty to exchange their views on contemporary issues. It provides an opportunity for each of the student teachers to address the audience, take responsibility for managing at least one aspect of the programme and develop team spirit. It also facilitates them to organize/ conduct theme based and inspiring morning assemblies in schools when they go for teaching practice. It effectively caters to the overall growth of its student-teachers in nurturing a composite learning environment. Punctuality, self discipline, self confidence, critical and independent thinking, personal integrity, resourcefulness, dutifulness, dedication, nationalism, patriotism, dignity of and respect for individuals, reverence to elders and women, affection to younger, care of the public property, cleanliness, empathy, communal harmony and secularism, righteousness as well as personal integrity are some of the basic values being nurtured through this practice followed in the college since its inception. It thus provides a conducive platform for inculcation of a strong value system among the students rooted, on one hand, deeply in rich tradition of Indian culture and on the other hand, being effectively in tune with the trends of diversity and global change. Moreover, the student-teachers get ample opportunity to use ICT resources while preparing for and presenting this programme every week, they get trained to handle various resources optimally for educational purposes and prepare appropriate intervention strategies for creating

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awareness among their students under diverse situations in global perspective. While celebrating international days and weeks, they get sufficient exposure to contemporary global challenges. Thus, it develops among them a global vision and helps foster global competencies. At the same time, as they listen to the views and addresses of their mentors and the principal every week in a serene environment, it helps them nurture effectively the quest for excellence in all areas of their personal and professional lives.

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Appendix-IX
B.Ed. & M.Ed. Syllabus

Please see the attachments as B.Ed.Syllabus & M.Ed. Syllabus.