



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

RAMGARHIA COLLEGE OF EDUCATION,
PHAGWARA

- Name of the Head of the institution **Dr. Surinder Jit Kaur**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **01824260448**
- Mobile No: **9855449039**
- Registered e-mail ID (Principal) **rce_phg@yahoo.com**
- Alternate Email ID **rce.phg@gmail.com**
- Address **Satnampura, Phagwara**
- City/Town **Phagwara**
- State/UT **Punjab**
- Pin Code **144402**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**
- Location **Semi-Urban**

- Financial Status **Grants-in aid**
- Name of the Affiliating University **Guru Nanak Dev University, Amritsar**
- Name of the IQAC Co-ordinator/Director **Dr. Mona Vij**
- Phone No. **9815551552**
- Alternate phone No.(IQAC) **01824260448**
- Mobile (IQAC) **9815070860**
- IQAC e-mail address **rce.phg@gmail.com**
- Alternate e-mail address (IQAC) **rce_phg@yahoo.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **<https://www.rcephg.org/index1.php>
<http://www.rcephg.org/index1.php?page=aqar>**

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **<https://www.rcephg.org/index1.php?page=iqac>**

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|-----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | B+ | nil | 2005 | 28/02/2005 | 27/02/2009 |
| Cycle 2 | A | 3.02 | 2014 | 10/07/2014 | 09/07/2019 |

6.Date of Establishment of IQAC**15/02/2005****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|-----------|----------------|-----------------------------|-----------|
| NA | NA | NA | Nil | NA |

8.Whether composition of IQAC as per latest **Yes**

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

a Supporting the Punjab Govt. Mission Fateh, the staff members and students designed posters and raised slogans sensitizing masses to follow Covid protocols

b one-day workshop on Collection, Downloading, and Development of e-Content for the faculty members

c Setting up of Ramgarhia Online Guidance & Counselling Cell in the College

d The Career Counseling and Placement Cell organized Campus Placement Drive in the college

e An online awareness campaign on environmental concerns and importance of trees

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

| Plan of Action | Achievements/Outcomes |
|---|--|
| Academic Calendar Preparation | Prepared and Implemented as per GNDU, Amritsar guidelines |
| Training for Online Teaching Platform like Zoom Meetings, MS teams, Google Meet | Training For Online Teaching Imparted to staff in August,2020 |
| Webinars and online Programs for students | Various Online Programs for Faculty and student Development were organized |
| Research related Activities | Research Workshops, FDPs, Research Publications were conducted by June 2021. |
| Placement Drive | Placement Drive was organized in March 2021. 40 students were placed in different schools. |

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

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| IQAC | 10/07/2021 |

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | RAMGARHIA COLLEGE OF EDUCATION, PHAGWARA |
| • Name of the Head of the institution | Dr. Surinder Jit Kaur |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01824260448 |
| • Mobile No: | 9855449039 |
| • Registered e-mail ID (Principal) | rce_phg@yahoo.com |
| • Alternate Email ID | rce.phg@gmail.com |
| • Address | Satnampura, Phagwara |
| • City/Town | Phagwara |
| • State/UT | Punjab |
| • Pin Code | 144402 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |
| • Financial Status | Grants-in aid |
| • Name of the Affiliating University | Guru Nanak Dev University, |

| | | | | | |
|---|---|----------------|-----------------------------|-------------------|-------------------|
| | Amritsar | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr. Mona Vij | | | | |
| • Phone No. | 9815551552 | | | | |
| • Alternate phone No.(IQAC) | 01824260448 | | | | |
| • Mobile (IQAC) | 9815070860 | | | | |
| • IQAC e-mail address | rce.phg@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | rce_phg@yahoo.com | | | | |
| 3.Website address | https://www.rcephg.org/index1.php | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | http://www.rcephg.org/index1.php?page=aqar | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.rcephg.org/index1.php?page=iqac | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
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| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| NA | NA | NA | Nil | NA | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of | | | View File | | |

| | | |
|---|---------------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 3 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
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| a Supporting the Punjab Govt. Mission Fateh, the staff members and students designed posters and raised slogans sensitizing masses to follow Covid protocols | | |
| b one-day workshop on Collection, Downloading, and Development of e-Content for the faculty members | | |
| c Setting up of Ramgarhia Online Guidance & Counselling Cell in the College | | |
| d The Career Counseling and Placement Cell organized Campus Placement Drive in the college | | |
| e An online awareness campaign on environmental concerns and importance of trees | | |
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| | | |

| | |
|---|--|
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Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| IQAC | 10/07/2021 |

14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|------|--------------------|
| 2021 | 29/01/2022 |

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language,

culture, using online course)

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

20.Distance education/online education:

Extended Profile

2.Student

| | |
|--|-----|
| 2.1 | 164 |
| Number of students on roll during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 2.2 | 200 |
| Number of seats sanctioned during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|----|
| 2.3 | 70 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|----|
| 2.4 | 93 |
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|----|
| 2.5 | 69 |
| Number of graduating students during the year | |

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 2.6 | 71 |
| Number of students enrolled during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 7218365 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | 51 |
| Total number of computers on campus for academic purposes | |
| 5.Teacher | |
| 5.1 | 17 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Data Template | View File |
| Data Template | No File Uploaded |
| 5.2 | 02 |
| Number of sanctioned posts for the year: | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Planning | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | |

The College is an affiliated college to Guru Nanak Dev University, Amritsar and so they have limited role in revising the curriculum. The curriculum is based on the affiliating university and autonomous norms focusing on:

Sensitivity towards contemporary issues,

Preparation of the teachers in relation to the needs and demands arising in the school context, for diversified learning situations,

Senior members of the faculty participate in the meetings of Board of Studies about the curriculum and take decisions based on recent developments in the field of Education and NCTE guidelines. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum. At the college level various value added courses like personality development, resume writing and communication skills are added for the benefit of students.

| File Description | Documents |
|--|---------------------------|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | View File |
| Plan developed for the academic year | View File |
| Plans for mid- course correction wherever needed for the academic year | View File |
| Any other relevant information | No File Uploaded |

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

| File Description | Documents |
|--|---|
| Data as per Data Template | No File Uploaded |
| URL to the page on website where the PLOs and CLOs are listed | https://www.rcephg.org/index1.php?page=courses |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | No File Uploaded |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | View File |

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

15

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | Nil |

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

01

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

01

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

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

164

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

164

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

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | No File Uploaded |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View File |
| Any other relevant information | View File |

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

0

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

Nil

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

1.3 - Curriculum Enrichment

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

Students are taught according to the prescribed syllabi. Notes and discussion and regular tests are conducted later. Students are encouraged to work discuss and make projects in their respective subjects. Revision and re revision practice and re practice is carried out whenever they have spare time. Freedom to teach topics with originality is always encouraged. Models to be made and how to teach with them is practised before the teacher training program begins. Teamwork for making models open discussion and suggestions for improvement are shared with the students. Student interaction on the first day and its repercussions are highlighted. Charts diagrams board usage side by side are demonstrated by the teachers and students are encouraged to speak facing the class stressing on originality and chalk movement with oral skills are tested.

