



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**MONTGOMERY GURU NANAK COLLEGE OF  
EDUCATION, ADARSH NAGAR, JALANDHAR**

**ADARSH NAGAR, JALANDHAR**

**144008**

**[www.mgncollege.org](http://www.mgncollege.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Montgomery Guru Nanak college of Education, Jalandhar established its roots in 1955 with the revival of sparkling missionary spirit of Late Bhai Gobind Singh ji Pasricha along with his major teammates S. Gyan Singh Rai and Late S. Hukam Singh (Ex speaker, Lok Sabha and Ex Governor, Rajasthan). The college believes in excellence and continuous growth with the objective to provide professional education, self discipline, and respect for democratic values among students. Montgomery Guru Nanak College of Education, Adarsh Nagar, Jalandhar is a government aided college, affiliated to Guru Nanak Dev University, Amritsar with the glorious history of more than 65 years of its inception. The college has excellent working environment adorned by lush green area. There are well equipped classrooms, a Multipurpose Hall, Seminar Room, Health and Physical Resource Centre, Science Laboratory, ICT Resource Centre, Curriculum Laboratory, Educational Psychology Laboratory, Educational Technology Laboratory, Maths Laboratory and Art Laboratory. Among learning resources, the institution has a well equipped library with proper storage of books and sitting arrangements. The library has subscribed N- list under NME -ICT as college component under e-Shodh Sindhu through which faculty and students access E-resources. The library got automated in 2005 with the purchase of SOUL 1.0 software, upgraded to SOUL 2.0 in 2012 and to KOHA (open source integrated library software) in 2022. The institution has a reputation for excellence in both academic and extracurricular pursuits, where students consistently bring laurels year after year. As a proponent of continuous learning, the college encourages the faculty members to advance their careers by attending seminars, workshops, extension lectures, orientation programs, refresher programs etc. The faculty also serves as a member of Board of Studies and Faculty of Education of the affiliated University.

### Vision

Keeping in view the vision of esteemed founders, to promote integrated learning among students, the vision of college is to develop institutional ethos with the focus on vitalizing teaching learning process, human values, ICT, Research and innovation and functional relationship with all the stakeholders.

### Mission

The mission of Montgomery Guru Nanak College of Education, Jalandhar is to prepare professional creative and humane teachers.

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

### Institutional Strength

- With the proud legacy of more than 65 years, Montgomery Guru Nanak College of Education Jalandhar has excelled and carved a unique niche in the field of teaching guiding and mentoring.
- Located in the posh area of the city. Accessible by road; nearest to railway station which is 2.5 km away and bus stand which is 4 km away from the college.

- Highly qualified, experienced and committed faculty exemplified by many publications in UGC reputed journals and publication of books.
- Decentralized and participative management with representation from government, academicians, experts from industries, local bodies etc.
- Lush verdant lawns and various tree species contributing the surrounding environment.
- Yearly Information Brochure published for faculty and students.
- Annual Magazine, 'Jiwan Jaach', published to give young writers latitude in their expression.
- Grant of Rs. 3,996,902 sanctioned by UGC under different schemes.
- Students excel in academics, cultural and sports activities at local, university and national level contributing in the achievements of the institution.
- Well equipped library with proper storage of books and seating arrangements with rich collection of books, reference books, encyclopedias, dictionaries biographies, journals magazines and newspapers.
- Subscription of N- list under NME -ICT as college component under e-Shodh Sindhu for accession to E-resources.
- Automated library in 2005 with the purchase of SOUL 1.0 software, upgraded to SOUL 2.0 in 2012 and to KOHA (open source integrated library software) in 2022.
- Active involvement in innovative practices by IQAC, different cells and committees of the institution.
- Effective pre-practice programme for successful school internship in practicing institutions.
- An effective mechanism of evaluation for measuring the student's progress, to bring reform in education system and to enhance the accountability for the outcome.
- Preparation of instructional keys during the House test is unique feature of the college to bring transparency in the evaluation.
- Analysis and proper follow up of Institutional feedback from students, parents and stakeholders for effective functioning.
- Preparation of Question papers in the House Examination in the two languages i.e. Hindi/ Punjabi and English by the faculty to facilitate the diverse needs of the students.
- Remedial classes and provision of enrichment material for the students.
- Use of 'Compost Pit' built to manage the waste.
- Alumni Association of the college serves as a strong pillar of the college.

### **Institutional Weakness**

- Being aided and affiliated college need approvals and clearance from the government for new initiatives.
- Due to centralized admission process the classes commence late.
- Revision in curriculum can only be suggested in Board of Studies of affiliating university which lacks autonomy.
- Generation of funds is often a serious limitation in expansion and up gradation of campus facilities.
- Strict government rules reduce the flexibility in the administration.

### **Institutional Opportunity**

Opportunity to the faculty members to participate in seminars/workshops/ conferences/refresher courses/ orientation courses.

- Adequate availability of books, journals and internet in the college library for the faculty and the

students.

- Opportunities to gain field experience and guidance on teaching-learning.
- Opportunity for sensitizing students towards the values, rights, duties and responsibilities of citizens.
- Opportunity to the students in the preparation of competitive examinations including NET/CTET/PTET
- Opportunity in the promotion of sports and cultural events

### **Institutional Challenge**

- Strengthening research opportunities for the faculty.
- To start new program and revamping existing curriculum in the line with NPE -2020
- The duration of the program is enhanced which is very challenging for enrollments.
- Rising cost of education.
- Mushrooming Teacher Education Institutions in the surroundings.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Montgomery Guru Nanak College of Education being affiliated to Guru Nanak Dev University, Amritsar strictly follows the curriculum prescribed by it.

For effective implementation of the prescribed curriculum, the relevance to the local/ regional/ national/ global developmental needs are always taken into consideration by the IQAC of the college while preparing academic calendar for the information Brochure of the college which is in consonance with college's mission to prepare professional, creative and humane teachers.

The major curricular considerations include employability, creativity, constructive approach, developing professional competencies and holistic development of students. Focus is also kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of B.Ed. Programme, which are stated and communicated to teachers and students through the website of the Institution.

To ensure flexibility in curricular transaction the students have open choice to choose optional / elective courses including pedagogy offered by the college. Conventional chalk – talk method is coupled with different other methods of teaching-learning along with ICT for the transaction of the curriculum and to sink students with values like cooperation, sharing responsibility, sympathy and respect towards society. Also the college Library is partially automated and has user friendly software to encourage learning. Users also have access to e-resources through NLIST programme of INFLIBNET.

The College held regular staff meetings to look after the effective implementation and timely completion of prescribed syllabi for which suggestions and comments are also invited from the faculty and discussed.

To supplement theoretical knowledge with practical, the college provides opportunities to the students by

conducting field trips, seminars and workshops by inviting resource persons, conducting several co – curricular activities by various cells, clubs and committees of the college where students themselves plan and organize events under guidance of concerned teachers to develop the spirit of enthusiasm to contribute towards national and international issues and enhance their teaching competencies.

### **Feedback System**

The institution has a structured feedback mechanism for collecting and analysing feedback from the stakeholders viz students, teachers, parents, alumni, practice teaching schools towards improving the curriculum and teaching learning process.

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

Montgomery Guru Nanak College of Education, Jalandhar has always pioneered in providing quality education to the students through its updated teaching learning process by the highly qualified and proficient faculty members. The courses run by the institution are approved by competent authority i.e. NCTE/GNDU, Amritsar. The college follows the norms for admission and reservation fixed by the State Government and the affiliated University. The institution honours the student diversity and uses different student centred instructional approaches to enhance learning of the students. Different activities are conducted in the college to enhance creativity, innovativeness, intellectual and thinking skills of the students. The institution uses different student centred instructional approaches like experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, field visits and case studies to enhance teaching learning. There are mentors assigned to a group of students and the mentor mentee activities are planned and executed regularly. Teachers are integrating ICT in Teaching Learning Process and students are using ICT in classrooms and during internship programme. Assignments, tests, exams are held periodically and internal assessment system is transparent. Internship is another important part of B.Ed. programme. Before internship pre-practice programme including Demonstration lessons, is organised to prepare the students for internship in practicing schools. The teacher recruitment and promotion follow all GNDU, Amritsar norms. Staff members are given opportunities to attend the Orientation Programmes, Refresher Courses, Induction Training Programme, Workshops, Seminars and Symposiums organized by government, non-government and other organizations. The institutions has well qualified faculty including 7 faculty members with Doctorate degree, 1 with M.Phil. and 10 with Master Degrees. Also, the institution organizes faculty development programmes through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues. Institute adheres to academic calendar of GNDU, Amritsar and prepare its own calendar as well for college activities. The progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs which are monitored time to time for further improvement in students. The college adopts different methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs.

### **Infrastructure and Learning Resources**

The college was established in 1955 with a campus spread over 3759.82 square meter of land. The administrative office is fully computerized. The college has twelve spacious CCTV camera equipped classrooms including one classroom being adaptable to use multimedia. The college has seminar room with the

seating capacity of 70 persons. There are five well equipped laboratories for carrying out curricular activities-namely Educational Psychology Lab, Curriculum Lab, Educational Technology Lab, Science Lab and Art Lab. There are two well equipped Resource centers (ICT and Health & Physical resource centres). It has a playground shared with sister institution with athletic track of 200m, long jump pitch, short put area, volley ball court and two basketball courts. There is a well-equipped Gymnasium, Staff Room, Vehicle Parking with shed, hygienic canteen, Generator facility, display boards for various clubs, separate wash rooms and common room for boys and girls, drinking water with RO facility, six store rooms, Medical room, Chowkidar's and Gateman's room in the college. College has a partially automated library, automated in 2005, with the purchase of SOUL 1.0 software and was upgraded to SOUL 2.0 in 2012. Now the library is upgraded with Koha 21.05 software. The library has 24540 textbooks, 535 Encyclopedias, 151 dictionaries and 22 journals and magazines. It is also equipped with computers for the use of students and internet connection and connected through LAN. Library is under CCTV surveillance. The college has subscribed services of N-LIST which provides access to more than 6000 electronic journals and more than 1,99,500 electronics books. N-LIST programme is also subsumed under eShodhSindhu Consortium as college component. There are 39 computers with latest versions of essential software and 05 projectors installed at various places in college according to the requirements. The college uses Netplus broadband with 100Mbps speed. The college has G-Suite account and email ids are registered under college domain mgncollege.org for teaching learning and communication. Various committees of the college organize the activities, estimate the cost and initiate the process to utilize budget allocated. The annual maintenance and repair of the infrastructure is taken care by Repair and Maintenance committee of the college.

### **Student Support and Progression**

Montgomery Guru Nanak College of Education works sincerely on capacity building and skill enhancement of students by organizing various activities such as seminars, workshops, theme based morning assemblies, celebration of various days of national and international importance etc. Special care is taken for career and personal counseling, development of academic skills, technical and organizational skills and online assessment of learning. College also provides various support facilities like vehicle parking, separate common rooms for boys and girls, recreational facility, first aid, safe drinking water, canteen, separate washrooms for boys and girls etc. to elevate the experience of studying in the college. Grievance redressal cell and Anti-ragging committee are available in the college to resolve the student grievances with transparent mechanisms. The institution facilitates welfare measures to support the deserving students with scholarships and fee concessions. Students also get opportunity to be part of the various committees and cells of the college by getting selected in the student council which is primarily framed for having students' representation in various activities. It works efficiently as a link between the administration and the students.

Placement cell, established in the college assists students in on and off campus placement. Students have been motivated for progress to higher education and support for qualifying competitive examinations by providing guidance to them. Co-curricular activities are a vital part of the life of the students in the college. The institution extensively focuses on various activities in different areas such as sports and cultural to ensure the holistic development of the students. Intra and inter college platforms are provided to the students to showcase a wide array of co-curricular activities. The college has an active Alumni Association. Alumni participate in institutional functioning, work closely with the students and the college at large, provides guidance and mentorship as well as financial assistance in the form of cash prizes. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing.

## **Governance, Leadership and Management**

The Management, Principal and the faculty together play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision-making process. It enhances the teaching-learning process, ICT skills, human values, research & innovation, and functional relationships with all the stakeholders in order to promote the overall growth of the individual and society. Various clubs and committees are constituted for the day-to-day functioning and for overall management of the various operations of the college such as, admission, academic coordination, conduct of examinations, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. The practice of decentralization and participatory management is reflected in all the activities of the College through a strong and efficient organogram of the college. The college implemented e-Governance in all areas of operations including Planning & Development, Administration, Finance & Accounts, Student Admission & Support as well as Examination System. The transparency of the college can be seen in the financial audit done annually, Academic Calendar, Time Table, Work Load and records maintained through CatPro software. The institution's strategic plan is in consistent with its vision and mission. The Governing Body of the institution plays an important role and holds regular meetings with the Principal for the effective planning and implementation of programmes like teaching, learning, curricular and co-curricular activities to ensure smooth functioning of the institution. Welfare Schemes are available for teaching and nonteaching staff as per University norms. Institution follows proper appraisal system for teaching and nonteaching staff. The college is an aided institution and gets its 95% deficit grant from DPI, Punjab. For financial management and resource mobilisation the college generates financial resources through its stake holders, grant-in-aid from Punjab government, dues from students and management, NGO's and alumnus of the college. IQAC prepares perspective plan of development for the college through Academic Calendar and execute it in a strategic way every year. The college's IQAC has created a number of mechanisms to evaluate the efficiency of the teaching and learning process, as well as the structures and methodology of the institution's operations, and has worked arduously to implement reforms.

## **Institutional Values and Best Practices**

The institution has functional energy, waste and water management cell which took initiatives for proper management of energy, waste and water. The college works for a sustainable and holistic management policy to provide safe and healthy environment. Dry and wet waste is segregated and disposed off appropriately. In this context, the college puts efforts to create consciousness among students about the Conservation of Environment. The college works to take up initiatives for creating pollution free environment. The college sensitizes students regarding reduce, reuse, recycle with the help of different activities. The college has maintained a 'pit' beside the college lawn. The college has also maintained water storage tanks to cater to the campus requirements. The college encourages carpooling, use of e-vehicles among faculty and students. A variety of activities viz. thematic college magazine, thematic competitions, morning assemblies, rallies during the N.S.S. camp are organized to sensitize the faculty and students towards environmental and social issues. The college disburses on managing waste and maintaining campus as a green campus.

