# YEARLY STATUS REPORT - 2022-2023

| Part A | |
|---|---|
| **Data of the Institution** | |
| 1.Name of the Institution | GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH |
| • Name of the Head of the institution | DR. SAPNA NANDA |
| • Designation | Associate Professor |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 0172-2700075 |
| • Mobile No: | 9988852632 |
| • Registered e-mail ID (Principal) | gcechd@yahoo.co.in |
| • Alternate Email ID | sapnananda@gmail.com |
| • Address | Government College of Education, Sector 20 D Chandigarh |
| • City/Town | CHANDIGARH |
| • State/UT | CHANDIGARH |
| • Pin Code | 160020 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |

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|---|---|
| • Location | **Urban** |
| • Financial Status | **UGC 2f and 12(B)** |
| • Name of the Affiliating University | **PANJAB UNIVERSITY, CHANDIGARH** |
| • Name of the IQAC Co-ordinator/Director | **DR. ANJALI PURI** |
| • Phone No. | **9855443240** |
| • Alternate phone No.(IQAC) | **0172-2700075** |
| • Mobile (IQAC) | **9855443240** |
| • IQAC e-mail address | **naacgce20dchd@gmail.com** |
| • Alternate e-mail address (IQAC) | **gcechd@yahoo.co.in** |
| **3.Website address** | https://www.gcechd.ac.in/ |
| • Web-link of the AQAR: (Previous Academic Year) | https://www.gcechd.ac.in/pdf/AQAR%202021-22.pdf |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.gcechd.ac.in/college-calendar.php |

**5.Accreditation Details**

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

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

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

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

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

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

Seminar, webinars, workshops and Skill Development Programmes were conducted for the students.NSS and Eco-Club of the college made efforts to create environmental awareness through talks, tree plantation drives, cleanliness drives and competitions etc.

Faculty Development Programmes and Training Programmes for teaching and non teaching staff were organized.

Value Added Courses were held for academic enrichment of the students and helping them making their place in the world of work.

Memorandums of Understanding were signed with various institutions of repute for strengthening the teaching-learning process and faculty/student exchange.

Infrastructure was updated for felicitating the teaching and learning ventures.

**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).**

31-01-2024 12:27:35

| Plan of Action | Achievements/Outcomes |
| --- | --- |
| **Organization of Seminar, webinars, workshops, Skill Development and other Programmes for Student Welfare** | **1. International academic collaboration was done with International Chamber for Service Industry and SARS innovations and Technologies UAE. The purpose was Capacity Building for Transformative Teaching for prospective teachers. It was one month training programme and the trainers were from various countries of the Asian continent are training the students. 2. Orientation and Skill Development Programmes were organized and Outreach activities were enhanced to strengthen the relationship of Pupil teachers and community. Online platform was also be used to create awareness regarding health and mental well-being. 3. Competitions and talks were organized by NSS and Eco-club of the college for promoting environmental awareness on themes including Waste Management, Energy and Water Conservation, Plastic free campus etc. Green measures for beautification of campus were also taken. 4. Our students visited T.S Central Library, GRIID and Blind School etc. for their academic enrichment. 5. For promoting the health and well-being of the students yoga sessions were organized with the collaboration of faculty/students of Government college of Yoga Education and Health for students. 6. Under the aegis of MGNCRE, Govt. of** |

| | |
|---|---|
| | India, Programmes to promote Swachchta, Aahar Kranti and Promoting the Role of Youth in Nation building were held. College received A++ ranking in majority of the environmental friendly parameters being carried out in the campus during the inspection conducted by MGNCRE. 7. Various Webinars, workshops and enrichment programmes for were organized for the students. |
| Organization of Faculty Development Programmes and Training Programmes for teaching and non teaching staff | 1. Government College of Education, Sector 20D, Chandigarh in collaboration with Government College of Yoga Education and Health, Sector 23, Chandigarh and Lokayurved Wellness Concept organized a Faculty Development Program under the aegis of IQAC and RUSA on "Integrated Yog and Ayurveda Wellness Awareness Program for Teacher Educators" from September 6 to 12, 2022 with the support of Chandigarh Administration. 2. College organized One Day International Workshop in collaboration with Vasudeva Kriya Yoga under the aegis of IQAC with the theme 'Art of Manmaking through Vasudeva Kriya Yoga' on 7th January, 2023. The Chief Guest of the day Shri Nitin Yadav (IAS), Home Secretary, Chandigarh Administration and the resource person was Sh. Rajendra Yenkannamoole, Founder of Vasudeva Kriya Yoga from Melbourne, Australia. 3. CDC Sponsored National Seminar on "Integral Education of Sri Aurobindo and its Implications |