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |
| Photographs indicating the participation of students, if any | View File |

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

Students are pre familiarised with the concept of diversity and its challenges in the classroom setting. They are instructed about the differences they will face come across on their first day of class entry. They are oriented on the challenges they will be facing outside theory and practice. To comply with the on-going system of teaching in the concerned institution their way of thinking differences between public and private state v/s centre discussion is thrown on the standards of the institute and the problems and challenges they will be facing while standing behind the dice. Visit to the public and private schools is arranged so that they get a picture of whats to come. Language challenge is another area where they are encouraged to speak all three languages and communicate effectively. Examples from nearby institutions are highlighted . The subject School Management familiarises students with the different boards and their functioning. Examples and pictures are shared to enlighten them on the standards and norms quality and the way of functioning of other esteemed institutions.

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

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

Students discuss their core topics with teachers . Visits by professionals and expert authors, poets connect their experiences with the students teaching curriculum encouraging them side by side to re-orient their subjects into a useful module to fit into the system and make the timetable more interesting in their professional fields. Yoga classes, meditation lectures on practical basis are also conducted from time to time. Visits to old age homes orphanages NSS camps for community service are conducted. Guests from other reputed institutionstheir interactions and lectures are recorded. Under the field engagement program students are sent to schools to see learn and get familiarised with the school setting and build confidence alongside. Discussions on good models way of teaching usage of visual aids to counteract their learning strategies are looked into.

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

1.4 - Feedback System

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

Four of the above

| File Description | Documents |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | View File |

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

Feedback collected, analyzed and action taken

| the following | |
|--|---------------------------|
| File Description | Documents |
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment of students during the year | |
| 164 | |
| 2.1.1.1 - Number of students enrolled during the year | |
| 71 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | View File |
| 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year | |
| 80 | |
| 2.1.2.1 - Number of students enrolled from the reserved categories during the year | |
| 33 | |

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | No File Uploaded |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | View File |

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

Nil

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

Nil

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | No File Uploaded |
| List of students enrolled from EWS and Divyangjan | No File Uploaded |
| Any other relevant information | View File |

2.2 - Honoring Student Diversity

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

The college admits students from various socio-economic backgroundsto B.Ed. and M.Ed. courses.Students get admission to B.Ed. through centralized online counseling as per the norms set by GNDU, Amritsar, based on the norms and reservation policy of

Punjab Government and in accordance with NCTE regulations. One of the three state universities of Punjab gives advertisement in at least two leading newspapers about the admission. Detailed information regarding total number of seats under various categories and subject combination sent by the institution is displayed on Host University's website. Institution provides full information to candidates about admission and requirements for B.Ed. and M.Ed. programmes, fee structure, financial aid and student support services through information brochure of the college which also includes scheme of examination, norms of practical work to be performed by students, house examination, attendance, leave rules, co-curricular activities, tutorials, community work and rules and regulations of the college. The students are counselled, guided and oriented at the time of admission to make them aware about the course, mode of internal assessment, external assessment, curricular and co-curricular activities, rules and regulations of the institution as well as facilities available in the college.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | View File |

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

Six/Five of the above

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

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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1.10

2.2.4.1 - Number of mentors in the Institution

17

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

2.3 - Teaching- Learning Process

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

Learning is made more student-centric through a combination of student-centric methods of teachingsuch as brain storming, group discussions, quiz competitions, presentations, project work, participative learning and problem solving. Regular participative activities viz., group discussions, projects, field visits, seminars, extension lectures are organized in the college and the students actively participate in these activities within and outside the college. Students are given individual projects and class assignments for focusing on self study and to encourage independent learning. Different student support systems are available in the college like Library, Computer Lab, ICT based classrooms (Smart Classrooms). Students are trained for basic teaching skills through simulated teaching, micro teaching and Internship program. Student-centric methods are an integral part of the pedagogy adopted by the faculty for which the college provides all possible support such as free wifi, smart classrooms and projectors etc.

Beyond the classroom, college gives high importance to all-round development of students through co-curricular and field based activities. These activities play an integral role to interact, collaborate, think out of the box, nurture their talents and leadership capabilities. Both intra and inter-college competitions are organized, where students exhibit talent in variety of events to foster spirit of togethernessand leadership.

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

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

17

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| Any other relevant information | View File |

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

164

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | View File |
| Documentary evidence in support of the claim | View File |
| Landing page of the Gateway to the LMS used | No File Uploaded |
| Any other relevant information | View File |

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

Four of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | Nil |
| Any other relevant information | View File |

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

Mentors-Mentee Interaction: The Principal and Student Cabinet publish the list of Mentors and mentees on the notice board every year. The respective Mentors have one to one interaction with their mentees and understand the progress in academic growth, sports, cultural activities, regularity, and active participation in co-curricular and extra-curricular activities. This system provides the initial understanding about the student basic issues this helps the mentor to identify the bright student and weak students. During the academic year 2020-21, each mentor has been assign around 12 to 18 students. Students were especially guided to maintain social distancing and keeping calm during the lockdown and quarantine period. This helped them to reduce stress during this difficult period. Mentor groups meet during the mentor periods weekly and as and when they have some personal or study problems. Small group interactions and personal care is provided in mentor groups to share their experiences and discuss their problems. The Mentors have identified the some of the grievances such as health issues, educational problems, personal problems, career guidance and family issues etc. Few students had financial problem, this was solved by refereeing them to sponsors and by providing financial help to them from student aid fund.