To measure the students' progress, to bring reform in education system and to enhance the accountability for the outcome, the college has adopted an effective mechanism of evaluation. For reviewing effective functioning of the institution, institutional feedback is collected from students, parents and stakeholders which is further analysed and proper follow up is taken up. The college has framed student's and teacher's code of conduct which is mentioned in the college brochure and also uploaded on the college website. The best practices are developed in light of the college's mission and vision.

## **Research and Outreach Activities**

The college is committed to promote a research culture among faculty and students. The research policy of the college aims to develop and promote scientific temper and research aptitude among all learners. The college faculty has been enthusiastically publishing research papers and articles in reputed journals. Faculty has published 32 research papers and 23 books and chapters in edited books. Institution facilitates access to digital library also to encourage faculty and students to perform various research activities. The psychology laboratory of the college is well equipped with latest tests and equipment for exploring the unexplored areas in the research. Community service has been an integral part of the college since its inception and has been one of the foundation principles of the college. The community service initiatives in the college are led by the NSS units, social welfare committees and various clubs. NSS units of the college has also adopted a village and has been conducting a number of activities there such as cleanliness drives, plantation drives, door to door awareness rallies etc. under such Swachhta Pakhwara and Swachh Bharat Summer internship programme. The outreach activities involve leading awareness campaigns such as Awareness on gender sensitization, HIV AIDS, Adolescent girls' Health and Menstrual hygiene and other social issues through rallies and interactive talks with the community. Further the institution organizes various outreach activities for community development and participates in government initiatives like Swachh Bharat movement, Road safety week, health awareness and also organize activities in collaboration with Municipal Corporation, NGOs etc. Community Outreach activities and projects like visits to Old Age Homes, Orphanages, Rehabilitation Centre, help to develop leadership, resilience, empathy and service-mindedness in our students. Even during COVID-19, the college took the initiative of spreading awareness regarding the transmission and prevention of COVID-19 through various online activities. Also the college organizes and participates in various activities with regard to faculty, students and research exchange programs. The college has linkages with other colleges and schools of repute for internship and placement of the students.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MONTGOMERY GURU NANAK COLLEGE OF EDUCATION, ADARSH NAGAR, JALANDHAR
Address	Adarsh Nagar,Jalandhar
City	Jalandhar
State	Punjab
Pin	144008
Website	<a href="http://www.mgncollege.org">www.mgncollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Neelu Jhanji	0181-2201883	9915142889	0181-2254461	mgncollege@yahoo.co.in
IQAC / CIQA coordinator	Radha Arora	181-2201883	9646711883	181-2254461	mgniqac@mgncollege.org

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Punjab	Guru Nanak Dev University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1983	<a href="#">View Document</a>
12B of UGC	01-01-1983	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	30-05-2015	96	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Adarsh Nagar,Jalandhar	Urban	5.01	3759.82

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Graduation	English, Hindi, Punjabi	100	64

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	1	8	0	9
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	2	8	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	4	1	0	5
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	5	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	1	0	1	7	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	5	6
	Female	35	32	34	42
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	1	2	3	2
	Female	21	18	9	12
	Others	0	0	0	0
General	Male	6	6	3	4
	Female	135	118	98	99
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		201	178	152	166

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Montgomery Guru Nanak College of Education, Adarsh Nagar, Jalandhar is a government aided college, affiliated to Guru Nanak Dev University, Amritsar and recognized by UGC. The institution strictly adheres to the prescribed syllabus by the University (G.N.D.U., Amritsar) which is updated and revised time to time as per the changing needs and demands of Teacher Education in light of NEP-2020. The proposed curriculum allows students to select their preferred options from variety of options offered by the institution as teaching subjects and other choice-based subjects in order to promote holistic academic growth in students. As a teacher training institution, the institution provides student</p>
-----------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>teachers with knowledge of interdisciplinary and multidisciplinary techniques so that they can use them in their classrooms. An approach to curriculum integration that fosters an awareness of themes and concepts that span across disciplines and the connection to the community. Considering that, the institution conducts thematic morning assemblies on the Theme- “Role of Teacher in enhancing 21st Century Skills” (11-11-2022, 15-11-2022,18-11-2022) and “Positive Mindset for Personal Growth”(17-04-2023, 21-04-2023, 25-04-2023) and activities like Talent Hunt (02-11-2022, 3-11-2022), Annual Sports Meet (02-03-2023 to 03-03-2023), Thematic Display Board Competition (01-05-2023) . The intensive and comprehensive school internship programme is conducted in four stages: pre-practice stage, demonstration lessons, school experience programme- actual practice stage at practising schools and evaluation stage, focuses on interdisciplinary approach. As per the demands of NEP-2020, the students are equipped with current technological knowledge and skills which they integrate in their teaching subjects through videos, PowerPoint presentations, graphics, smart board and projectors. Under the student enrichment and faculty development programme, different extension lectures are organised in order to develop better conceptual understanding and critical thinking.</p>
2. Academic bank of credits (ABC):	<p>The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university. Generation of ABC id's of all students is in process and will be implemented in future when the university to which college is affiliated will proceed with the same.</p>
3. Skill development:	<p>NIL</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Faculty members also use multilingual approach during teaching learning process, keeping in view the diverse cultural and linguistic needs of the learners. Students are also given opportunity to attempt theory papers, submission of different assignments and sessional work and for expressing their view points during co-curricular activities in their preferred language i.e.</p>



	<p>English/Hindi/Punjabi. To foster a sense of national integration, a love of art, culture, and civic responsibility among the student body, opportunities are given for pupils to participate in the various cultural activities with different categories like Music, Literary, Fine Arts and Theatre. The institution celebrates different days to integrate Indian knowledge and values among students. The institution gives opportunity to the students to express their creative ideas in different languages in the form of articles to be published in the college Annual magazine 'Jiwan Jaach'. To connect the students with the cultural soul of the nation, the institution organises various cultural events like Lohri (13-01-2023), Basant Panchmi(25-01-2023), Punjabi Maah (25-11-2022), Shaheedi Diwas (23-03-2023) and celebrates significant days of national importance like Constitution Day (26-11-2022) National Unity Day (31-10-2022), National Education Day(11-11-2022), Communal Harmony Week (19-11-20-22 to 25-11-2022), National Youth Day (12-01-2023), National Voters day (25-01-2023), International Women's Day (6-03-2023) etc. Yoga, being rich cultural heritage of the nation is given due priority in the daily routine of the Institution through the Time Table and through workshop viz. Yoga and Healthy Food Habits (14-02-2023) and an Extension lecture on "Introduction to Meditation as a Solution for Positive Mental Health" (07-04-2023). The institution also give due importance to National Initiatives like Azadi ka Amrit Mahotsav, Ek Bharat Shrestha Bharat, Poshan Abhiyaan and Swachhata Pakhwada as started by Government of India to promote the integration of the Indian Knowledge system.</p>
5. Focus on Outcome based education (OBE):	<p>The progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs which are monitored time to time for further improvement in students so that they can excel in the learning of different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced among the students so as to meet the growing demands of the present scenario of education with workshops on B.B. Writing (13-04-2023), E-Blogs (24-04-2023), Preparing Effective Presentations</p>

	using Animations and Transitions(22-11-2022).The School Internship Programme, as an essential part of Teacher education and one the key focus area of the institution, is based on Holistic development, Art integrated Education, Sports Integrated Education and ICT Integrated Education, Joyful and Engaging learning, focusing on the development of skills namely Critical thinking, Creativity, Communication and Collaborative skills as specifically focused in NEP 2020. Also, the faculty members serve as a member of Board of Studies and Faculty of Education of the affiliated University and give reflections regarding the updates in the curriculum.
6. Distance education/online education:	NIL

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, ELC has been set up in the college established in the year 2020 with the prime objective to educate the students about voter registration electoral process and related matters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, two students campus ambassadors and one faculty member as incharge of ELC are appointed. ELC is functional and representative in character as they are representing college in all meetings called by District Election Office for ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC organized following activities: • Voter awareness programme to sensitize student community. • Rally to create awareness in the neighbourhood for the promotion of ethical voting. • Morning assembly regarding role of youth in shaping future of India. • Celebration of Constitution day. • Voter registration awareness for the eligible students in the campus.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC initiates socially relevant electoral related issue in the form of awareness drives. To promote educated and ethical voting, cultivate a culture of civic engagement and uphold the values of "Every vote counts" and "No voter to be left behind", during last Lok Sabha Election the college organized a rally

	in the nearby localities. The college also organized poster making and slogan writing competitions on the topics: 'Power is in your vote', 'Voting is for every adult', 'Your vote is your voice', 'Be responsible and vote'.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	At the time of admission, the institution provides a column in the college application form to fill their Epic Number. With this, the institution follows a mechanism to find out the non-registered voters. The non-registered voters are made informed of the registration procedure and are asked for getting Epic Number quickly.

## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
166	152	178	201	220
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	50	75	75
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	76	97	95	113

File Description	Document
List of final year students with seal and signat	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	76	97	95	112

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated result sheet of graduating students	<a href="#">View Document</a>

## 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	75	81	105	106

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Enrollment details submitted to the state / univ	<a href="#">View Document</a>

## 2 Teachers

### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	20	22

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	20	22

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.2	11.9	22.8	12.0	17.3

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

**Number of Computers in the institution for academic purposes..**

**Response: 36**

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

Our college is affiliated to Guru Nanak Dev University, Amritsar and is running regular face to face B.Ed. Programme, the curriculum of which is designed by the university as per the guidelines provided by the NCTE. The curriculum is reviewed by the University with the aim of holistic development of students and enhanced employability.

To ensure the effective delivery and to enhance quality of curriculum, our college has adopted following strategies:

- IQAC of the college prepare academic calendar for every session keeping in mind the academic calendar of the university. It is published in the college magazine and displayed on the college website.
- The college strictly follows the curriculum as per instructions suggested by the Guru Nanak Dev University.
- Class wise schedule is drafted and finalized well before the commencement of each semester. Field Engagement and other visits are aligned with school's schedule.
- Orientation Programmes are organised before the commencement of the academic session.
- The brochure of college mentions the semester specific course outline, the evaluation procedure and weightage of the programme which is provided to all the teachers and students in the beginning of the course.
- The continuous evaluation is maintained throughout the year by conducting unit test and house tests.
- The curricular and co-curricular activities are designed for the harmonious development of the students.
- Various Inter-House Competitions like Blackboard Writing, making PPTs, Teaching Aid Preparation, Thematic Display Board preparation etc are organized under different cells, clubs and committees along with N.S.S. activities and curricular activities like Field Engagement Programmes, for the holistic development of the personality of the students and to develop their teaching competencies
- College keeps the record of regular attendance, award lists to keep progress of the students
- As per the revised syllabus, every year faculty proposes list of curriculum related books & reference books to be added in the corpus of library.
- Feedback from students, parents, alumni etc. is also taken into consideration for planning and reviewing the curriculum.
- The latest technology in classroom teaching is used for the transaction of the curriculum.
- Pupil teachers are provided training in soft skills like communication, leadership, teamwork, critical thinking, adaptability, time management, empathy, etc which are vital for teaching profession.

- Various workshops/ extension lectures are organised by inviting experts to develop various life skills such as personality development, stress management, interview skills, public speaking, and organizational skills in students.
- The college encourages faculty members to attend orientation/refresher courses, workshops and present paper at seminars for the professional development and for updating of their knowledge related to field of education.

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

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

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

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

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



**Prospectus 3. Student induction programme 4. Orientation programme for teachers**

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

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

## 1.2 Academic Flexibility

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

**Response:** 80.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	18	21	21

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	22	24	24	24

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

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

**Response: 0**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

**Response: 0**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

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

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

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

**Response:** 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

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

## 1.3 Curriculum Enrichment

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

**Response:**

#### A fundamental or coherent understanding of the field of teacher education

- Before the commencement of the classroom teaching, Orientation programme is planned in which students are briefed about the objectives, subjects and activities, Programmes and Course Learning

Outcomes of Teacher Education programme.

- Students are exposed to various national policies such as RTE, NPE 1986, NCF 2005, NEP 2020 and NCFTE 2009 etc. in their curriculum.
- Pupil-teachers are exposed to the latest teaching methodology by arranging the expert talks and inviting the resource persons from the field of education.
- The college celebrates various days of national and international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national and international understanding.
- Exposure to the technology such as PPTs and the knowledge about the digital resources and digital platforms such as e-blogs etc. acts as a means for integrating ICT in classroom teaching.
- Our institution provides hands on experience to students to equip them with the knowledge of teaching skills via practicing of micro teaching skills, demonstration of lesson by teachers, practicing of macro teaching skills in the classroom teaching.

**Procedural knowledge that creates teachers for different levels of school education skills that are the specific to one's chosen specialization**

- The curriculum followed by the institution which is affiliated to GNDU Amritsar helps students to gain systematic knowledge and develop various skills for teaching profession.
- Procedural knowledge for school education is included in the pedagogical methodologies that are specific to one's chosen specialization.
- A flexible holistic teaching approach is embraced for School Internship period which is planned in stages.
- During the observation phase, pupil-teachers observe the teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction and Demonstration lessons. Proper execution is done of all the activities involved in different subjects which help in holistic development of our student teachers. This procedure is followed systematically every year.

**Capability to extrapolate from what one has learnt and apply acquired competencies**

- Knowledge acquired is of no use until it is applied. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice.
- Acquired knowledge and competency is practiced by the students during school internship and field engagement activities.
- Students are given opportunities to apply learnt knowledge to real life situations through participation in team-work activities and various competitions organized at different levels.

**Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

The college aims to develop institutional ethos with a focus on vitalizing teaching- learning process, ICT, Human Values, practical skills, proficiencies, requisite knowledge and competence to implement modern instructional strategies and functional relationship with all the stake holders for the holistic development of individual and society.

- Experts or resource persons are invited to conduct workshops or seminars to develop various life

skills namely communication skills, personality development, stress management, interview skills, time management etc.

- The NSS unit of the college organizes various events and competitions like Ek Bharat Shreshtha Bharat, Speech Competition, Poetical Symposium, debate etc. to promote cultural connection
- Apart from theory the skill development of the students is taken in to account through EPCs and FE-II. Students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment.
- Value based education is also provided by motivating the students to participate in inter-house competitions, inter college competitions, morning assemblies, clubs and committees activities, organizing NSS camps etc. which makes them to work in collaboration with peer, teachers and local bodies, hence help them to develop their emotional intelligence, critical thinking, and negotiation and communication skills.

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

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

#### Response:

Students of B.Ed. are familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge through the curriculum, school internship and field engagement.

#### • Development of school system

The curriculum covers the theoretical aspects exhaustively. As per the syllabus of B.Ed., teacher educators get a broad perspective about various boards such as Central Board of Secondary Education (CBSE) and Punjab School Education Board (PSEB). They get to know about school system of different schools and pre-requisites of opening the school.

#### • Functioning of various Boards of School Education & Functional differences among them

In B.Ed. semester- I, students are familiarized with diversities in Indian Education System under the subject Contemporary India and Education. During their Field Engagement in B.Ed. Semester- I & III, students visit different schools to observe the infrastructure, learning resources and practices, governance etc and analyze it. They also interact with the Principal, Teachers and Students of the school, visit the

library to go through the books of their teaching subjects and various laboratories and observe their functioning.

- **Assessment systems**

The methodology paper, 'Assessment for Learning', provide pupil teachers critical understanding of issues in assessment and evaluation and orient them to different kinds and forms of assessment. They also learn the use of a wide range of assessment tools, and how to select and construct these appropriately to evolve realistic, comprehensive and dynamic assessment procedures thus aligning with the norms & standards of National & local standards. Also during School Internship in B.Ed. Semester-III, pupil teachers prepare blueprint of question paper keeping in mind assessment system of their schools and practically apply the knowledge of assessment tools by preparing tests.

- **Norms and standards**

Pupil teachers are sensitized theoretically and practically regarding different assessment criteria adopted in schools, norms, and standards being followed in different schools as part of their curriculum. During their field engagement programmes, the prospective teachers are able to identify and understand the dynamism in concepts of education in relation to changing socio, political and economic conditions and the existing differences prevailing in urban and rural schools. Students also get familiarized with the changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test etc. in their Pedagogy subjects and Assessment for Learning.

- **National/ State wise variations**

The student teachers are exposed to educational bodies viz. NCERT, SCERT and DIET and their role in designing classroom assessment techniques. In the subject Contemporary India and Education, they learn about different national/state policies and schemes like NPE 2020, NCF, RMSA, Sarv Shiksha Abhiyan and Mid Day Meal and their role and present status in the state of Punjab.

- **An international and comparative perspective**

In the subject 'Education and Development' pupil-teachers study the changing emphasis on education in the context of globalization and internationalization, in 'Understanding the learner and learning process and environment'; the educational thoughts and theories given by both Western and Indian thinkers/psychologists are incorporated to familiarize the students about the international perspective of education.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

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

#### **Response:**

- To make our students refined teachers, college provides plenty of opportunities to learners by exposing them fully to classroom teaching and school environment. In B.Ed. Sem-I, II and III, the prospective teachers are familiarized to the teaching learning process via Field Engagement Programmes, Teaching Practice and teaching of Theoretical subjects.
- The institution not only ensures imparting knowledge of the subjects but also equip the prospective teachers with necessary pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided in semester II and III. Students are provided platform for practicing micro teaching skills during which they practice and master the skills required for teaching.
- The student-teachers are sent to schools for their internship programme with the objective of maximum professional understanding during which interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted schools.
- On the first day of internship in allotted schools, interns get time table from the school. As per the time table, they plan their lectures and make in use professionally relevant understanding that they have gained in college through various teaching- learning strategies, activities and functions.
- The lessons presented in the class are based on the objectives of Holistic development; Art integrated education, Sport integrated education and ICT integrated education, focusing on the development of skills namely, Critical thinking, Creativity, Communication and Collaborative skills as specifically focused in NEP 2020 catering to diversity in the classroom
- Teaching practice is a skill improvement as well as skill development process with hands –on experience about teaching as a profession. They also get acquainted and trained in peda-technological skills to meet the demands of teaching profession in this modern technological era and learn organizational skills.
- Apart from teaching, interns become a part of the total school system by organizing, conducting and participating in different co- curricular activities like morning assemblies, celebration of important days, school functions etc. which help to develop their organizational skills and leadership qualities.
- Beside above mentioned curricular and co- curricular activities, interns also apply the knowledge in maintaining result records , attendance register, stock register etc., which add to their professional demands.
- To foster the attitude of respect for the people of all walks and to promote the spirit of oneness in students, community service forms an integral part of the curriculum which help them to develop the feeling to serve the community.
- To assist with career advice and progression as appropriate, the college strives to place its students in premier institutions. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage.
- To inculcate the feeling of social responsibility, various cells and committees and clubs have been formed which the students join according to their own interest. As members of different Clubs, students not only perform their duties but also develop a sense of social responsibility.

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

## 1.4 Feedback System

<b>1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from</b>  <b>1.Students</b> <b>2.Teachers</b> <b>3.Employers</b> <b>4.Alumni</b> <b>5.Practice teaching schools/TEI</b>  <b>Response: C. Any 3 of the above</b>	
File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>  <b>Response: B. Feedback collected, analysed and action has been taken</b>	
File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 78.73

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

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

**Response:** 53.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	26	26	28	30

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

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

**Response:** 0.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	1

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

## 2.2 Honoring Student Diversity

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

### **Response:**

Admission to B.Ed. course is granted on the basis of entrance test conducted by one of the three universities (Guru Nanak Dev University, Amritsar, Panjab University, Chandigarh or Punjabi University, Patiala) on behalf of the Punjab Government. The merit is prepared on the basis of marks of graduation and entrance test conducted by the university with the emphasis of testing Teaching Aptitude. The Minimum Qualifying percentage score for B.Ed. admission is 50 percent at graduate level for general and other reserved categories (other than scheduled caste). For SC Category the minimum qualifying percentage score for B.Ed. admission is 45 percent at graduate level.

The entire admission process is transparent. The merit list is displayed on the University Website (the university conducting admissions) along with allocation of the college. Also, the admission process is systematically administered, based on the rules of NCTE and Government of Punjab.

Also, the admission committee of the college ensures the conduct of admission as per the criteria fixed by the State Government and the University for Reservation of seats and accordingly the combination wise seat matrix is planned beforehand. Students are also counseled at the time of admission regarding the suitable subject combination and course outline. They are also familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution through the orientation program and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program. Further, tutors/mentors are there for timely help of the students. Moreover, at the time of admission, the admission form filled by every student itself asks for the interests and achievements in co-curricular activities for further guidance and training of the students in the respective field.

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

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

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

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

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

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

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

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

**Response:** 10.38

**2.2.4.1 Number of mentors in the Institution**

**Response:** 16

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

## 2.3 Teaching- Learning Process

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

### Response:

The institution uses different student centered instructional approaches to enhance teaching learning. During general classroom teaching, teachers apply experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, field visits and case studies. Students are also encouraged to make Power Point presentations, individually or in collaboration with peers to promote independent learning. Students also get opportunities to do independent reading and every month best readers are reinforced with the display of their pictures on library board. The college organizes both online and offline extension lectures, workshops, webinars and other seminars to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their view and give them chance to discuss and brain storm over relevant issues. Also, the college has well equipped laboratories in the disciplines of Computer Science, Science, Educational Technology and Psychology, which help them to relate theory with practical world.

Learning is made student centered by the institution. Different activities are conducted like B.B writing competition, teaching aids preparation competition, thematic display board competition and P.P.T competition. They are given training to participate in group discussions, debate, declamation etc. Office bearers i.e. President, Vice President and Secretary of the concerned clubs themselves carry out the activities of their clubs with the help of their in charges. To promote student centered learning, the institution has adopted various experiential learning activities for the learners. These activities have contributed to self management of knowledge and skill development by the student teachers.

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

**2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with**

### Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	20	22

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

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

Response: 100

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

Response: 166

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

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

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities

## 5. Biomechanical and Kinesiological activities

## 6. Field sports

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

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

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

**Response:**

#### Dealing with Student Diversity

Diversity is considered as opportunity in the institution. The college always respects the individual traits of the students with respect to language, caste, cultural & religious background etc. Individuality is rated as an asset rather than a hurdle. To maintain the harmony among the students, the institution adopts a common uniform code. The institution is Co-Educational. If in case physically challenged students are admitted, institution provides requisite facility to them. They are given opportunities to explore their talents. Other students are encouraged to assist them in their daily activities. By organizing variety of co curricular activities, the institution help the students to polish variety of skills.

#### Working In Teams

Working in teams has always been an integral part of our institution. Under the supervision and guidance of teacher in charges and mentors, students work in teams and learn to organize different assemblies, club activities, social, cultural, and recreational activities, community service projects, youth festival etc. With the help of these activities they learn to compose and organize the content, learn cooperative skills, managerial skills and develop communication skills. Students participate in various inter house and inter college competitions in team wherein they share ideas and work cooperatively. They also work on various sessional works by making a team.

#### Conduct Of Self With Colleagues And Authorities

In the beginning of the session students are oriented regarding the code of conduct of the institution. They are also oriented to work with mutual understanding and the way to approach the authorities.

### Balancing Home And Work Stress

The institution tries to maintain balance between curricular and co-curricular activities. Academic calendar is planned in the very beginning to plan activities in a manner that it help in reducing academic stress of the students. Mentors and tutors also help the students to reduce the stress level of his/her mentees by teaching and guiding them about various skills like time management skills, presentation skill, and life skills. Different resource persons are also being invited in the college for seeking professional guidance for balancing home and work stress.

### Keeping Abreast With Recent Developments In Education And Life

During classroom teaching, teachers update the students regarding various recent developments in the field of education. Staff members are also encouraged to attend orientation, refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organisations. Teachers in turn motivate their students to present various seminars and take part in various debates, declamations and symposiums. Students are also being oriented regarding latest technological advancements and are encouraged to use the latest technologies. For which, they are provided access to the computer laboratory and have access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education.

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

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

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

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

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

#### Response:

Different activities are conducted in the college to enhance creativity, innovativeness, intellectual and thinking skills of the students. They are given training to participate in group discussions, debate, declamation, various art based, cultural and sports activities that helps in nurturing creative thinking and intellectual skills. Also, students as Office bearers i.e. President, Vice President and Secretary of the concerned clubs themselves carry out the activities of their clubs under the guidance of concerned teacher in- charges who help them to develop leadership skills.

Under the guidance of teacher in charges, students learn to organize thematic morning assembly, different club activities and express their thoughts and views in the form of speeches, poems, songs, performing skits etc. help them to nurture their creativity and brain storm over pertinent social issues.

- At the start of the academic session, Talent hunt is conducted to explore the different aspects of knowledge and skills. Through this programme, there is a provision to judge the stage confidence and their comprehension skills.
- Cleanliness drive is organized in which groups are formed along with the group leaders, hence leadership skills are identified.
- Literary club organizes literary competitions such as declamation, debate, poetical recitation etc., in which their skill to express views and their confidence is judged.
- Fine Arts competitions are organized to judge their aesthetic skills.
- Various clubs like Red Ribbon Club, Literary Club, Legal Aid Club, Health Club, Women Welfare Committee etc are formed which are led by the teacher incharges along with the student teachers as office bearers(President, Vice President, Secretary) and student teacher members to help them to explore their skills of management and organization.
- Students conduct various activities under different clubs and committees to develop co-operative skills and life skills.
- Before the commencement of teaching practice program, pre practice programme is conducted in which students learn and improve their teaching skills. Pre practice programme is a thorough practice for the students to gain confidence in their teaching skills.



- There is continuous internal assessment to monitor regularity of learning. Apart from this, a number of programmes are organized to create suitable atmosphere for all round development of the students like celebrations of important days, sports day, personality development workshop, teaching-aids preparation competitions, cultural programmes, exhibitions etc.

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

## 2.4 Competency and Skill Development

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

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

**Response:** C. Any 4 or 5 of the above

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

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

### languages /Community engagement

**Response:** C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

Internship programme is systematically planned, involving the school staff and teacher educators. The students are allotted schools by Punjab Government keeping in mind the accommodating capacity and subject wise requirement of the schools. Time to time interactions are held with school principals to get feedback and further pursuance of internship activities. The teacher in charge of internship programme with the consent of head of the institution organizes orientation-cum-consultation meet with the school principals. The list of participating teachers is sent to the co-operating schools before the commencement of internship. Detailed instructions are given to the student-teachers. During internship, the student-teachers are required to undertake a variety of activities for which students are oriented by Skill –in teaching In-charge and concerned supervisors.

Lessons delivered are observed by the school teachers and concerned supervisor at regular intervals and also verify whether the students rectify the corrections suggested. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. Also, feedback to every pupil teacher is provided through rating scales by the supervisor. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

**Response:** 2.13

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

Response: 32

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

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

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

**Response:** C. Any 4 or 5 of the above

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

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

**Response:**

Institution adopts effective monitoring mechanisms during internship programme.

##### Role of Teacher Educators

During internship, teacher educators monitor all the activities at regular interval and provide suggestive feedback on their respective subject files. The teacher educator interacts with the mentees and the trainees

and thus a real flow of feedback is ensured regarding the performance of the trainees.

The lessons delivered by the student teachers are observed by the supervisors as well as their peer teachers accompanying their supervisors and give feedback on Feedback Performa pasted in their notebooks behind every second lesson for their improvement.