| | |
|---|---|
| | for India's National Resurgence through Quality Teacher Education" was organized at Govt. College of Education under the aegis of IQAC on 22nd February 2023. 4. A book titled 'Integral Education for Quality Teaching' was published by the college comprising of chapters contributed by faculty and renowned academia. This book was released by His Excellency Governor of Punjab & UT Administrator Sh. Banwari Lal Purohit on 12th April, 2023. 5. College played an important role in promoting awareness to regularly use Millets in our diet in collaboration with Aahar Kranti Club. Various Events including Awareness Campaign and Millet Recipe Competitions were organized. A State level function was also held in this regard which was presided over by Mrs. Mallika Nadda, a renowned social activist. Millet Recipe book was also released on this occasion. 6. Financial Awareness Programme for teaching and non teaching staff were organized. 7. Recreational Visit to Mohan Shakti Park, Solan was arranged for Teaching and Non-teaching staff of the college. |
| Conducing Value Added Courses for academic enrichment of the students and helping them making their place in the world of work | Our college is committed to add the value to the existing curriculum for overall development of the pupils. In order to fulfill this objective various value added courses were offered during the session on Legal Awareness, Yoga and Fitness, Enhancing the Employability Skills, Capacity |

| | Building of Pupil Teachers on Applied Skills and The Art of Happiness. |
|---|---|
| Signing of MoUs with Institutions of Repute | Memorandums of Understanding were signed with various institutions such as Shoolini University; SARS Technologies, Dubai;Haryana Yog Ayog; Satluj Public School, Panchkula; Team Lokayurved Wellness Concept; Espranza Innovations Private Limited, Sector 82, Mohali; T.S. Central Library, Sector 17; Mohali Disha Foundation Chandigarh College of Education, Mohali; Kacchi Sadak Foundation and RCED, Chandigarh etc. for academic enrichment, and for encouraging knowledge exchange. |
| Updation of Infrastructure for felicitating the teaching and learning ventures | 1. Mathematics Laboratory was set up for strengthening the pedagogical insights of Mathematics students. 2. Cemented Basketball Court was constructed and floodlights were installed in this court. 3. College Auditorium was repaired and renovated. Renovation work was undertaken by Engineering Department of Chandigarh Administration. |

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

Yes

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| College IQAC | 28/01/2023 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|------|--------------------|
| 2022-23 | 30/01/2024 |

## 15.Multidisciplinary / interdisciplinary

Education is a broad umbrella to each area of study and it threads well the strengths and peculiarities of various areas and disciplines offered in the college from the pedagogical point of view. Our College is affiliated to Panjab University and follows the curriculum prescribed by the university which is multidisciplinsry in nature and prescribes the subjects like Educational Philosophy, Educational Psychology, Educational Technology, Pedagogical subjects of various disciplines etc. The time table, co-curricular activities, field trips, invited lectures, faculty trainings and offering services as resource persons to academic world ensure intertwining the need-based information and knowledge exchange is done optimizing the relevant connections of the ecosystem. The faculty have their training in diverse specializations. The students come from science, humanities and social sciences, creative arts, languages and music, engineering and information technology, and so on. They study and exchange and thus create activities that combine the flavour of all of these. A value education session talks about the important days / themes in that weekat the national and international levels. NSS Camp invites psychologists, police personnel, environmentalists, management and entrepreneurship trainers, specialists from the various portfolios of Government of India (e.g., MGNCRE), in order to raise the functional readiness of the pupil teachers. Researches being supervised by our faculty for masters and PhD fellows reflect on socially relevant interdisciplinary topics for their research. The wide reading and reporting constantly encourages the multi-/inter-disciplinary approach which allows a broader growth.

## 16.Academic bank of credits (ABC):

The College is affiliated to Panjab University which is in the process of developing ABC for all the affiliated colleges. The readiness of college for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university. For this purpose, a centralized database along with the database of the colleges is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. It is difficult the college to go beyond University norms for an

affiliated College. The degrees of B.ED. and M.ED. are spread over 4 semesters. the PGD Guidance and Counselling is spread over two semesters. To explain the process, the B.Ed. be taken in reference - for each degree/ diploma, the respective in-charges follow the same pattern. The Skill -in- teaching In-charge and the admission committee have the record of each student as a pupil teacher from the pedagogy point of view as well as the tutorial grouping. The step wise growth over the first three semesters is short term internships in rural & urban setting, orientation and reporting. One Semester long internship follows. Though the entire curriculum of the university is being followed in letter and spirit, the college is dependent on the university for ABS.