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

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

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

| |
|---|
| 2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students |
| <p>The faculty takes effective measures in implementing innovative techniques in Teaching -learning to enhance motivation and self-directed learning among the students which includes working in small-groups, brainstorming, role-play and projects.</p> <p>Role-plays on teacher-taught relationship are conducted during the regular pedagogy classes. Students are emphasized on the importance of teacher-taught relationship and its effect on the learning environment. Workshop on Communication Skills is conducted as a part of the orientation program. Poster presentation and wall magazine competitions bring forward the creativity of the students and novel ideas presented by the students. Students present the various ideas and posters related</p> |

to educational and social problems. In addition to this Chart-based learning is practiced by students for interpretation of graphs, diagrams for the students. Model-construction during the internships and discussion lessons is an important activity performed by student teachers. Peer-Assisted learning - In this method a group of students are selected and trained by a faculty. These students then act as with their peer group during teaching practice. Self-study groups are aided by facilitators where discussions are held and a selected topic is brought to execution. Conscious efforts are taken to nurture critical thinking and creativity among the students.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice

Eight /Nine of the above

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

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

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

All of the above

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

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

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

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

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

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

All of the above

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

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

All of the above

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

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

The school Internship program of at least 15weeks duration is arranged in various schools every year. Selection/identification of schools for internship is done as per the preference filled by students on online portal of SCERT. The student teachers Internship comprises about 50-54 lessons, which include

- Micro teaching comprising ten lessons in each teaching subject.
- Discussion lessons comprising two lessons in each teaching subject.
- School-based teaching (40 lessons) followed by Final lessons (two lessons) in each teaching subject.

A candidate completes 2 composite discussion lessons and 50 lessons in each subjects (40+10) i.e.; 40 Composite lessons and 10 Micro lessons in each subject and 15 observations, (10+05) i.e.; 10 composite and 5 observations.

The 40 composite lessons are further divided as 20 composites lesson on Herbartian approach, value-based, model-based lessons, ICT integration and constructivist approach. The Final lessons are delivered in the presence of External Examiner appointed by the University.

In addition to the above condition, there is a school enrichment program that consists of various activities such as maintenance of records and registers, organization of co-curricular activity, preparation of achievement/diagnostic tests, correction of home-work and action research program.

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

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

2.4.9.1 - Number of final year students during the academic year

90

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

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

Seven/Eight of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | View File |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | No File Uploaded |
| Any other relevant information | View File |

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

College adopts effective monitoring mechanisms during Practice teaching conducted in various schools. At least two lessons per day are delivered during their practice teaching sessions. Teacher educators (preferably subject experts) from the college check and approve the lessons plans beforehand. The student teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty.

Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished. Detailed feed back is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection and peer group are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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

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

Four of the above

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

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

| File Description | Documents |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | View File |
| Any other relevant information | View File |

2.5 - Teacher Profile and Quality

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

17

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

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

6

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

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

233

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

233

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

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

Community and academic peers are invited for formal/informal talks to the PTs, and teaching staff of the college. Informal

discussions between faculty and PTs provide the feedback about the relevance of the course content, coverage, institutional climate etc. Research is an integral part of B.Ed. program. College

faculty keeps a close look at the emerging trends and needs of teacher education. In group discussions, the debates amongst the faculty are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education.

Teachers attend various conferences, workshops, webinars, seminars, symposiums and other faculty development programs with a view to enlightening themselves on latest developments in the field of education. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. The teaching community keep themselves to pace on this path of change to implement new or modified methods of teaching-learning process to suit the requirements of the day.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | View File |

2.6 - Evaluation Process

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

College sticks to the overall academic schedule which is being given by the GNDU, Amritsar. The academic calendar of the college involves the dates of commencement and completion of the syllabus during regular teaching classes and time of internal examinations. The teachers execute teaching plans as indicated in the academic calendar and guidelines of the Guru Nanak Dev University, Amritsar. The schedule of external examinations is fixed by the University. Terminal exams are conducted every year before university exams. Moreover all teachers conduct class-tests on the regular basis.

The examination process included setting of question papers, evaluation of answer scripts and submission of marks. The allotment of the invigilation duties, seating arrangements and schedule of the dates is done by the examination committee. Any discrepancy in the evaluation is duly addressed. Evaluated scripts

of the term examination are shown to the students and discussion is held for improvement. Since pandemic internal exams are conducted in offline or online mode through Google forms or zoom platform. Sessional work in all subjects is evaluated properly and internal evaluation for practical subjects is done by a committee of three members which assess the performance of the students and evaluate the records.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

Four of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | View File |
| Details of provisions for improvement and bi-lingual answering | No File Uploaded |
| Documentary evidence for remedial support provided | View File |
| Any other relevant information | View File |

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

There is complete transparency in internal assessment. Norms directed by the GNDU, Amritsar have been adopted in the college. At the beginning of the semester, faculty members expose the students

to various components in the evaluation process during the semester. Unit tests are organized regularly. The college appoints a senior faculty as examination incharge for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college.

Grievances raised by students regarding external examinations are effectively communicated to the University. The responses from the University are communicated to the students immediately. Students are allowed to apply for re-evaluation by paying the required processing fee to the university if students are not satisfied with the university's assessment through college. The student can apply photocopy of the answer script and revaluation as per the university norms. Any grievances related to university question paper like out of Syllabus, improper split of marks, missing data, marks missed and wrong question number during semester exams are reported to the University. University decision or information after resolving the grievances is intimated to the Principal which is also conveyed to the students.

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

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

Since the Institution is affiliated to Guru Nanak Dev University, the University Calendar of Events is followed for Semester with effect to reopening date, closing date and examination schedules. institute has established a calendar of events that develops and displays its events at the beginning of each semester. institute prepares calendar of events for the college by considering calendars of events prepared by universities on student support and progression. Different committees meet as per the schedule and requirement to ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find lacunae if any, which enables every teacher educator to find suitable solutions. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members and

prior notice is given regarding the conduct of the mid-term and final examinations. The Academic Calendar of event contains Student Orientation Programme, Faculty Development Program, Regular Classes, Celebration of National and International Events, Conducting Internal Tests, Submission Of IA marks, Conferences, Seminars, Workshops, Guest Lectures, and Sports Day etc.

2.7 - Student Performance and Learning Outcomes

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

Attainment of program learning outcomes (PLO) and course Learning outcomes(CLO) are determined by both direct and indirect methods. Placement is designated as the primary means in assessing the utilization of the intended PLOs. With the examination system as the mechanism for the assessment of COs, the institution ensures the inculcation of the theoretical and practical essentials of every course among students. The annual percentage of pass rate, which indicates the Internal and External Examinations, is the quantitative yardstick in this direction. Under Graduate students motivated about employment opportunities competitive examination and career opportunities in their respective fields. Postgraduate students are motivated further to pursue research programmes.

The institution follows the syllabi laid down by the affiliating university for all its subjects. It ensures the completion of the mentioned syllabi through a teaching plan that is also provided to the students at the beginning of the academic session. The final outcome of the course is evaluated through the performance of the students that is analysed at the end of each semester examination. Moreover all round development of future teachers is emphasized, for which they are given ample opportunities to nurture their talents in areas other than academic by organising activities like sports, debates, folk song & poetical recitations, community reach programmes and other competitions. These activities help them to imbibe and uphold qualities of a good teacher.