Use of appropriate teaching aids is also emphasized at this stage. They are given guidance by their supervisors in improving their teaching aids. Student teachers are also guided by the teacher educators in construction, administration and scoring of class tests. They are also given training in checking of home assignments. Various activities are organized during the programme which provide platform for creativity and confidence in exploring their talent.

### **Role of School Principal**

During their stay in the school, the students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution. The internship is duly certified by the head of the practicing school after ensuring that each student has participated and completed all the activities within the time period allotted for school internship.

### **Role of School Teachers**

School teachers assign various duties to student teachers like supervising the examination, checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc and supervise them in schools accordingly.

### **Role of Peers**

Peer groups observe both Macro and Micro lessons delivered by each student teacher. Peer groups participate during simulated teaching and play their respective roles, discuss and provide feedback which helps the student teachers to be aware of their strengths and weaknesses during teaching and help them to become efficient teachers. Peer groups collectively perform various assigned duties of co-curricular events for its successful completion.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School\* Teachers**
- 4. Principal / School\* Principal**

### 5.B.Ed Students / School\* Students

(\* 'Schools' to be read as "TEIs" for PG programmes)

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

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

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

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

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

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

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

**Response:** 100

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

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

**Response:** 54.35

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

Response: 10

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

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

**Response:** 6.25

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

Response: 100

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

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

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

**Response:**

Staff members are permitted to attend the Orientation Programmes, Refresher Courses, Induction Training Programme, Workshops, Seminars and Symposiums organized by government, non-government and other organizations. Along with this, the institution organizes faculty development programmes like extension lectures, workshops etc. through IQAC (Internal Quality Assurance Cell) where teachers get opportunity to share their experiences with fellow colleagues. Staff also provides services as resource persons to Seminars, Workshops, etc at the University, Colleges and Schools. The staff members are encouraged to present papers in Seminars and Workshops at National, International and State level. For this, duty leaves are also provided to the staff members. The staff is motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books. Every faculty member is encouraged to use the latest technologies. They are provided access to the computer laboratory and have an access to the internet which they can use to keep themselves updated about the latest trends in their subject and also in education. Furthermore, with access to N-List, all the staff members have access to a number of journals that help them to keep updated about the researches in the field of education. Also, they can use ICT Resource Center and Educational Technology Lab to get access of latest national and international



researches with the help internet facility.

Major initiatives of the institution ensuring personal and professional/career development of the teaching staff are as follows:

1. Encouraging staff to attend GOC's, refresher courses in academic staff college of different universities for their professional growth.
2. Providing different facilities like health insurance, gymnasium for physical development.
3. Permitting teaching staff to attend orientation programmes, refresher courses etc.
4. Sending staff members as resource person to seminars, workshops etc.
5. Motivating teaching staff to publish articles in research journals and write books also.
6. Encouraging staff members to present papers at International/ National, State and University, colleges and schools.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

Internal assessment for eligibility to appear in the final examination is 30 percent marks for theory papers. These marks are to be obtained on the basis of their performance in unit test and house examination for each subject, their attendance and by assessing the quality of sessional work . Failing to attain this standard, a student teacher cannot become eligible for the degree and appear for annual examination.

For internal evaluation in Skill in teaching, lessons are observed by the peers as well as by the supervisors. Simultaneously feedback is given to mastery over five core teaching skills through practicing the cycle of micro teaching. Reasonable number of observations are given to the students by the concerned supervisor during teaching practice in their notebooks for different lesson plans. Observation of lessons during practice teaching is done by the supervising teachers, school subject teachers and peers and suggestions for further improvement are made accordingly. Teaching skills and overall conduct of the interns are assessed through the rating scale provided in their notebooks. Further, internal assessment for 150 marks is done on the basis of 25 Composite lessons, 15 observations, 10 micro skills in each pedagogy, two discussion lessons, 6 lessons based on Models of teaching, value inculcation and ICT integration and organization of co-curricular activities like different competitions like Morning assemblies, Quiz, Festival Celebrations, Tree Plantation and Fine arts and literary competitions. For internal evaluation an internal evaluation committee (concerned teacher, HOD and Senior faculty nominated by the Principal) is constituted to bring objectivity in internal assessment.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>

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

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

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

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

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

**Response:**

For smooth conduct of examination, the institution has Examination in charge. The students can approach the Teachers, Examination In-charge and Principal to redress the examination related grievance as per the requirement. Mechanism to deal with examination related grievances is transparent and time bound. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations. The internal assessment test schedules are prepared as per the University Academic Calendar and communicated to the students well in advance. To avoid grievances, the evaluation key for the question papers is framed beforehand to bring uniformity and objectivity in evaluation. Further, any grievances related to internal examination (Unit test and House Examination), is solved by Examination in-charge in consultation with Principal. Any grievance related to the university question paper like out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed to the Superintendent who further forwards the same to the university immediately.

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

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

##### Response:

Before the commencement of the academic year, the Institution prepares and publishes ‘ Academic calendar’ containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, holidays, dates of internal (unit test and house examination)examination, semester examination etc. It is also published in the College's Annual Information Brochure which is further given to every teacher and student for providing knowledge about the upcoming activities. The time tables are also prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. Also, separate dates for the submission of sessional work for internal evaluation are planned and announced beforehand in the form of a separate schedule. Specific and sufficient time is provided to the students in the time table for the preparation of sessional work. The review of internal assessment is taken by the Principal regularly. Internal practical examinations are held by the college as per the guidelines by the University. So, all efforts are made by the college to adhere to the academic calendar for internal evaluation.

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

## 2.7 Student Performance and Learning Outcomes

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

##### Response:

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

so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process of the institution and is considered to be important for students' learning. The most appropriate assessments to improve performance level of the students' learning are tests, presentations, written assignments, and other assessments that teachers make in their classes on a regular basis. The assessment is also based on PLO's and CLO's and suggested by the affiliated university in the curriculum. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Also, the results are immediate and easy to analyze at the individual student level.

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

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

**Response:** 99.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
68	76	97	95	112

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

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

**Response:**

The college being affiliated to Guru Nanak Dev University follows the pattern of examination that is framed by them. The end semester examination results are analysed and the desired learning outcomes of

students are evaluated. Students are provided with proper counselling and guidance that helps to overcome their weaknesses for their enhancement in performance. The performance of every student at both academic and non-academic level is recorded. The college adopts following methods to assess the progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs:

- Paper evaluation is done on time for grading internal assessment.
- Practical work such as assignments are checked and marked on time.
- Based on result analysis, the required remedial measures are taken by taking remedial classes.
- Counselling and guidance is provided by the teachers to improve overall performance of the students.
- The continuous internal assessment is taken regularly and students' marks are recorded which helps them to improve their academic progress.
- Semester end house test and final exams also help to attain the above stated learning outcomes.
- Different pedagogical approaches are adopted for effective realization of learning outcomes.
- Participation of students in various curricular and co-curricular activities is ensured.
- Participation in various community engagement activities are encouraged.
- Compulsory attendance as per norms is ensured.
- Extensive and effective internship for improving teaching skills of the students is provided.

The college carry out these activities on regular basis in order to maximize and monitor learning outcomes.

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

#### **2.7.4 Performance of outgoing students in internal assessment**

**Response:** 89.71

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

**Response:** 61

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

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

#### Response:

The institution has made various provisions for assessing student's learning needs. Principal interacts with the parents and the students to assess their needs and aspirations. New entrants are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations and facilities available in the institute. Through extensive orientation programme, new entrants are acquainted by teachers about the course outline, mode of internal assessment, curricular and co-curricular activities, rules and regulations and facilities available in the institute. A series of talent search programmes in various fields like dramatics, literary, sports and fine arts are organized to discover the hidden talent of the students. The institution conducts remedial classes for the under-performing students in different subjects to enhance their skills and competencies. Mentor- mentee interaction keeps faculty in constant touch with the students and stimulates overall personality development among students. During Practice Teaching programme, the peer group is also encouraged to observe the lessons and give constructive suggestions . Interns are evaluated on the basis of various activities performed during internship i.e., maintenance of registers, action research, organization of co-curricular activities like Rakhi Making Competition, Diwali Celebration, Independence Day Celebration, Quiz Competiton, Sports Day etc.

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

## 2.8 Student Satisfaction Survey

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

**Response:** 3.83

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

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

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

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

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

## 3.2 Research Publications

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

**Response:** 1.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	7	10	1



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

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

**Response: 1.3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	7	6	4

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

## 3.3 Outreach Activities

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

**Response: 8**

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	14	7	8

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

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

**Response:** 82.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
142	125	150	150	192

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

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

**Response:** 91.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	150	170	170	192

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

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

#### Response:

Community service has been an integral part of the college since its inception and has been one of the foundational principle of the college. To sensitize the students to the social issues and for community development, MGN College of Education, Jalandhar organized various activities through NSS unit, Red ribbon club and women welfare committee. Through these activities students learnt the importance of developing the spirit of giving back to society. NSS unit of the college regularly organises cleanliness drive through Swachhata Abhiyan during seven days NSS camp and it involved the residents of the village. They also conducted door to door survey, took out rallies to spread awareness and gave first-hand information to community about various issues as education, health, drug addiction etc. Morning Assemblies were organized on the theme “Digital India: Power to Empower” in which different houses of the college i.e. Plato House, Socrates House, Rousseau House and Dewey House participated. Awareness regarding pollution free Diwali was given by the NSS unit of the college. For the awareness of the community, World Environment Protection day was celebrated, in which NSS volunteers planted trees for global awareness. Community Outreach activities and projects like visits to old age home, orphanage, rehabilitation centre, eco-sustainability drives etc, reaching out to less privileged and marginalized groups were organized. These activities develop leadership, resilience, empathy and service-mindedness among the students. During COVID-19, the college took the initiative of spreading awareness by making posters and slogans to salute the COVID-19 warriors and organised mask donation drive for preventing the spread of pandemic. A campaign was organized for spreading awareness of COVID vaccine in which volunteers took initiative by visiting their locality people and motivating the community member to take vaccination. Cycle rallies were also organized to spread awareness regarding global warming and unhealthy life style. Gender sensitization was spread with activities organized by women welfare committee on international women day and girl child day. Through these outreach activities all young people and adults acquired knowledge, skills, and attitudes to develop healthy identities, manage emotions, show empathy for others, establish and maintain positive relationships, and take responsible decisions. Community outreach programs were conducted to develop deeper relationships between students and the communities they live in.

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

### 3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

## 3.4 Collaboration and Linkages

### 3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

File Description	Document
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

Response: 0

#### 3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,

<b>other universities, industries, corporate houses etc. during the last five years</b>	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

<b>3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b>	
<ol style="list-style-type: none"> <li><b>1. Local community base activities</b></li> <li><b>2. Practice teaching /internship in schools</b></li> <li><b>3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</b></li> <li><b>4. Discern ways to strengthen school based practice through joint discussions and planning</b></li> <li><b>5. Join hands with schools in identifying areas for innovative practice</b></li> <li><b>6. Rehabilitation Clinics</b></li> <li><b>7. Linkages with general colleges</b></li> </ol>	
<b>Response:</b> C. Any 3 or 4 of the above	
<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution has the physical infrastructure as per the latest updated NCTE norms. The college was established in 1955 with a campus spread of 3759.82 square meter of land. Over the last 66 years of existence the college has excellent infrastructure and learning resources as per UGC norms. The college offers B.Ed. (2 Years) Professional course and provides adequate facilities for teaching learning.

**Classrooms Facilities:**

The college has twelve spacious classrooms with two classrooms being adaptable to the use of multimedia. Cameras are installed in every classroom. Each classroom is properly ventilated and well-lit with comfortable furniture and a lecture stand. The college has one seminar room with seating capacity of 70 persons and a spacious auditorium.

**Laboratories/Resource centres facilities**

There are five well equipped laboratories for carrying out curricular activities- namely Educational Psychology lab, Curriculum Lab (Maths Lab, Social Studies Lab), Educational Technology Lab, Science Lab, Art Lab. There are two Resource centres (ICT, Health and Physical resource centres) with adequate equipment and material in the college.

**Computing facilities**

The college has 39 computers which are installed at different places according to the requirement.

**Cultural and Sports facilities**

The college has an auditorium having proper sound system with mikes and amplifiers for cultural activities. The institution has well-equipped Health and Physical Resource Centre which caters to the diverse needs of students in sports. Infrastructural facilities to conduct indoor and outdoor games for the students are available. The institution has one badminton court and play area for table tennis. It also has a playground shared with sister institute which includes athletic track 200m, long jump pitch, short put area, volley ball court and two basketball courts.

**Fitness Centre**

There is a gymnasium equipped with latest equipments and utilised by the students and staff members to maintain their health. Yoga activities are conducted everyday in auditorium.

**Other Facilities**

- Well-equipped staff room with tables, chairs, hot case, microwave, telephone and computer.
- Vehicle parking with shed is available for staff members as well as for the students.
  
- Well equipped canteen in which hygiene is properly maintained.
- For supervision and administrative services, CCTV cameras are installed in classrooms, laboratories, and the college campus.
- Generator is available for electricity back up.
- The administrative office of the college is fully computerised.
- Display boards for various clubs, committees and NSS unit are allocated to the incharges.
- Separate wash rooms for the male as well as female student teachers are available.
  
- Chowkidar's room, Gateman's room, Peon's quarter, Medical room, separate common room for boys and girls, Audio Visual room and six store rooms are also available.
- Drinking water with RO facility and Fire extinguishers for safety purposes are also installed.

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

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

**Response:** 38.46

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

**Response:** 5

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

**Response:** 13

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

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

**Response:** 7.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.3	.9	1.6	.3	1.40

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

## 4.2 Library as a Learning Resource

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

**Response:**

As a learning resource, the college library is equipped with proper storing and seating capacity. Library is situated at the first floor of the institution and surrounded by noise free atmosphere. It is a partially automated library. The library was automated in 2005 with the purchase of SOUL 1.0 software. The library was upgraded to SOUL 2.0 in 2012. Now we have upgraded our library with Koha 21.05 software. It is an open source integrated library management software. It includes modules for acquisitions, circulation, cataloguing, serials management, authorities, flexible reporting, label printing, multi-format notices and offline circulation for when Internet access is not available. It is a user friendly library software. Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2 and SIP/NCIP. It also provides powerful searching tools including full text searching and enhanced catalogue display.