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

2.7.2 - Pass percentage of Students during the year

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

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

The most appropriate assessments to improve guidance in student learning are quizzes, tests, assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions matching with the objectives to achieve. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

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

2.7.4 - Performance of outgoing students in internal assessment

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

122

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

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

Learning needs of the students are identified which helps the faculty to design tasks that help students to prepare themselves for the assessment and perform to the best of their ability.

The Institute followed evaluation pattern of marks for internal evaluation and marks for final examination. The guidance and counseling program is followed by a three- days Orientation-cum-Introduction program for providing a wholesome initiation into the college, including the tasks ahead i.e. orientation to syllabus of B.Ed., teaching subjects, physical activities, practice teaching, outreach / extension services, internship program, professional ethics, contemporary issues etc. They get some insight into infrastructural facilities/amenities available, and have personal interaction with the faculty.

Learning during the course reflects in their final assessment that is in the form of written tests, practices, discussion lessons, quizzes and presentations mostly average and good performance. Slow learners gain to the level of average performance in comparison to bright students but overall the result is good. Many of our students scored marvelously in the examinations conducted by University which include securing first position in the University. Moreover many of our students qualify NET/UGC test, CTET/PTET as conducted by center/state government agencies.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | View File |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

3

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | View File |
| Any other relevant information | No File Uploaded |

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

1

| File Description | Documents |
|--|---------------------------|
| Sanction letter from the funding agency | View File |
| Income Expenditure statements highlighting the research grants received certified by the auditor | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional

Three of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

All of the above

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

3.2 - Research Publications

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

2

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the journals in which articles are published | View File |
| Any other relevant information | No File Uploaded |

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

6

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

10

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

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

150

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | View File |
| Report of each outreach activity with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

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

98

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

98

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

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

The students and community members are made aware about the social issues through Rallies, Community Langar, Debates, Poster Making, Declamation and Webinars. Also as a part of the curriculum students are required to visit a 'special school' and interact with the Divyang students. Efforts in the form of extension lectures are made to sensitize the students about the problems of old, infirm and weak members of the society. The NSS camp helps in inculcating the values of Dignity of Labour; Health and Hygiene; Gender Equality; and Environmental Awareness. Various commemorative days are celebrated to increase the awareness of students towards societal issues. In the activities organized by various clubs, the students interact with Government Officers and NGO Workers. Students are also motivated for Blood donation and get themselves register for organ donation. Ramgarhia College of Education organized twenty-one days 'Beat COVID Campaign' from June 25, 2021 to July 14, 2021. The college was appreciated for rendering valuable services during pandemic in areas of hospital management, non-hospital management, support to COVID affected families, medical supplies, psychosocial support to COVID patients and their family members.

| File Description | Documents |
|--|---------------------------|
| Relevant documentary evidence for the claim | View File |
| Report of each outreach activity signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---------------------------|
| 3.4 - Collaboration and Linkages | |
| 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year | |
| 3 | |
| 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year | |
| 3 | |
| File Description | Documents |
| Data as per Data Template | View File |
| List of teachers/students benefited by linkage – exchange and research | View File |
| Report of each linkage along with videos/photographs | View File |
| Any other relevant information | No File Uploaded |
| 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year | |
| 7 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | View File |
| Any other relevant information | No File Uploaded |
| 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for | All of the above |

**innovative practice Rehabilitation Clinics
Linkages with general colleges**

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES
4.1 - Physical Facilities

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

Teaching and learning activities were well managed on Zoon Platform when online classes were the only option due to Pandemic. The college is providing adequate facilities to make teaching learning process more effective.

- Classrooms in the college are very well equipped and ICT enabled. These are large in size, clean and well ventilated. Seating arrangement is also very comfortable. All the classrooms have Wi-Fi access for teachers as well as for the student
- There are laboratories for various subjects such as Computer lab, Science lab, Language lab, Social Science lab, Mathematics lab and Art lab. These all labs are working and resourceful.
- Health and fitness of the students is also considered. For this many events like Yoga camp, Inter college matches, Blood donation camp, free medical checkup camps and Sports activities are organized. Experts are also invited time to time to aware the students about health and immunity.

| File Description | Documents |
|---|---------------------------|
| List of physical facilities available for teaching learning | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

13

| File Description | Documents |
|--|---|
| Data as per Data Template | No File Uploaded |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | https://www.rcephg.org/index1.php?page=gallery-2020-2021 |
| Any other relevant information | No File Uploaded |

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

30000

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | No File Uploaded |

4.2 - Library as a Learning Resource

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

The library of Ramgarhia College of Education is fully automatic library. We are using Koha Software. We use this software for Catalogue facility, serials management, flexible reporting , multi-format notices, customizable search and online circulation as well as offline circulation when internet access is not available. It is also used for data entry, book circulation like issue and return. We are also using this for Bar Code printing, so that we can get the details of book.

We are also working on OPAC-Online Public Access Catalogue by which the book can be searched by its Name, Author, Title and Accession number. It is an access tool and resource guide to the collection of a library or libraries which provides Bibliographic data in machine readable form and can be searched interactively on a computer terminal by users.

| File Description | Documents |
|--|---------------------------|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | Nil |
| Any other relevant information | No File Uploaded |

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

Nil

| File Description | Documents |
|--|------------------|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | View File |
| E-copy of the letter of subscription /member ship in the name of institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

59,318.90

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

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

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

94

| File Description | Documents |
|---|------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | No File Uploaded |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | Nil |
| Any other relevant information | No File Uploaded |

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

Two of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |

4.3 - ICT Infrastructure

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

Our Institution is ICT enabled Institution. we have NET PLUS internet connectivity throughout the Campus. it is accessible to Teachers s well as students. The Network Bandwidth is 50mbps-250mbps. To make Teaching Learning Process more effective, following facilities are provided to Teachers and Students:

- Computer Lab
- ET & Media Lab
- Laptops and Computers
- Projectors & documents Camera
- Smart & Visual Classrooms

| File Description | Documents |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

4.3.2 - Student – Computer ratio during the academic year

4:1

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

D. 50 MBPS - 250MBPS

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

One of the above

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | https://www.youtube.com/watch?v=rKycL-apzRg |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | Nil |
| Any other relevant information | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure

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

257041

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View File |
| Any other relevant information | No File Uploaded |

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

The facilities and infrastructure is planned as per the norms and requirements of NCTE and GNDU, Amritsar. The management has a separate department to maintain the infrastructure of all the institutions under its administration. • The building is white washed / painted every alternative year. • The institution regularly spends a portion of its budget for the proper upkeep and maintenance of its infrastructure. Termite treatment is carried out from time to time. • Library: Library has modern facilities including internet connectivity and a media room. Purchase of new books is done in the beginning of each academic year also as when

the need arises. Library timings are from 9 am to 4 pm on all working days. • Sports: Each academic year seeks fresh enrolment of students for indoor/outdoor tournaments. Practices for indoor/outdoor tournaments are held in the mornings/evenings respectively. Sports equipment purchase is done as per the requirements. • ICT related services: The technical personnel do the needful. Other facilities Periodical servicing of facilities like Water filters, A.C.s, Fire extinguishers, LCDs, etc. are done as per the academic calendar. Regular building maintenance is carried out at periodic intervals. Classrooms are wide and spacious, well-lit and ventilated.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://www.rcephg.org/index1.php |
| Any other relevant information | No File Uploaded |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

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

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

Seven/Eight of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | View File |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View File |
| Samples of grievance submitted offline | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

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

| |
|--|
| |
|--|

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| 23 | 90 |

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

07

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

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

03

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | View File |
| Any other relevant information | No File Uploaded |

5.3 - Student Participation and Activities

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

The fundamental role of Student council is the facilitator of sharing information between administrative officials and the students.

Role of Students' Council

- Students' Council promotes an environment conducive to educational and personal development.
- It supports management, administrative officials and faculty in the development of the institution by means of sharing the opinion/suggestion/feedback of the council.
- It represents the views of the students on matter of general concern.
- Students' Council also assists in Planning and development of various cultural, sports, social, recreational interests of the students in the Institution.
- Students' Council provides scope to contribute in the development of students' Leadership skills, Planning and Volunteering.
- Students' Council helps to conduct internship program effectively and smoothly in different schools of Punjab.

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | View File |
| Any other relevant information | No File Uploaded |

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

17

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

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

Arcadian Alumni Association of Ramgarhia College of Education, Phagwara creates bonding between the Alumni and the students in terms of mentoring, volunteering and advocacy, the mission of the Association is to foster strong bonds between alumni and the institute to keep alumni informed and create a network enabling them to remain engaged with their alma mater and help to shape their future through associations programmed and services several students are placed in institutions with the help of alumni cell and also visiting lectures by eminent alumnus are arranged. During the COVID 19, Alumni Association organized online lecture for the precautions to avoid the explosion of pandemic. it also discussed the valuable thoughts on B.Ed. as well as School Curriculum because Alumni Association members have experience on actual problems of schools and B.Ed. Curriculum.

| File Description | Documents |
|--|---------------------------|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum

Five/Six of the above

development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | No File Uploaded |
| Income Expenditure statement highlighting the alumni contribution | No File Uploaded |
| Report of alumni participation in institutional functioning for the academic year | View File |
| Any other relevant information. | No File Uploaded |

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

01

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View File |
| Any other relevant information | No File Uploaded |

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

Arcadian Alumni Association creates and maintains a life long connection between the institute and its Alumni. In collaboration with extremely dedicated volunteers, the Alumni Association works to connect alumni support students and build on unforgettable institute experience through a diversity of programming and services. Arcadian Alumni Association create bonding between the Alumni and students in terms of mentoring, volunteering and advocacy which is vital to sustaining and growing the standards of the institute. Alumni who are placed in various institutions. The

Alumni mentoring is done by requesting our talented Alumni to guide and nurture the present students' talent in various field.

Teacher Advisors:

1) Dr. Mona Vij

2) Mrs. Sapna chadha

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

1. Vision: Developing institutional distinctiveness by vitalizing the learning skills with focus on futuristic demands, utilizing new gadgets with research orientation and developing functional relationship with other educational institutions.

2. Mission: To create virtuous, meritorious personalities to serve the humanity by setting a commendable tradition of initiative and imagination.

The administration responsibilities have been well segregated among the faculty members and non-teaching staff. At the core of this decentralized process, is the statutory Staff Council in which the entire teaching faculty, are the members. The constitution of various committees and the delegation of authority and responsibilities to the members and Conveners of the various committees ensure a decentralized method of functioning. Apart from these committees, various other committees are also formed by the Principal of the College for carrying out any specific tasks. Also, the staff association is consulted for making important decisions pertaining to the college. The college also has more

than 13 centres, cells and societies that are actively involved in several programs. It is ensured that there is all round participation of students and leadership and organizational activities is encouraged in the societies by giving them formal responsibilities.

File Link: <https://www.rcephg.org/index1.php>

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The administration responsibilities have been well segregated among the faculty members and non-teaching staff. At the core of this decentralized process, is the statutory Staff Council in which the entire teaching faculty, are the members. The constitution of various committees and the delegation of authority and responsibilities to the members and Conveners of the various committees ensure a decentralized method of functioning. There are nearly 20 committees which undertake various college activities. Apart from these committees, various other committees are also formed by the Principal of the College for carrying out any specific tasks. Also, the staff association is consulted for making important decisions pertaining to the college. The college also has more than 13 centres, cells and societies that are actively involved in several programs. It is ensured that there is all round participation of students and leadership and organizational activities is encouraged in the societies by giving them formal responsibilities. Faculty members are responsible for supervising and managing the routine activities of these bodies. The college has a student union that is proactive in bringing the student issues to the concerned authorities and assists in bridging the gap between the administration and the students.

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

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

Finance Committee: The Finance Committee supports and supervises the raising of funds for the Institute's development and functioning; and also facilitates and monitors finances to ensure transparent and accountable governance.

The Management of the institution in consultation with the Principal provides leadership in all academic and institutional practices. The Principal co-ordinates on all academic matters through the Heads of various committees who are appointed on a rotational basis. In this way, all faculty members get to play a role in decision-making and participative management of their respective committees. The inclusion of teachers' representatives in the Governing Body of the College also on a rotational basis enables the faculty members to participate in different academic deliberations and often play a role in decision-making. University examinations are conducted in the institution through committees set up for the purpose and here too responsibility and leadership is delegated to the faculty members, e.g., officers-in-charge are appointed on a rotational basis and they are responsible for the smooth conduct of each set of examinations. Participative management and decentralization are also evident in the shuffling of committee members which ensures that faculty members play an active role in different committees during their tenure.

| File Description | Documents |
|--|------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

- To start new courses.
- To increase the number of computers.
- Increase in Number of toilets for the ladies, gents, and physically handicapped in college.
- To renovate a college canteen.
- usage of solar energy panel.
- To increase the facilities for ICT teaching.
- To encourage the quality for research work.
- To connect the campus with Wi-Fi.
- To mobilize funds.