The library has a workstation to access Online Public Access Catalogue which allows library database searching by entering preferred terms and is mainly used for information retrieval. Books in the library are being barcoded by using Koha 21.05 Software.

Library has 24540 textbooks, 535 Encyclopedias, 151 dictionaries and 22 journals and magazines. Library also has separate sections for book bank, competitive exams and thesis and dissertation. The college library is also a subscribed member of N-List programme to provide access to e-journals and e-books. Except these library is also providing various services to the users like Internet facility, current awareness service and reprographic service.

Library is well equipped with computers for the use of students providing highspeed internet connection. The computer systems in the library are connected through LAN. Library is also under CCTV surveillance. Library club holds the various activities throughout the year by organizing book exhibitions, orientation and other programs.

All the major decisions about the library is taken by the library committee which consists of the librarian, senior faculty members under the guidance of principal.

Library Advisory Committee:

1.	Mrs. Neelu Jhanji	President
2.	Dr. RadhaArora	Member
3.	Dr. Meharban Singh	Member
4.	Dr. Ravjeet Kaur	Member
5.	Ms. SatinderbirKaur (Librarian)	Member

Library works from 9:00 am to 3:40 pm on all the working days. The library also has its own web link to provide information about library and its facilities. (<http://www.mgncollege.org/Library.html>)

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

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

##### Response:

Today electronic resources have become the indispensable part of the academic library resources. The

College library is the subscribed member of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) programme for providing in-house and remote access to national and international e-books and e-journals to the college students and teachers under **ID 370**. It is an initiative of Ministry of Human Resource Development under the National Mission on Education through Information and Communication Technology to extend access to e-resources to colleges in India. The teachers and students in the college have access to e-resources through the N-LIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. It is providing access to teachers and students with 6,000+ electronic journals and 1,99,000+ electronic books available through national subscription with authorized username and password. The users can use these resources in the library and also through the remote access by using their unique username and password. The college faculty use these resources for teaching, learning and research activities. The students use these resources for writing project work, preparing notes & for making assignments. They also use these resources for self learning, keeping themselves up-to-date and also for the recreation.

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

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

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

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

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

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

**Response:** 0.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
.6	.7	.4	.4	.5

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

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

**Response:** 22.51

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

**Response:** 587

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

**Response:** 833

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

**Response:** 875

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

**Response:** 877

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

**Response:** 925

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

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

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

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

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

### 4.3 ICT Infrastructure

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

**Response:**

ICT Facility	Date	Nature of Update
KOHA	02-May-2022	College library has upgraded from Soul 21.05 VERSION 21.05 Software. It is an Open Source Library Management Software.
Projector-01	28-March-2022	One Projector purchased for classroom to learning process more interactive.
Website Domain registration	17-01-2022	Web hosting and domain renewal of college.mgncollege.org
N-List	09-June-2021	The users can have access to e-resources (e-journals, e-publiishers and thousands of e-books) through INFLIBNET, the membership of which is renewed on basis for college library
Web Cameras & 3 Speakers	18-March-2021	Use of Multimedia for online classes and webinars

		conferencing	
Headphone & Mic, 3	20-November-2020	Use of Multimedia for online classes	
Broadband Up-dation	11-November-2020	Broadband connection	
Printer -01	6-Nov- 2020	For printing purposes in ICT Resource room replaced by new printer which gives double sided	
Upgradation of 3 computers	06-September-2020	Upgradation was done to facilitate online Covid-19 pandemic	
G-Suite	1-Sep-2020	G Suite for Education is a cloud-based product students and faculty can use to connect anywhere, on any device. Our Google classroom is registered under domain mgncollege.org i.e. website for teaching, learning and communication with this all the faculty members and students email id's. Google Classrooms are created for and pedagogy classes.	
Mobile Jammer	15-Jan-2020	Jammer is used in Examination for blocking connection on mobile devices.	
Printer-01	7-Aug-2019	For printing purposes in College office replaced by new printer which is double sided to avoid wastage.	
Motivational CD	29-March-2019	The motivational pictures are shown to students for achievement motivation, inculcation of good behavioural training.	
Up-dation of CCTV cameras	07-December-2018	CCTV cameras were updated for surveillance	
Projectors-01	14 Feb-2018	One Projector was purchased for Education Lab to make teaching learning process more interactive	

File Description	Document
Document related to date of implementation, and up-dation, receipt for updating the Wi-Fi	<a href="#">View Document</a>

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

**Response:** 4.61

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

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 100

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

Response: 100

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus and Infrastructure

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

Response: 72.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.9	7.8	18	8	13

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

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

##### **Response:**

There is optimum utilization of available resources without disruption to any activity. There is an effective monitoring system through various cells and committees. Various committees prioritize the activities, estimate the cost and initiate the process to utilize budget allocated. The annual maintenance and repair of the infrastructure is taken care by approved staff members. The technical personnel are engaged on remunerative basis for the maintenance of computer and communication system etc. The college makes effective arrangement for repair and replacement of furniture and other equipment available in the campus. It is a common practice to receive suggestions and demands from students, teachers and faculty members regarding infrastructure maintenance. The respective heads of cells and committees and concerned members discuss these issues with the principal. The classrooms have adequate infrastructural facilities for carrying out academic activities. The college laboratories are fully functional with all necessary materials, apparatuses and equipment. Stock registers are maintained for every laboratory. In science laboratory, safety measures are taken by keeping hazardous chemicals under lockers. Computer laboratory has adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Free access to internet is provided to faculty and the students. The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done by following the library rules. The college campus is maintained by the maintenance committee of the college which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, electric work and plumbing. In case of disruption in power supply, the diesel generator having a capacity of 62.5 KVA functions as the substitute source. All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and reused. The responsibility to augment and maintain sports facilities (both indoor and outdoor) for the students is taken by the sports in charge. The maintenance of the sports courts, playgrounds and gymnasium is done on regular basis. The college has two full time gardeners who work under the supervision of gardening in charge for the maintenance of college lawns. The regular maintenance and cleaning of classrooms, laboratories, seminar rooms, library etc. is done by supporting staff under the supervision of cleanliness in charge.

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

**Response:** B. Any 4 or 5 of the above

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

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

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

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

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

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

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

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

<b>File Description</b>	<b>Document</b>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

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

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

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

## **5.2 Student Progression**

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

**Response: 29.24**

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	27	22	31	20

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

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

**Response: 17.65**

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

Response: 12

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

Response: 00

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

Response: 00

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

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

**Response: 9.15**

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	09	11	03	05

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

### 5.3 Student Participation and Activities

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

**Response:**

M.G.N. College of Education has an operational student council in the form of student representation in all the committees and clubs. The purpose of the student council is to give students an opportunity to develop leadership qualities by organizing and carrying out college activities. They motivate the students to share ideas, interests and concerns with the teacher incharges. All the students are given equal opportunities to become part of the student council through proper selection process for office bearers, for various clubs and committees of the institution. The college has following committees and clubs with student representatives:

- Class Representatives
- NSS Unit
- De-addiction Committee
- Discipline Committee
- Women Welfare Committee
- Science Club
- Legal Aid Clinic
- Cultural Club
- Health Club
- Literary Club
- Red Ribbon Club
- Red Cross Club
- Mathematics Club
- Cyber Club
- Library Club
- Art Club

- Career and Counseling Cell

All the above clubs/committees have student representation by giving designations of President, Vice President, Secretary, and different members. Student council acts as the interactive body facilitating primary level of communication. The council aims to act as a communication link between the students and the college administration through teacher in charges for the smooth functioning of the institution. Even though there is a fair chance to every student to communicate at any time with the administrative officials. Student council also assists in planning and development of various culture, sports, social, recreational and other educational interests of the students in the institution. The student council provides scope to contribute in the development of students' leadership skills, program planning and volunteering.

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

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

**Response:** 14.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	13	10	10

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

## 5.4 Alumni Engagement

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

**Response:**

Alumni Association of MGN College of Education was established in 2003 with its office bearers and executive members. In this association, there is a long list of people with eminence working as Principal, Associate Professors, Assistant Professors, Managers, Headmasters, Lectures, Army Officers, Police officials, Bank officers etc. Alumni Association conducts meetings of Executive members to discuss the future development and projects to be accomplished by the association. The office bearers of this association are President S. Surjit Singh Walia, Vice President Prof. Kala Singh, Secretary Ms. Neelu Jhanji, Cashier S. Amritpal Singh.

**Aims and Objectives of Alumni Association**

1. To provide a common platform for the old students to hold meetings/get-togethers from time to time.
2. To discuss common in-service professional growth and other related issues.
3. To plan and execute some welfare scheme for teachers in general and students of Alma Mater in particular.
4. To provide feedback with the help of the field experiences of the members of the Alumni for the In-service Teacher Educators.

**Activities**

1. Holds meetings periodically, half yearly or yearly as convenient to the Alumni members or the College staff /authorities .
2. Helps poor/meritorious/deserving student trainees of the college financially.
3. Helps in establishing and strengthening the permanent assets in the College in the form of library books, Laboratory Equipments etc.
4. Organizes functions to honor the distinguished Alumni and allow them to share experiences among themselves.
5. Informs about its members and their achievements in the field of education or elsewhere.
6. Maintains a regular record of its Alumni and update it from time to time.
7. Provides cash prize for the meritorious students.

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>

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

**Response:** B. Any 4 or 5 of the above

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

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

**Response:** 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	03	03	02

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

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

**Response:**

The college has a very effective support system in the form of Alumni Association by motivating students as well as recognizing, nurturing and furthering special talent in them. It is involved in the system through various ways. It holds the meetings during the year and discusses the various issues related to the students. Other than this, it also helps the poor, meritorious and deserving students of the college financially. Further, it organizes the functions where the different alumni members share their experiences and achievements in the field of education or elsewhere. The Alumni Association is very active in institution functioning and for students welfare by promoting, mentoring and guiding the students of the college. They have always been keenly involved in all major college functions such as Sports Meet, Alumni Meet, Extension Lectures etc. to motivate the current students. Other than this, with the support of alumni, permanent assets in the college in form of library books, Lab equipments etc. are strengthened.

The association is sensitized to contact its past students for their placements in prestigious institutions and maintains a close contact with its members through phone calls and WhatsApp groups. Care is taken to groom the students according to the needs of the schools. Other than this, the students get a lot of practical exposure by visiting the schools during Pre-internship programme and Internship program carried out in different schools of the city where they get a chance to meet different alumni of the college who give their best to guide the students for the profession. The association works energetically through out the year towards generating placement opportunities for the students.

Further, Alumni members are invited to be the resource persons in seminars, webinars and workshops to support the institution in motivating and nurturing special talent in students. On 17th November, 2021 Alumni Association of the college celebrated 'Punjabi Maah' by organizing Poetical Recitation event. This event was presided over by S. Surjit Singh Walia, President of Alumni Association of the college. Through this event, students got a chance to meet S. Surjit Singh Walia Ji who shared his valuable experiences and inspired them to work hard to identify and develop special talent and good teaching skills amongst them. Then, on 12th March, 2022, the Alumni Reunion 2022 'Relive, Reconnect, Rejoice' was organised in which many alumni from different past sessions participated enthusiastically. They interacted with the current students and had a discussion with other alumni. They also shared their experiences with the current students and guided them to be focused on various ways to become effective teachers.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### *Vision*

To develop institutional ethos with a focus on vitalizing teaching- learning process, ICT, human Values, Research & Innovation and Functional Relationship with all the stake holders for the holistic development of individual and society.

##### *Mission*

Montgomery Guru Nanak College of Education prepares professional, creative and humane teachers.

The institution's vision and mission reflects the distinctive characteristics of the institution. To make the vision a reality, the college focuses on helping students build their competencies and hone their professional abilities. It enhances the teaching-learning process, ICT skills, human values, research & innovation, and functional relationships with all the stakeholders in order to promote the overall growth of the individual and society. The Management, Principal and the faculty together play an important role in implementing the vision and mission of the college and to that end play a proactive part in decision-making process. Various clubs and committees are constituted for the day-to-day functioning of the college and for overall management of the various operations of the college such as, admission, academic coordination, conduct of examinations, encouraging cultural activities, implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility. The teacher In-charge of various committees and cells along with the non-teaching staff and students work together and are crucial in putting institutional plans and policies into practice. Every committee is comprised of President, Vice President, secretary and student members. They perform their delegated duties and participate in every decision made by their cell or committee. Some of these committees are-Red Ribbon Club, Art Club, Health Club, De-Addiction Committee, NSS Unit, Legal Aid Clinic, Literary Club, Cultural Club, Career and Counselling Cell, Maths Club, Science Club,etc. Along with it, every section has a Class Representative selected through proper procedure keeping in view the interests and view points of the students. In the preparation of the Perspective Plan, the college's IQAC has taken steps to solicit input from all stakeholders viz. the Management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents. Stakeholders' expectations, management policies, goals and objectives and the vision and the mission statement of our college and quality policy of the college are also considered as a base for formulation of the perspective plan.

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

### 6.1.2 Institution practices decentralization and participative management

#### Response:

College follows the practice of decentralisation in its true sense with main goals to reorient organisational culture, flatten the official hierarchy, increased opportunities for teachers and students to make significant contributions, enrich the decision-making process, foster greater democratic professionalism, and cultivate expert event management. The practice of decentralization and participatory management is reflected in all the activities of the College through a strong and efficient organogram of the college. A particular reflection of this practice may be seen in the extensive delegation of authority from the Managing Committee to the Principal, then to teachers in-charges and further to the office bearers of the various cells and committees of the college. Then on the recommendations of members of the committee decisions are taken accordingly. Also, their suggestions are invited for improvement. Faculty members play diverse roles at various levels in the entire value chain of academic and co-curricular activities. Faculty members are actively engaged in a wide range of academic and co-curricular aspects. They are responsible for: planning and delivery of courses, achieving course objectives by mapping learning outcomes of their courses and aligning them with the program level goals. They are actively involved and participate in academic administration, institutional development and student development initiatives. IQAC Cell is at liberty to introduce creative and innovative measures for the benefit of the students. IQAC does the planning and evaluation for quality assurance in the college and organizes meetings periodically, throughout the year. Cultural committee organizes all the functions in the college. Examination committee prepares date sheet and conducts house test and unit test in a semester and prepares internal assessment of students. Along with it, every section has a Class Representative selected through proper selection procedure to put forward the interests and views of students.