Activity: Keeping in mind these goals the institution prioritised the need of starting new courses with relevance to current trends.

Initiating the process: In 2020 -21, the proposal for introducing the new skill building courses was discussed in the IQAC meeting and then put forward to Management for approval. The college thereafter duly forwarded the proposal to the Jagat Guru Nanak Dev Open University, Patiala for approval and pursued the process.

1. Certificate/Diploma Course in IT enable Services
2. Certificate/Diploma Course in Horticulture and Food preservation
3. Certificate/Diploma Course in Organic Farming
4. Certificate Course in Mushroom cultivation
5. Certificate Course in Entrepreneurship, Creativity and innovation in Business
6. Certificate/Diploma Course in office Automation and E-Governance
7. Certificate Course in Creative Writing and Content Development

These new courses are going to start in the session 2022 -23.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://www.rcephg.org/index1.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Governing Body as per the Constitution of the college has 21 members in all. It comprises of the President of the Ramgarhia Educational Council, The Secretary, The Principal, two Teacher Representatives and 1 Non-Teaching Staff Representative.

The Principal along with the IQAC Coordinator, Coordinators of Various committees, Departmental Heads, the Teachers' Council Secretary as well as the Librarian coordinates and mobilizes the entire work process of the college.

There is the Teachers' Council headed by Teachers' Council Secretary and the Principal and the Students' Council where a teacher Convener is the head of the council. In order to encourage and enhance the research culture among the students and the teachers Research Committee/ Cell, The Librarian advisory committees has been set up which facilitates in the research oriented activities and improvement of library. There are different committees which aim to deliver to the society in numerous ways like National Service Scheme (NSS), Red Ribbon Club.

Service Rules and procedures are guided by the Guru Nanak Dev University, Amritsar Calander (latest edition), UGC rules and the Constitution of the college and the rules of the state government as amended from time to time in this regard.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | https://www.rcephg.org/index1.php |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Placement Drive

The Career Counselling and Placement Cell of the college in collaboration with the Alpha Global Enterprises, Phagwara organized Campus Placement Drive in the college on March 17, 2021. The purpose of the placement drive was to provide job opportunities to the students. B.Ed. and M.Ed. students participated in this placement drive. Principals and teacher representatives from various schools and institutes of Jalandhar District and Phagwara including GDR Convent Sr. Sec School, Rawal Pindi; St. Soldier Public School Nurmahal; Pioneer international Public School; Arya Model School Phagwara; RD Public School, SD Model School Phagwara; Shree Hanumant International Public School; SD Putri Paathshala Girls School; Sarttaj Public School, Phagwara; ShahibzadaAjit Singh ji Public School Sarholi; Saffron Public School Phagwara; Cambridge International School Phagwara; Jyoti Model School; Dr. Ajay Sharma Concept Building Classes Nakodar; Sant SarwanDass Model School Phagwara; Vinayak Public School, Goraya; Shree Hanumant IMT College, interviewed the students as per the subject requirements of their schools. The students were assessed for their curricular and co- curricular achievements. Prior to the Placement Drive, students were given training for effective resume preparation and how to appear in an interview.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

1. Loan facilities with nominal and without interest.
2. PF, ESI for teaching and non teaching staff.
3. Permission for Flexible Hours for faculty.
4. Financial support for teaching faculties to attend conferences, workshops, etc.
5. Fees concession in Sister Schools and colleges for the employee's children.
6. Gratuity and leave encashment as retiral benefits.
7. Residential quarters
8. General Health camp and Counseling for Staff and Students.

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

00

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

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

04

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | No File Uploaded |
| List of participants of each programme | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

09

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | No File Uploaded |

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

There is an Internal Performance Appraisal system for all its staff members headed by the Principal of the Institution. The Principal monitors and evaluates the performance of its entire staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course are given feedback Proforma about all the teachers subject wise. There are Grievance Redressal and Suggestion box placed at strategic locations in the campus where the students can express their query or concern about teachers which is also considered by the Principal. Online feedback is also obtained from all students time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner.

| File Description | Documents |
|--|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | View File |

6.4 - Financial Management and Resource Mobilization

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

The Institution conducts internal and external financial audits regularly. The allocation of funds for various activities is

placed before the Purchase Committee and Finance Committee for getting approval and same is placed before the College Governing Body. The Financial Internal audited report is submitted to the Secretary of the Institution and chartered accountant of the institute. In case of any discrepancy found at any level, it is rectified immediately. All the records of the accounts are properly maintained and updated frequently by the college. The audit reports are also sent to DPI Colleges (Pb) and other Govt. Finance authorities timely. The audit reports are prepared which mention the objections raised by the auditors. There is no pending objection regarding college accounts.

| File Description | Documents |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

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

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

Effective use of available resources is ensured through proper system. The budget is prepared on yearly basis by the Accounts

Department. The institution has adequate budgetary provisions for academic and administrative activities. First of all demand in writing is submitted by respective HOD's. The Principal scrutinizes the demands and grants permission to invite quotations. The administrative staff of the college submits the Statement of Expenditures incurred on a monthly basis. For proper utilization of the funds, we have monitoring committees for purchase and maintenance. For effective monitoring and efficient use of grants provided by the UGC for construction, the Building Committee scrutinizes and sanctions the proposed projects. There is a complete transparency in the policies of allocation and utilization of funds.

| File Description | Documents |
|---|------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

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

The vision of the institution is to impart, promote and spread holistic education among students to make them self-reliant and responsible members of the community. With this vision before us, the IQAC has focused on Mental Well-Being programmes and workshops particularly for the students. The discussions help the students to identify their areas of concern and the interactive sessions give them the opportunity to vent their anxieties and woes. The positive inputs by the resource persons facilitate the students to tide over their agonies, bring out the best in them, be confident to face the challenges and be ready to gracefully accept both successes and failures, academic or otherwise. These Mental Health Programmes have indeed contributed to the holistic development of the students. Such programmes initiated by the IQAC, are now held at regular intervals and have become an essential part of the college calendar. Even during the period of pandemic and ensuing lockdown, such sessions were held on the virtual platform to take care of the students' mental health and to uplift their spirits.