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

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

#### Response:

Our college is Government aided institution affiliated to GNDU and follows guidelines provided by

NCTE. Institution conducts annual internal financial audit every year and external financial audit according to DPI instructions. The auditors verify the financial transactions with supporting documents. Based on the audited financial statements, auditors issues audit report. Transparency is also clearly visible in the academic functioning of the college. Before the commencement of the session, college Academic calendar is prepared as per university guidelines covering all academic and co-curricular of the coming year and is also uploaded on the website. Time table and work load is also prepared and circulated among the faculty timely. Use of technology is encouraged to enhance teaching learning process. Unit tests and house tests are scheduled to assess the progress of the students. The examination incharge prepares the date sheet and manages the preparation of question papers along with instructional keys. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the PAR portal i.e. Performance Appraisal Report through the link <https://ncte.gov.in/par/> and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi through the link <http://aishe.nic.in/aishe/userlogin>. Admission process is fair and based upon merit and entrance test taken by the respective university. All the administrative, academic and the financial matters are discussed by the Academic and Administrative body to ensure accountability of the system. Major decisions are taken up by the Principal in consultation with the members of Advisory committee. Office Superintendent-cum-Accountant along with data entry operator looks after the office administration work under the guidance of the Principal. All the records of students' admission, examinations, purchase, accounts, etc. are maintained through CatPro software.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

As it is clearly reflected in our Academic Calendar, Morning Assembly is one of the most important feature of the college's co-curricular activities. The House wise Thematic Morning Assemblies are planned yearly. The activities in the assembly focus on holistic development of the students. In the morning assembly, students exhibit their ideas through speeches, reciting poems, performing in skits and choreography, showing videos and PowerPoint presentations.

The College organised a series of Morning Assemblies in the session 2021-2022 on the following themes:

#### B.Ed. Sem. II: FOSTERING VALUES FOR NATION BUILDING

- Theme for Rousseau House was "Role of Teachers to Inculcate National Values" held on 04-09-2021 in which students through documentary, speeches, video and song explained the topic.
- Role of youth in Reshaping the Future was the topic of Socrates House which was held on 10-09-2021 in which the different students presented the speech on "Youth & its's Importance in Nation Building" ,"Present Situation of Youth"," Youth's Rights & Responsibilities for Future

Reshaping”a poem on “Yuva Hain Hum” and a video.

- Plato House has organized the Morning assembly on the topic “Challenges and Issues in Fostering Values in Present Scenario” which was held on 13-09-2021 in which the students highlighted the conflicts and issues in fostering the values in present scenario through a video, presentation, speech.

#### B.Ed. Sem. I: CONSERVATION OF NATURAL ENVIRONMENT

- Gandhi House presented powerpoint presentation, speeches, poem and video on the topic “Energy Conservation”on 15-02-2022
- Tagore House organized the Morning Assembly on “Waste Management” on 24-02-2022 in which speeches, poems, powerpoint presentations and videos were given on the topics Energy Conservation, Government Policies on Energy Conservation and Urja Di Sambhal.
- Aurobindo House organized the assembly on the topic “Water Management” held on 25-02-2022 in which students has given reflections on the topic Policies of Water Management, Jal hi Jeevan, Water Degradation & Conservation ,Climate Change & Need for Water Management.

#### B.Ed. Sem. III: ROLE OF A TEACHER IN 21ST CENTURY

- Rousseau House presented on the topic “Professional Values for a Teacher” held on 05-04-2022 through poem, short video and Powerpoint Presentations on ‘Losing the Regard for Teachers’, ‘Yeh Shikshak Kehlate Hai’, ‘Haume Da Andhkar’
- Socrates House organized Morning Assembly on the Sub-theme “Teacher as a Social Engineer” held on 08-04-2022 in which students presented Speeches, videos on the sub topics viz-a-viz ‘Why we call Teacher as a Social Engineer’, ‘Teacher & 21st Century Learner’, ‘Teaching Profession creates all other Professions’, ‘Role & Responsibilities of a Teacher as a Social Engineer’.
- ”Teacher as a Mentor and Learning Facilitator” was the sub-theme of Morning Assembly of Plato House which was held on 12-04-2022. The students have shared their thoughts via speech, video, presentation, poem on the topics ‘Teacher as a Mentor’, ‘Teacher as a Learning Facilitator’ in the assembly.

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

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

##### **Response:**

Our college is Government aided institution affiliated to GNDU and follows guidelines provided by NCTE. The College also follows the academic calendar of GNDU. The Organogram of the institution facilitates its smooth functioning. The Governing Body of the institution plays an important role and holds regular meetings with the Principal for the smooth functioning of the institution. It meets frequently to

discuss issues relating to finance, infrastructure, faculty recruitment and the matters related to the overall development of College. The Principal is assisted by the Faculty, Administrative staff and the Non-Teaching Staff. The Academic body of the college oversees the smooth functioning for which meetings are held on a regular basis to discuss issues and concerns. The meetings with the teachers are held at frequent intervals for the effective planning and implementation of programmes like teaching, learning, curricular and co-curricular activities. Various committees are constituted for the planning, preparation and execution of academic, and co-curricular purposes. Every committee is comprised of one President, a Vice President, secretary and student members. Regular meetings of office bearers and members of the committee are conducted with their teacher incharges in regular intervals. The Anti Ragging Committee, Sexual harassment committee, Grievance and Redressal Cell and the Equal opportunity cell ensure that no violation of rules takes place within the College and work towards addressing and settling grievances if any. The College also has Internal Quality Assurance Cell (IQAC) which works towards realization of the goals of quality enhancement and sustenance. The IQAC plays an important role for monitoring the internal quality of the institution. Also, Class representatives meetings are held regularly to address the student related issues and organizing extracurricular activities.

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

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

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

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

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

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

**Response:**

IQAC of the college in collaboration with N.S.S Unit, Cultural Club, Women Welfare Committee of the college celebrated Azadi ka Amrit Mahotsav during the session 2021-2022. Numerous events were planned to celebrate this event in the college.

(1.) A webinar on the topic "*Nation Building through Value Based Education: Role of a Teacher*": To celebrate 75 years of Independence, M.G.N. College of Education, Jalandhar organized a webinar on the topic "*Nation Building through Value Based Education: Role of a Teacher*" on 05.08.21. The resource person for the webinar was Dr.Dinesh Arora, Associate Professor, P.G. Department of Political Science, D.A.V College, Jalandhar.

2.) Poetical Recitation and Singing of Patriotic Song Competition were organized for the students of the college by Cultural Club of the College to celebrate Republic Day on 28.01.2022.

(3.) '*National Level Online Competitions*': Internal Quality Assurance Cell and Women Welfare Committee celebrated 75 years of India's Independence by organizing 'National Level Online Competitions' which include Poster Making, Essay Writing and Poetical Recitation on 7th August, 2022. Many students participated enthusiastically in all the categories of competitions. They depicted their emotions of love and respect towards India by reciting beautiful poems in videos, writing essays and preparing mesmerizing posters. Students from different states participated. All the participants were provided with E-Certificate of participation and winners were rewarded with merit e-certificates.

(4.) *E-Quiz*: 75 Years of Independence Day was celebrated by organizing E-Quiz from 09.08.2021 to 15.08.2021 in which 393 participants from various Institutions participated.

(5.) *Inter House Essay Writing Competition*: Sadbhavna Divas was celebrated on 20.08.2021 by organizing Inter House 'Essay Writing Competition' on the theme "National Integration, Peace and Communal Harmony" in which 13 NSS volunteers from different houses participated. In this competition Sristi soni stood first, Priya Khanna stood second and Sunali stood third.

(6.) *Van Mahotsav Celebration*: Van Mahotsav was celebrated on 20.08.2021 in which NSS volunteers of the college planted more than 60 plants in their surrounding areas.

(7.) *Upload of Videos of Singing National Anthem*: More than 78 NSS volunteers and faculty members uploaded videos of singing National Anthem on the link shared by Ministry of Youth Affairs and Sports, Govt. of India and got E-Certificates.

(8.) *Independence Day Celebration* : Independence Day was celebrated on 14.08.2021 by holding special assembly in which all the NSS volunteers were acquainted with the history of Independence followed by National Anthem.

(9.) *FIT India Run 2.0* : NSS volunteers celebrated FIT India Run 2.0 under the theme 'Fitness Ki Dose, Adha Ghanta Roz' on 04.09.2021 in which many activities like running, yoga and other exercises were done by the NSS volunteers.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Welfare policies are in existence and effectively implemented for both teaching and non-teaching staff in the college. For enhancing effectiveness and efficiency of the staff, latest technological equipments are available in the institution and staff is free to use these technological equipments for the improvement in their teaching and their professional development. To keep the faculty updated with the latest trends and innovations in the field of education, they are relieved for refresher courses/ Short-Term Courses /Workshops, Orientation Programmes, Induction Programmes etc. They also attend Seminars, Extension lectures in the college as well as other institutions. Wi-Fi facility is provided in the college as internet has become as indispensable of the institution. ICT Resource centre is available for the faculty to have an opportunity to upgrade their skills and to use the digital content to visualize the concept better.

For the faculty to become familiar with the understanding, usage, working, and operation of various technology & aids, the institution has a well-equipped Educational Technology lab with an overhead projector, smartboard, interactive panel, VCR, models, charts, maps, transparencies, slides, and chalk boards, etc. of standard quality. The Educational Psychology lab, equipped with different apparatus and standardized tests helps the faculty to carry out their research work. Library facilitates with ample reading books, making notes, and updation of knowledge. As sound mind develops in sound body, for this Health awareness programmes are organised for the faculty such as Yoga Workshops, Cycle Rally, Checking of BMI Index, Vaccination camp, etc. Gymnasium facility is also provided for their physical well being. Tours are organised as an outdoor excursion for the faculty as well as students as a recreational activity. Daily newspapers and magazines of their interest are kept in the staff room to remain updated with the present scenario.

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

#### 6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences /

**workshops and towards membership fees of professional bodies during the last five years**

**Response: 0**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

**Response: 35**

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	5	8	9

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

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

**Response: 25**

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	7	1	1



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

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

#### Response:

Institution has Performance Appraisal System for teaching and nonteaching staff which strictly follows the UGC regulations. The performance of each employee is assessed through Self Assessment Proforma annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress of the employee. The performance of teaching staff is assessed on the following bases: their academic qualification , research experience and training , publications (published papers in journals , book publications , chapter published in books) paper presentation (in seminars , conferences, symposia workshops) workshops attended, teaching and evaluation experience, total teaching experience, courses taught, Evaluation experience includes (paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre superintendent). Then head of the institution reflects upon the performances of teachers every year. Besides this, Teacher wise Feedback Proformas are also filled by the students in which students give reflections as per their subjects. The Institution accords appropriate weightage to these contributions in their overall assessment. Performance Appraisal Proforma is also available for non-teaching staff to assess their performance and work. Superintendent of the college fills the confidential reports of the non-teaching staff and get it approved by the principal.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Financial management aspect is very efficient in our institution as college accounts are audited regularly. Institution conducts annual internal financial audit every year and external financial audit is also done

according to DPI instructions. The auditors verify the financial transactions (balance sheet, statement of income & expenditure) with supporting documents with the approval of concerned authority for each financial transaction. Such financial transactions are signed and approved by the auditor. Based on the audited financial statements, auditors issues audit report. If any objection occurs, then Annotated proforma is prepared, which further is sent to auditors and therefore approved by the auditors.

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

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

**Response:** 0.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0.5	0.4	0.7	0.2

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

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

**Response:**

M.G.N. College of Education is an aided Institution and gets its 95% deficit grant from Punjab govt.

through DPI colleges Punjab. Every year annual budget is prepared well in advance as per the needs and requirements of the college. As per budget, the Principal proceeds with the planned activities. The college generates financial resources through its stake holders, grant-in-aid from Punjab government, dues from students and management, NGO's and alumnus of the college. Students' tuition fee is the primary source of funds. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college for the maintenance of the infrastructure. As per the priority and recommendations of the committees the funds are utilised and sanctioned by the authority. The Institution follows proper procedure to utilize the funds through purchase committee and various incharges. The College office invites quotations from the various sources, prepares comparative statements and with the approval of the Principal and sanctioned by the purchase committee, purchase order is placed. All funds mobilised are properly maintained and verified by the auditors.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

Since its inception, IQAC plans every curricular and co-curricular activity in light of vision and mission of the college which is reflected in the academic calendar of the college. the process of quality enhancement and sustenance begun through different strategies and is consistently working on to promote the quality culture in its all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. IQAC prepares perspective plan of development for the college and execute it in a strategic way every year in the form of academic calendar. IQAC suggests a number of quality improvements in the college. Besides COVID-19, during this session, the IQAC was successful in organising several curricular, co-curricular and extension activities. Regular meetings under IQAC are conducted to chalk down the activities and their agendas to be organised during the year

It has been trying to institutionalize a number of quality assurance strategies such as Digitilization of academic and Administration facilities, Vaccination camp, Interhouse competitions, morning assemblies, various club activities to commemorate Azadi ka Amrit Mahotsav, Student enrichment programme including youth festival and talent hunt, planning of Examination and syllabus completion, Schedule of sessional work, college magazine, Annual sports meet, Orientation regarding online examination, Extension lectures. Quality practice teaching, Remedial and Enrichment material, Feedback by students, etc.

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

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

#### Response:

The college's IQAC has created a number of mechanisms to evaluate the efficiency of the teaching and learning process, as well as the structures and methodology of the institution's operations, and has worked arduously to implement reforms. IQAC conducts regular meetings to discuss the progress of the college. The IQAC organizes seminars to educate teachers in a variety of teaching methods that they can use in their daily teaching practises. IQAC also facilitate teaching-learning improvements by gathering feedback from stakeholders such as students, parents, staff and alumni. This helps in getting a fair and accurate assessment of the institution's performance, particularly in the classroom. It also, help teachers to improve their methods of instruction and interactions with students, a detailed analysis of the feedback is conducted and relayed to them. Unit tests and house exams are used as appropriate assessment techniques to ensure that the teaching-learning process is efficient. In order to support underachievers in getting excellent grades and facilitate meritorious students in obtaining places at the university level, provision of remedial classes and enrichment material is a regular feature in the college. In addition to the fulfillment of the curriculum, IQAC recommends unique pedagogical approaches by enhancing teaching learning process through Power Point Presentations, organising seminars and workshops, taking educational trips. IQAC organizes activities on the themes relevant to the educational needs and futuristic growth of the students which in turn help students to crack competitive exams such as, CTET, PSTET and get meritorious results. The most commonly used ways are projects, internship, field visits and ICT based teaching including LMS like Google Classroom. The Pedagogy Teacher educators demonstrate composite and micro skills to the pupil teachers to equip them with effective teaching skills during Prepractice programme and to enhance the competency of Pupil teachers. During Internship, supervisors are allotted to the students to guide them for better execution of the lesson with different types of teaching aids and methods.

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

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

#### Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

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

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

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

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

**Response:**

Improvements achieved for First Cycle in academic and administrative domains of its functioning through quality assurance initiatives are:

(1.) The College Multi Purpose hall was constructed as an additional improvement in the infrastructure. It

has a spacious Hall with ample seating capacity, stage lighting and sound system. It is a venue for organisation of various college functions, Seminars, Extension Lectures, events of various clubs and committees. Five computers were added to improve the access to quality education through ICT.

(2.) The College organised Third Annual Conference of 'Council for Teacher Education' Punjab and Chandigarh on the topic 'Towards 'Excellence in Teaching Practice' in the session 2003-2004. The conference was presided over by Dr. B.M. Mathur, General Secretary, CTE India. 18 Educational Practitioners presented their papers on various sub-themes on the conference whereas, seventy participants from different corners of Punjab attended the conference. Oit is worth mentioning that in this conference, Dr. Harjit Kaur, Dr. Amit Kauts and Dr. Anita Verma presented papers on various sub-themes of the conference. Sincere and committed efforts of the Faculty, Principal and CTE officials especially Dr. D.R. Vij made the conference a grand success.

Incremental Improvements after First Cycle are mentioned below:

(1.) Under the UGC XI Plan, the college received grant (2007-2012) under following heads: General Development Grant (UG): Rs. 639902/- General Development Grant (PG): Rs.450000 Merged Scheme: Rs. 610000 Additional Grant Scheme for Purchase of Equipments: Rs.1147000 Development of Sports infrastructure and equipments: Rs. 725000

(2.) Under the UGC XII Plan, the college received grant (2013-2018) under following heads: UG Scheme for Books and Journals and Equipments: Rs. 300000 under PG Scheme Development Assistance: Rs. 125000

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

The college has a functional Energy Management Cell which took initiatives for the proper management and the conservation of energy. The energy conservation cell aimed to create awareness among the staff and students about the importance of preservation of natural environmental resources. Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies and achieve by its more efficacious use by involving the actual users i.e., the staff and the students in this practice.

Energy Policy of the institution includes:-

- To minimize Energy consumption by use of energy efficient equipment's and maximum use of day light, natural ventilation and Energy substitution.
- To maximise use of renewable Energy.
- To create awareness about Energy conservation.
- To improve energy efficiency to reduce energy consumption and cost.
- To eliminate wastage of energy by the use of good housekeeping practices.
- To minimize Environmental degradation.

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

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

**Response:**

Montgomery Guru Nanak of College of Education, Jalandhar, is committed to and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment, and outreach services. The college came into existence in 1955, with an objective to promote higher education and research in the field of education. The college realizes the need for a sustainable and holistic waste management policy in the campus to reduce its environmental footprint and provide a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The college is committed to reduce the waste by adopting various practices in the campus. The college has a clear waste management policy for disposing off waste. We try to create a consciousness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and

manage the waste they produce.

- There are separate-coloured bins for dry (blue) and wet (green) waste.
- Use of steel/brass tiffin, bottle and cloth bags is encouraged.
- The dry materials like file covers are reused.
- The wet waste such as kitchen waste is disposed off into the dustbins earmarked for the purpose.
- Separate pit is formed in the college lawn.
- Residues of kitchen tea are used as manure in lawns.
- For e-waste management, instead of taking CD'S, the students upload the pdf of the assignments in Google classroom.
- For water management, the staff and students are advised to minimize water wastage, turning off taps when not in use and report any leaking taps.
- The students are made aware about the concept of rainwater harvesting and its importance during NSS activities.
- The lawns of the campus help to replenish the ground water table.
- Every effort is taken by the staff and students to reduce wastage in canteen and washrooms.
- Segregation of waste is done on daily basis. The waste thus collected from the campus is collected by the garbage collectors.

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

### 7.1.3 Institution waste management practices include

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

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



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

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

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

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

Montgomery Guru Nanak College of Education, Jalandhar is always committed in maintaining a clean and green environment which sets a good example to students, teachers and supporting staff. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness. Following initiatives are taken up by the institution for creating pollution free environment:

Organisation of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse and recycle' policy to develop environmental sensitivity and awareness among students to keep their surroundings clean.

- 'Cleanliness Drives' such as picking up litter in and around the college, cleaning labs and

classrooms, performing plays on cleanliness during assemblies.

- Organization of Drawing and poster competitions, slogan writing competitions and Cleanliness activities as part of community service under NSS scheme.
- Organization of Workshops and interactive sessions on reuse and recycling of waste materials in and outside the campus.
- Pledge by students and staff members for maintaining cleanliness in and outside campus. Display of Posters and instruction boards in the campus displaying habits of cleanliness. Display board related to different clubs and committees with display of different quotes and thoughts are displayed in the college campus.
- Discussions in tutorials to share ideas on cultivating habits of cleanliness in daily life. Interactive sessions with experts on the importance of clean water, decent toilets and good hygiene.
- Organisation of Fancy dress competition on the theme 'reduce, reuse, recycle', segregation of waste etc. Conduct of act on saving the environment in morning assemblies.

Our College also makes efforts to spread awareness among the students regarding pollution free environment with following activities:

- Entire campus has three well maintained lush green lawns having variety of trees and plants.
- NSS Unit of the college carries out the activity of 'Tree plantation' to increase green cover. Also there are instructions to and practice of turning off the lights when not in use.
- Recycle and reuse of waste papers.
- Minimum use of plastic bags in the campus.
- Use of fans instead of Air Conditioners most of the time.
- Participation in cycle marathon for awareness regarding pollution free environment.
- The students learn to reuse plastic grocery bags for other purposes like to grow plant seedlings, to store old file covers and cardboards for reuse to make the best out of waste.
- Presentation of "Plant-Saplings" to invited guests. Joining of 'carpool' by the staff members and students to save fuel and reduce its cost.
- Use of own ceramic cups at college by teachers in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.
- Plantation drives during teaching practice.
- 'Print little' promotion with a paperless office and the continuation of E-governance practice by the management.
- Maintaining carbon neutrality through 'Plantation Move' by NSS students inside and outside college campus.
- Celebration of 'World Environment Day' with the theme 'maintains hygiene and reduce environmental waste.

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

#### 7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of

bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

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

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

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

**Response:** 5.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.5	1.1	0.4	0.6	0.4

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

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

**Response:**

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by providing first hand exposure to the student teacher's. Following are the initiations taken by the institution:

- The course outline covers Environment and Sustainability, Social issues, which strengthen the

students' connection with the environment.

- The institution organizes activities related to social responsibilities and exposing students to first-hand experience, like; Vaccination Camp, Best out of Waste, Value inculcating activities and preparation of Value based lessons during Internship. It provides opportunities to work in collaboration with neighbouring practice schools and community members by organizing events to encourage and promote social connectivity between students and communities like; Organization of Plastic free campaign, Promoting biodiversity through energy conservation, maintaining greenbelt in campus, and conserving water through water awareness campaigns etc.
- Organization of Cycle Rally, Awareness campaign on Road Safety and Traffic Rules, Swachh Bharat Campaign to make students aware about the environmental issues, social burning issues etc.
- The institution encourages students to clean their local surroundings, for this, the college organizes cleanliness drive. Student teachers conduct tree plantation in the college premises as well as during their internship programme which helps to understand the responsibility towards the environment, to gather basic knowledge and disseminate awareness in the community for the wellbeing of the society.
- Trips are organized to make students acquainted with places, environment and local conditions around them. Visit to historical places provides opportunities to understand their own culture, history and other cultures and develop respect for their heritage.
- Institution organizes and encourages participation in various programmes like talent hunt and youth festivals to come up with artists in different fields.
- The Institution 'strengthens ties with the Community and help the Marginalized' by raising relief funds many a times with the help of staff and students. Institution arranged workshops on personality development for the students to bridge the gap between urban and rural background students and bring the marginalized to the mainstream.
- The Institution organizes visits to orphanages and deaf and dumb school for community service and developing values among the students.
- To develop a system that facilitates home-school-community communication, our institution organizes Alumni Meets, awareness campaigns and thematic assemblies.
- Institution has linkage with practicing schools. Teachers of different subjects from the schools are invited as external examiners to observe final discussion lessons. School Students are also called upon for the final skill in teaching examination.
- Teachers and students visit orphanage, schools for disabled and work there voluntarily.
- NSS volunteers of the college participate in NSS camp and performed different activities like presentation on awareness on water conservation, lectures on hygiene, anti polythene campaign, cleanliness drive, etc. Video Conference by Yuwaah Pride of Punjab: MoE- MGNCRE- Punjab Online Workshop on VENTEL.
- The NSS unit of the college also conducts awareness on Non Communicable Diseases among students.

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

#### 7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other

staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

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

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

## 7.2 Best Practices

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

**Response:**

### **Best Practice-1**

**Title of the Practice:** -Celebration of 75 years of Independence

**Context:** - 'Azadi Ka Amrit Mahotsav' is an initiative of the Government of India to celebrate and commemorate 75 years of Independence.To contribute as a socially responsible citizens, the college resolves to participate proactively in celebration of 75 years of Independenceby organizing plethora of events related to the freedom struggle, ideas, achievements and actions so that the students can absorb the magnitude of sacrifices the nation has seen for its independence.

**Objectives of the Practice:** -

- Increase awareness and interest in the nation's journey and prospective growth.
- Encourage students to participate and celebrate the landmark achievements.

- Acquire set of values as the socially responsible citizens.

## Best Practice-2

**Title of the Practice:-**Series of activities on awareness regarding 'Conservation of Natural Environment'

**Context: -** Nature is the solution to almost all problems. All we need to do is prevent the human race from obliterating further obliterate nature. In this context, the college has taken an initiative to frame the series of activities on the theme, Conservation of Natural Environment as an awareness among our students and to make them the conscious citizens of India.

**Objectives of the Practice: -**

- To educate prospective teachers regarding environmental conservation in contemporary times.
- To sensitize prospective teachers to acquire knowledge, skill, attitude about Conservation of Natural Environment.
- To identify the right ways and means for educating and preparing the students for sustainable environmental education as teachers.

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

## 7.3 Institutional Distinctiveness

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

**Response:**

Institutional Distinctiveness Transparent evaluation system of the institution depicts the efficiency and efficacy of an institution. To measure the students progress, to bring reform in education system and to enhance the accountability for the outcome, M.G.N College of Education has adopted an effective mechanism of evaluation. For qualitative assessment, the college has an active evaluation system to review the content addressed. For reviewing, institutional feedback is collected from students, parents and stakeholders which is further analysed and proper follow up is taken up for effective functioning of the institution. One of the proven effective practices of our institution is the execution of unit and house examinations in every organised way. In the beginning of the session the examination in charge of the college with guidance of the Principal decides the tentative schedule for the house examination and internal assessment. The college frames the schedule for the unit tests and house tests of every semester beforehand. The preparation of instructional keys is the unique feature adopted by the college. The subject teachers prepare instructional keys with question paper for each subject for uniform assessment. Question papers are prepared in two languages i.e., English and Hindi/Punjabi. The college maintains the record of

attendance and award lists of unit tests and house examination. During the staff meetings, proper discussion on results of unit tests and house tests are done. Requisite remedial and enrichment material is provided to the students for improving their performance in final examination.

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

## 5. CONCLUSION

---

### Additional Information :

Montgomery Guru Nanak College of Education, Adarsh Nagar, Jalandhar is a government aided college, affiliated to Guru Nanak Dev University, Amritsar. The institution has highly qualified faculty with Ph.D.s, UGC and NET qualified. Some Faculty members are pursuing their Ph.D.'s after joining the institution. To enhance the curriculum, the academic and co- curricular activities are leveraged by well equipped infrastructural resources of the institution. Value education is an integral part of teaching learning process in the institution. Different activities are organized in the institution with a focus to prepare professional, creative and humane teachers. The institution puts all its efforts to prepare pupil teachers for the successful implementation of NEP 2020 by educating them in a range of intellectual, practical, interpersonal, and social abilities that the meets future requirements.