Another such initiative of the IQAC was set up of Ramgarhia Online

Guidance & Counselling Cell in the College. This cell not only rendered its services to the students studying in the College but to other students of the region as well.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

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

- To continuously review the teaching-learning process, regular meetings are held. Reports of the outcomes in such meetings are communicated to the Principal for appraisal.
- Principal, Vice-Principal along with the Examination Committee monitors the performance for the various areas regarding the examination results.
- Examination Committee prepares the class routine at the beginning of every academic year in compliance with the credit point given by the University.
- Class representatives bring it to the notice of the respective class incharges if any difficulty is encountered by them in the Teaching-Learning aspect.
- The regular meetings of the IQAC internally as well as with the principal and different committees are conducted to ensure stocktaking and earmarking of the scopes of improvement in all possible spheres of campus life. Regular feedback obtained from different stakeholders help in proper identification of the target area.

| File Description | Documents |
|---|------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

07

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | No File Uploaded |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://www.rcephg.org/2021/AQAR%202018-19.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://www.rcephg.org/2021/IOAC%20Metings%202019-20.pdf |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | No File Uploaded |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

- Signed MOU with various schools and organizations for enriched experience of Pupil teachers.
- The Ramgarhia College of Education inculcates desirable attitude and values among students to sensitize them to the needs and challenges of the society
- Curriculum lab was made to keep the teachers and students abreast about changes in curriculum and teaching methodologies all over the globe, to provide students and teachers with up to date curriculum materials like Teaching Practice Lesson Plan Diaries, Micro Teaching Plan diary, Practical File, Assignment, Project Survey, Action Research, Books of School Curriculum etc. The curriculum lab will be open to use for all students, faculty, and staff during regular college hours.

For second and subsequent cycles:

- Internal Quality Circles are framed to care of quality enhancement in each criterion as specified by NAAC.
- Capacity Building Programmes for Faculty and non-teaching staff are held regularly to equip the man power with competencies required Faculty Development Programmes are also conducted
- INFLIBNET service is provided to Faculty, students and research scholars
- Introduction of Semester Pattern for Practicum Component of the B.Ed. and M.Ed. programme.

| File Description | Documents |
|---|------------------|
| Relevant documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The College is committed to protection and promotion of life on the planet. As a matter of practice, the college:

- spreads awareness on environmental issues and an environment friendly lifestyle among the academic community and neighborhood community.
- is improving operational efficiency and minimizing impact on the environment. Energy saving lights and appliances are used in the college. Additional measures are taken for reducing energy consumption.
- focuses on use of renewable energy systems like solar energy. For instance, solar geysers are installed in the college hostel.
- strives towards a green campus and works on continuous monitoring and reviewing of objectives to achieve continual improvement in environmental and climate performance.
- educates the students and staff members with seminars and sessions on environment sustainability
- engages in dialogue with the stakeholders, co-operate with universities and industry, and actively work with non-government organizations in the areas of environment, energy

efficiency and sustainable development.

- encourages carpooling among staff members to save energy and save money.
- practices No Vehicle Day once in a month
- gives awards and recognition to students and teachers who use bicycle.
- has incorporated environment education through curricular and extracurricular activities.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Institution's energy policy document | View File |
| Any other relevant information | View File |

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

The institution has a proper policy for waste management:

a) Solid waste management:

The institute has an effective mechanism for solid waste management. The vegetable waste and left-over waste from the hostel, campus and canteen is segregated into bio-degradable and non-biodegradable waste. The bio-degradable waste is put into a pit and left to ferment which is used later as fertilizer to plants in the campus. The non-biodegradable waste is placed into dustbins which are further collected by the municipal authorities. The old blue books that are used for internal tests are given away for recycling after keeping them for a specified duration in storeroom. This ensures effective paper recycling which further aids in fewer trees being cut down.

b) Liquid waste management:

An effective sewage system is there in the college.

c) E-waste management:

The e-waste generated in the Institute are collected together and handed over to an external e-waste recycling agency.

d) Waste Recycling System:

The bio-degradable solid waste is put into a pit and left to ferment. It is used later as organic fertilizer to plants in the campus. The excess wastewater is used for watering gardens and lawns

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | View File |

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

Three of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information | View File |

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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

Tree Plantation Drive

Teachers' Day was celebrated on September 04, 2020 to commemorate the birth anniversary of Dr. Sarvapalli Radhakrishnan. Due to COVID-19 and non-availability of students in college campus, the day was celebrated in a novel way. On this occasion the teachers of the college planted saplings in the college campus. An online awareness campaign on environmental concerns and importance of trees was also launched.

World Environment Day

World Environment Day was celebrated on June 5, 2021 in the college. Keeping in mind the Covid guidelines, the Ramanujan Mathematics Club of the college organised Tree Plantation Drive in which students planted saplings in their vicinity. Students were inspired and motivated to plant more trees in and around their surroundings contributing to a healthier and cleaner society.

Eco-bricking

The NSS volunteers of the College were engaged in making Eco-bricks on June 5, 2021. Ecobricking is a means of managing consumed plastic by sequestering it and securing the plastic from degrading into toxins and microplastics. Students made Eco-bricks by stuffing clean and dry non-recyclable waste into the plastic bottles. These Eco-bricks can be used as insulative building bricks and are a powerful tool to connect people with waste management.

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | View File |
| Any other relevant information | View File |
| 7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants | Four of the above |
| File Description | Documents |
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | No File Uploaded |
| Snap shots and documents related to exclusive software packages used for paperless office | No File Uploaded |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |
| 7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs) | |
| 20,000 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded |
| Any other relevant information | View File |
| 7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and | |

challenges in not more than 100 - 200 words

The college works in collaboration with local community in order to accomplish goals. MOU has been signed with various schools, hospitals and institutions. Knowledge and resources are shared for better output.

Every year, the college organizes NSS Camps, Community Langar, Blood donation camps, Tree plantation drives, free medical camps, and other awareness Programs in collaboration with the local community.

Anti-Drug Campaign

Anti-Drug Campaign was organized from 23-29 June 2021. Various activities and competitions, Yoga and meditation sessions were organized. Awareness regarding ill effects of drugs was spread. On last day of the campaign, the winners were honoured with awards of appreciation by social activists; S. Balwinder Singh Dhaliwal (MLA Phagwara). Sh. Ashwani Sharma, Sh. Sunil Prashar, Sh. Raman Sharma.

Beat Covid Campaign

As per the guidelines of Mahatma Gandhi National Council of Rural Education under the Ministry of Human Resource Development, Government of India (MGNCRE); Our College organized twenty-one days 'Beat Covid Campaign' from June 25, 2021 to July 14, 2021. The campaign was divided into four phases: Reaching to the Public, Sanitization, helping the local administration in vaccination camps, and Beat the Hunger. In order to help the needy in these testing times, the NSS volunteers organized free ration distribution.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on

A. All of the above

the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View File |
| Web-Link to the Code of Conduct displayed on the institution's website | View File |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | View File |
| Any other relevant information | View File |

7.2 - Best Practices

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

7.2.1

Q1M

Best Practice 1 Career Guidance and Training

Objectives of the Practice

The college has Guidance and Counselling Cell which works on the following objectives.