### Concluding Remarks :

Montgomery Guru Nanak College of Education, Adarsh Nagar, Jalandhar is a government aided college, affiliated to Guru Nanak Dev University, Amritsar and recognized by UGC under sections 2(f) and 12(B), with the glorious history of more than 65 years since its inception. With the vision to develop institutional ethos with the focus on vitalizing teaching learning process, human values, ICT, Research and innovation and functional relationship with all the stakeholders, the institution believes in excellence and continuous growth with the objective to provide professional education, self discipline, and respect for democratic values among students. There are well equipped classrooms, Multipurpose Hall, Seminar Room, different Resource Centres and various Laboratories. The institution has a well equipped library with subscription of N- list under NME -ICT as a college component under e-Shodh Sindhu through which faculty and students access E-resources. The institution has a reputation for excellence in both academic and extracurricular pursuits, where students consistently bring laurels year after year. The college reviews the curriculum through a well knitted strategic plan by preparing Academic Calendar and Information Brochure. It also ensures flexibility in curriculum transactions by providing optional/ elective courses including pedagogy subjects. The practice of decentralization and participatory management is reflected in all the activities of the college through a strong and efficient organogram of the college. The entire admission process is transparent and systematic and a variety of learning experiences are provided to the students using different methodologies in the class like problem solving techniques, case study, assignments, seminars, group discussion, project work, field visits, etc. The institution encourages faculty and students to perform various research activities and organizes various outreach activities for community development. Also, the institution has linkages with other reputed institutions for internship and placement of the students. The college has a well structured feedback mechanism too. Different welfare schemes are available for Teaching and Non-teaching staff. The institution is continuously, consciously and firmly working for the environmental issues judiciously as well.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents</p>
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p>

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	18	21	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	18	21	21

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Dat updated as per supporting documents

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

**Structured feedback is obtained from**

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

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: C. Any 3 of the above

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Data updated as per supporting documents.

2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p><b>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</b> Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>40</td><td>26</td><td>26</td><td>28</td><td>36</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>40</td><td>26</td><td>26</td><td>28</td><td>30</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	26	26	28	36	2021-22	2020-21	2019-20	2018-19	2017-18	40	26	26	28	30
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	26	26	28	36																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	26	26	28	30																	
2.2.2	<p><b>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</b></p> <p><b>1. Mentoring / Academic Counselling</b></p> <p><b>2. Peer Feedback / Tutoring</b></p> <p><b>3. Remedial Learning Engagement</b></p> <p><b>4. Learning Enhancement / Enrichment inputs</b></p> <p><b>5. Collaborative tasks</b></p> <p><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></p> <p><b>7. Multilingual interactions and inputs</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>																				
2.2.3	<p><b>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</b></p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: As an institutionalized activity in accordance with learner needs</p>																				
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b> Answer before DVV Verification : 18 Answer after DVV Verification: 16</p>																				

2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>18</td><td>18</td><td>22</td><td>24</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>17</td><td>17</td><td>20</td><td>22</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	18	18	18	22	24	2021-22	2020-21	2019-20	2018-19	2017-18	16	17	17	20	22
2021-22	2020-21	2019-20	2018-19	2017-18																	
18	18	18	22	24																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	17	17	20	22																	
2.3.3	<p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p> <p><b>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b></p> <p>Answer before DVV Verification : 166</p> <p>Answer after DVV Verification: 166</p>																				
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <p>1. <b>Understanding theory courses</b></p> <p>2. <b>Practice teaching</b></p> <p>3. <b>Internship</b></p> <p>4. <b>Out of class room activities</b></p> <p>5. <b>Biomechanical and Kinesiological activities</b></p> <p>6. <b>Field sports</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : Data updated as per supporting documents,.</p>																				
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <p>1. <b>Special lectures by experts</b></p> <p>2. <b>‘Book reading’ &amp; discussion on it</b></p> <p>3. <b>Discussion on recent policies &amp; regulations</b></p>																				

	<p><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></p> <p><b>5. Use of media for various aspects of education</b></p> <p><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents</p>
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li><b>1. Organizing Learning (lesson plan)</b></li> <li><b>2. Developing Teaching Competencies</b></li> <li><b>3. Assessment of Learning</b></li> <li><b>4. Technology Use and Integration</b></li> <li><b>5. Organizing Field Visits</b></li> <li><b>6. Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>7. Community Engagement</b></li> <li><b>8. Facilitating Inclusive Education</b></li> <li><b>9. Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.</p>
2.4.2	<p><b>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</b></p> <ol style="list-style-type: none"> <li><b>1. Formulating learning objectives</b></li> <li><b>2. Content mapping</b></li> <li><b>3. Lesson planning/ Individualized Education Plans (IEP)</b></li> <li><b>4. Identifying varied student abilities</b></li> <li><b>5. Dealing with student diversity in classrooms</b></li> <li><b>6. Visualising differential learning activities according to student needs</b></li> <li><b>7. Addressing inclusiveness</b></li> <li><b>8. Assessing student learning</b></li> </ol>

	<p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. Workshop sessions for effective communication</li> <li>2. Simulated sessions for practicing communication in different situations</li> <li>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</li> <li>4. Classroom teaching learning situations along with teacher and peer feedback</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
2.4.4	<p><b>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</b></p> <ol style="list-style-type: none"> <li>1. Teacher made written tests essentially based on subject content</li> <li>2. Observation modes for individual and group activities</li> <li>3. Performance tests</li> <li>4. Oral assessment</li> <li>5. Rating Scales</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Data updated as per supporting documents</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. Preparation of lesson plans</li> <li>2. Developing assessment tools for both online and offline learning</li> <li>3. Effective use of social media/learning apps/adaptive devices for learning</li> <li>4. Identifying and selecting/ developing online learning resources</li> <li>5. Evolving learning sequences (learning activities) for online as well as face to face situations</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above</p>

	Remark : Data updated as per supporting documents
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. Planning and scheduling academic, cultural and sports events in school</li> <li>2. Planning and execution of community related events</li> <li>3. Building teams and helping them to participate</li> <li>4. Involvement in preparatory arrangements</li> <li>5. Executing/conducting the event</li> </ol> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. Library work</li> <li>2. Field exploration</li> <li>3. Hands-on activity</li> <li>4. Preparation of term paper</li> <li>5. Identifying and using the different sources for study</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporting documents.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> </ol>

	<p>2. <b>Peers (fellow interns)</b>  3. <b>Teachers / School* Teachers</b>  4. <b>Principal / School* Principal</b>  5. <b>B.Ed Students / School* Students</b></p> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above  Answer After DVV Verification: C. Any 2 or 3 of the above  Remark : Data updated as per supporting documents</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <p>1. <b>Effectiveness in class room teaching</b>  2. <b>Competency acquired in evaluation process in schools</b>  3. <b>Involvement in various activities of schools</b>  4. <b>Regularity, initiative and commitment</b>  5. <b>Extent of job readiness</b></p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 3 of the above  Remark : Data updated as per supporting documents</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b>  Answer before DVV Verification : 192  Answer after DVV Verification: 100</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <p>1. <b>Display of internal assessment marks before the term end examination</b>  2. <b>Timely feedback on individual/group performance</b>  3. <b>Provision of improvement opportunities</b>  4. <b>Access to tutorial/remedial support</b>  5. <b>Provision of answering bilingually</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : Data updated as per supporting documents</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <p><b>1. Seed money for doctoral studies / research projects</b></p>



**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	7	10	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	7	10	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
142	125	150	150	192

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
142	125	150	150	192

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
160	150	170	170	192

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
160	150	170	170	192

**3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	60	10	12	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

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

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

	Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: C. Any 3 or 4 of the above																				
4.1.2	<b>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</b>  4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b> Answer before DVV Verification : 5 Answer after DVV Verification: 5 4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b> Answer before DVV Verification : 13																				
4.1.3	<b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b>  4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1.38</td><td>.98</td><td>1.63</td><td>.32</td><td>1.40</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1.3</td><td>.9</td><td>1.6</td><td>.3</td><td>1.40</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	1.38	.98	1.63	.32	1.40	2021-22	2020-21	2019-20	2018-19	2017-18	1.3	.9	1.6	.3	1.40
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.38	.98	1.63	.32	1.40																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.3	.9	1.6	.3	1.40																	
4.2.3	<b>Institution has subscription for e-resources and has membership/ registration for the following</b>  1. <b>e-journals</b> 2. <b>e-Shodh Sindhu</b> 3. <b>Shodhganga</b> 4. <b>e-books</b> 5. <b>Databases</b>  Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above																				
4.2.4	<b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b>  4.2.3.1. <b>Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>.68</td><td>.73</td><td>.42</td><td>.48</td><td>.51</td></tr></table> Answer After DVV Verification :	2021-22	2020-21	2019-20	2018-19	2017-18	.68	.73	.42	.48	.51										
2021-22	2020-21	2019-20	2018-19	2017-18																	
.68	.73	.42	.48	.51																	

2021-22	2020-21	2019-20	2018-19	2017-18
.6	.7	.4	.4	.5

4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p>4.2.5.1. <b>Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 587            Answer after DVV Verification: 587</p> <p>4.2.5.2. <b>Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 833            Answer after DVV Verification: 833</p> <p>4.2.5.3. <b>Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year</b>            Answer before DVV Verification : 875            Answer after DVV Verification: 875</p> <p>4.2.5.4. <b>Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.</b>            Answer before DVV Verification : 877            Answer after DVV Verification: 877</p> <p>4.2.5.5. <b>Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.</b>            Answer before DVV Verification : 925            Answer after DVV Verification: 925</p>
4.2.6	<p><b>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</b></p> <ol style="list-style-type: none"> <li>1. <b>Relevant educational documents are obtained on a regular basis</b></li> <li>2. <b>Documents are made available from other libraries on loan</b></li> <li>3. <b>Documents are obtained as and when teachers recommend</b></li> <li>4. <b>Documents are obtained as gifts to College</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: C. Any 2 of the above</p>
4.3.3	<p><b>Internet bandwidth available in the institution</b></p> <p>4.3.3.1. <b>Available bandwidth of internet connection in the institution, in MBPS</b>            Answer before DVV Verification : 100            Answer after DVV Verification: 100</p>
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Studio / Live studio</b></li> </ol>

	<div>2. <b>Content distribution system</b></div> <div>3. <b>Lecture Capturing System (LCS)</b></div> <div>4. <b>Teleprompter</b></div> <div>5. <b>Editing and graphic unit</b></div> <div>Answer before DVV Verification : D. Any 1 of the above</div> <div>Answer After DVV Verification: E. None of the above</div>																				
4.4.1	<div><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></div> <div>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9.96</td><td>7.85</td><td>18.7</td><td>8.05</td><td>13.7</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9.9</td><td>7.8</td><td>18</td><td>8</td><td>13</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	9.96	7.85	18.7	8.05	13.7	2021-22	2020-21	2019-20	2018-19	2017-18	9.9	7.8	18	8	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.96	7.85	18.7	8.05	13.7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.9	7.8	18	8	13																	
5.1.1	<div><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></div> <div>1. <b>Career and Personal Counseling</b></div> <div>2. <b>Skill enhancement in academic, technical and organizational aspects</b></div> <div>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></div> <div>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></div> <div>5. <b>E-content development</b></div> <div>6. <b>Online assessment of learning</b></div> <div>Answer before DVV Verification : B. Any 4 or 5 of the above</div> <div>Answer After DVV Verification: B. Any 4 or 5 of the above</div>																				
5.1.2	<div><b>Available student support facilities in the institution are:</b></div> <div>1. <b>Vehicle Parking</b></div> <div>2. <b>Common rooms separately for boys and girls</b></div> <div>3. <b>Recreational facility</b></div> <div>4. <b>First aid and medical aid</b></div> <div>5. <b>Transport</b></div> <div>6. <b>Book bank</b></div> <div>7. <b>Safe drinking water</b></div> <div>8. <b>Hostel</b></div> <div>9. <b>Canteen</b></div>																				

	<p><b>10. Toilets for girls</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</li> <li>2. Details of members of grievance redressal committees are available on the institutional website</li> <li>3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</li> <li>4. Provision for students to submit grievances online/offline</li> <li>5. Grievance redressal committee meets on a regular basis</li> <li>6. Students' grievances are addressed within 7 days of receiving the complaint</li> </ol> <p>Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>
5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <ol style="list-style-type: none"> <li>1. Monetary help from external sources such as banks</li> <li>2. Outside accommodation on reasonable rent on shared or individual basis</li> <li>3. Dean student welfare is appointed and takes care of student welfare</li> <li>4. Placement Officer is appointed and takes care of the Placement Cell</li> <li>5. Concession in tuition fees/hostel fees</li> <li>6. Group insurance (Health/Accident)</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above</p>
5.2.2	<p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <p>5.2.2.1. Number of outgoing students progressing from Bachelor to PG. Answer before DVV Verification : 12 Answer after DVV Verification: 12</p> <p>5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 00</p> <p>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. Answer before DVV Verification : 00</p>
5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five</p>

years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	13	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	13	10	10

5.4.2

**Alumni has an active role in the regular institutional functioning such as**

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Data updated as per supporting documents.

5.4.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	03	03	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	03	03	02

6.2.3

**Implementation of e-governance are in the following areas of operation**

- 1. Planning and Development**

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : Data updated as per supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	5	8	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	5	8	9

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0.5	0.4	0.73	0.29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0.5	0.4	0.7	0.2

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

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

Answer before DVV Verification:



2021-22	2020-21	2019-20	2018-19	2017-18
22	24	19	16	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li><b>1. Segregation of waste</b></li> <li><b>2. E-waste management</b></li> <li><b>3. Vermi-compost</b></li> <li><b>4. Bio gas plants</b></li> <li><b>5. Sewage Treatment Plant</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p>

**1. Encouraging use of bicycles / E-vehicles**

**2. Create pedestrian friendly roads in the campus**

**3. Develop plastic-free campus**

**4. Move towards paperless office**

**5. Green landscaping with trees and plants**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.52755	1.10201	0.48152	0.6904	0.48211

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.5	1.1	0.4	0.6	0.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Data updated as per supporting documents

**2.Extended Profile Deviations**

ID	Extended Questions
1.1	<b>Number of students on roll year-wise during the last five years..</b>

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
166	152	178	201	220

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
166	152	178	201	220

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	75	75

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	50	75	75

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	18	22	26

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	20	22

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	18	22	26

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	17	20	22

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.22	11.98	22.88	12.08	17.37

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.2	11.9	22.8	12.0	17.3

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

Answer before DVV Verification : 36

Answer after DVV Verification : 36