- Providing assistance to the students in exploring various career options
- Grooming the students in a progressive environment to become

competent professionals.

- Developing self-confidence and self-reliance
- Promoting a culture among students for lifelong learning

The Context

To keep the students' career-focused and make them aware of the schools and social needs, career guidance is the most essential. The need of the hour is also to induce a habit among the students for lifelong learning to progress in the career. The challenge is changing the mindset of students to become skilled at how to learn new things and adapt themselves to the latest knowledge and techniques.

The Practice

1. Students are trained in Communication & Presentation Skills which will have a great advantage in the job market.
2. Specific training in use of ICT in Education and e-learning is given to the students.
3. Soft Skills Training Program and Personality Development program by the Campus (in collaboration with Alpha Global Enterprises, Phagwara) is a regular feature of the Teacher Education program in the college. Through these programs, students learn Problem Solving Skills, Communication Skills, Personal Qualities, Work Ethics, and Interpersonal and Teamwork Skills.
4. Career Guidance is also provided on individual level to help the students in learning recent trends in Teaching-learning and enable them to explore various career options available.
5. Mock Tests and Mock Interviews are held on continuous basis to achieve higher rate of placement.
6. To create awareness about the opportunities / challenges in Teaching, experts are invited to deliver talks and to impart knowledge on the current trends and latest technologies.
7. To make student more enthusiastic and boost their self-confidence, alumni are also invited to address them and guide them through the career options.

8. Guidance on job related examination like UGC-NET, CTET and PSTET

is also given to the prospective teachers.

9. Students are encouraged to participate in project work, job fests, community service programs and social activities to enhance their knowledge through experience. Also, they undergo internship in the schools which gives them real-time exposure.

Constraints faced:

There is a serious lack of awareness amongst students and their parents about skills needed for employment in leading schools and colleges. Awareness of career counseling is low among the students; this leads to hesitation among the students to venture for career counseling in the first place.

Evidence of Success

The performance of the practice is reflected in the placement of the students. Moreover, students started understanding that they are to be ready as per the job needs. In addition to this, career guidance is helping the students to understand their inclination towards higher studies. The assistance in preparation of UGC-NET, CTET and PSTET is helping students to clear these exams.

Resources Required

Faculty members to deliver content beyond the curriculum and prepare students for competitive examinations.

Collaborative partners and tie-ups with schools

Best Practice 2 Content beyond Curriculum: Harmonious Personality Development

Objectives of the Practice

1. To create excellent opportunity for students to acquire necessary skill sets

2. To enable the students to learn self-learning, team building, leadership and management skills, innovation, and creativity
3. To inculcate democratic, moral, social, and spiritual values in the minds of the learners.
4. To develop the wholesome personality of the pupil teachers by working on multiple aspects of personality

The Context

Since the needs and demands are continuously evolving and technology is ever emerging, mere learning the curriculum is insufficient. There is often a mismatch between what is learnt in the institution and the actual school expectations from the teachers. To bridge this gap and make students job-ready, much emphasis is given for teaching content beyond the regular curriculum which includes value-added courses with collaborative partners.

THE PRACTICE

To fulfill the aim at the holistic development of the students, Personality Development and Communication Skills program is organized in collaboration with Alpha Global Enterprises, Phagwara every year. Through interactive sessions students are taught how to prepare an effective resume and to face interview boldly and successfully. To make the students technology savvy, the college organizes computer literacy program which are compulsory for all the staff and students., various international days are celebrated to give the idea of world citizenship.

To keep pupil teachers active and energetic, the college organizes Sports day every year. Moreover, Yoga classes are organized in collaboration with Bhartiya Yoga Sansthan, Phagwara. To inspire the pupil teachers to work for the welfare of the humanity, the College organizes Blood Donation Camp, Aids Awareness Camp, rallies to spread awareness on Women Education, Environment Day etc. Furthermore, visits to old age homes, widow rehabilitation centers, orphanages and Aphaj Ghar are organized. Organization of events like poster making, collage making, creating best out of waste and tree plantation drive, all such programs encourage the pupil teachers to have a well-balanced ecosystem which is necessary to secure healthy future. The College has functional

Environmental Club as well. Every year trip to Pushpa Gujral Science City is taken.

OBSTACLES FACED

?To manage time in regular timetable for Personality Development and Communication Skills classes.

?To establish collaborations with social organizations to conduct various programs.

STRATEGIES ADOPTED

?MOU has been signed with the Alpha Global Enterprises, Phagwara for Personality Development Communication Skills classes.

?Regular attempts and contacts helped in gaining support from various organizations like Blood Donors Council, Rotary Club, Pushpa Gujral Science City, and Punjab Cultural Promotion Council etc.

IMPACT

Training in content beyond curriculum and the Personality Development and Communication Skills Program organized by the college are very valuable in holistic personality development of the prospective teachers. These classes improve soft skills not only at superficial level but improve even those skills which relate to their core and fundamental attributes.

RESOURCES REQUIRED

?Human Resources like Management Members, Principal, Teachers and students

?Collaborations with other organizations

?Material resources like infrastructure.

?Technical Assistant as an expert to handle the material resources

| File Description | Documents |
|---|---------------------------|
| Photos related to two best practices of the Institution | View File |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

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

Carefully nurtured legacy of values makes the institution iconic. During the pandemic when the institution space became inaccessible and physical meetings were not possible the institution continued their services towards the society in all possible ways. Contributions in the form of donation, medical camps and ration langar were made. Students were encouraged to participate in various activities and webinars relevant topics like yoga, mental wellbeing, health awareness, legal issues, social causes, and gender stereotypes.

- The staff members and students of the college showed support to Govt. of Punjab's Mission Fateh. On July 13, 2020, students designed posters and raised slogans sensitizing the masses to follow health department's protocol.
- The college organized Community Langar on December 25, 2020
- International Women's Day was celebrated on March 06, 2021, in honour of the remarkable contribution of women to the society.
- One-Day Webinar was organised on Life and Teachings of Guru Tegh Bahadur Ji on April 30, 2021.
- 'Beat Covid Campaign' was organised from June 25, 2021, to July 14, 2021. The campaign was divided into four phases: Reaching to the Public, Sanitization, helping the local administration in vaccination camps, and Beat the Hunger
- Anti-Drug Campaign was organised from 23-29 June 2021.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | View File |