## 17.Skill development:

Skills development is a constant pursuit in the college for the readiness of the pupil teachers for personal and professional growth to arrive in the world of work and sustain themselves as healthy and happy individuals. The curriculum is so designed that the PT learns the methodical approach to the delivery of information. During the First Semester students study a paper titled Teaching through Drama and Music and third semester students have a mandatory component like Simple Expressional Competencies, in second semester pupil teachers opt for various crafts like Interior Decoration, Gardening, Clay Modelling, Computer Craft etc. The skill of pedagogical mind set is focussed in the two teaching subjects while they apply the theory of education, its philosophy, measure, assess, evaluate and the minute skills of feedback and incorporating changes. The two internships in first year in the urban and rural schools expose them to challenges and strengths which becomes the skill set to apply in the next semester internship. Lesson planning is a fine set of skills to do justice to the teaching learning process. The skill in teaching committee draws feedback and discussions. The skill development committee looks after the behavioural and crafts in daily life and during the session a 7 day workshop on Capacity Building was held. A successful intensive course by inviting interdisciplinary mentors was planned by the host creative team. Value education period, society weekly period, detailed NSS programs of national programs and personality development all together build the pupil teachers to contribute much to the present and future.

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

The learners in the college are from Hindi, Punjabi, English mediums of learning and writing. The faculty involved is ensured to have

skills in the three languages. And efficient in at least two. The classroom instructions been flexible, English and Hindi/ Punjabi are combined.College in collaboration with Government College of Yoga Education and Health, Sector 23, Chandigarh and Lokayurved Wellness Concept organized a Faculty Development Program under the aegis of IQAC and RUSA on "Integrated Yog and Ayurveda Wellness Awareness Program for Teacher Educators" and One Day International Workshop in collaboration with Vasudeva Kriya Yoga under the aegis of IQAC with the theme 'Art of Manmaking through Vasudeva Kriya Yoga'was also held. Hindi Diwas always celebrated by involving eminent Hindi speakers. Competitions connecting major days and festivals are done in all the three languages. Youth festival that involves Indian Heritage has participation from the college in music- singing and dance competitions, home science based activities, and these become milestones to achieve as the students have conscious skill training in folk of India. Hymns of Indian religions are a part of value added assembly sessions. Important days are celebrated. Azadi KA Amrut Mahotsava observed by the NSS Wing of the college involved each student as NSS Volunteer to participate in the record number of Indian Heritage/ sagas of Independence, special week on Independence Day, Swacchta, No Plastic Drive, VADA Club, MGNCRE activities to connect to the love for our country, India. Millet Aahar Kranti Events were also held throughout the session.

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

Imparting education is always objective based. It pertains to outcomes be seen in the domain knowledge, its application as well as the behavioural changes in the learners, and eventually in the career readiness and initiatives of the learner. At our college, which is the seat of education and experts in transference of knowledge, the delivery of curriculum and its assessment over the semester(formative) as well as at the conclusion(summative) stages follows a time to time reviewed and applied system which reflects the learning processes in the form of feedback given to the student on their internships, lesson plans, their reports in the field work, their feedback on the faculty teaching, faculty feedback on students and also from the other stakeholders. All of these allow quick changes incorporated to improve the learning outcomes at all stages and aspects. At micro level, the tutor in-charge as well as the pedagogy in-charge, and the school mentor, as well as the subject mentor are together monitoring the plans, execution, improvements and documenting of the lessons. Cocurricular activities, skill in teaching competitions at the inhouse to zonal levels, final Skill in teaching lessons at the end of the semester are processes to improve and be innovative teachers to bring transference of knowledge as

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|---|---|
| future teachers to a superior level. | |
| **20.Distance education/online education:** | |
| The college has a dedicated cell that supports the B.Ed. program of the University School of Open Learning, Panjab University. One of our faculty members coordinates with USOL and thus our college facilitates Personal Contact Program and their examinations also from time to time. Personal Contact Programme Classes are taken by our faculty during the afternoon and evening hours after their college duties. They also evaluate their assignments and undertake their examinations in collaboration with USOL. Beneficiaries include in-service teachers from the region far away places who use the services and infrastructure of the college. The teachers enhanced their skills on the self-learnt skills as attendees of webinars, FDPs and such programs. Some faculty trained others too. Simulated teaching was incorporated wherever there was a need to manage the gaps of school students not available due to their examinations. The role of non-teaching staff for the same has been commendable and the enhancement of machinery and IT for the same was upgraded and optimized to the best. It has been a learning process at all stages for the entire college and students too. | |

## Extended Profile

### 1.Student

2.1 **243**

Number of students on roll during the year

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

2.2 **320**

Number of seats sanctioned during the year

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

2.3 **110**

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

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

2.4                                                                    **134**

Number of outgoing / final year students during the year:

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

2.5Number of graduating students during the year          **133**

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

2.6                                                                    **127**

Number of students enrolled during the year

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

## 2.Institution

4.1                                                           **46.95 LAKHS**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2                                                                    **106**

Total number of computers on campus for academic purposes

## 3.Teacher

5.1                                                                     **23**

Number of full-time teachers during the year:

# Extended Profile

**1.Student**

| 2.1 Number of students on roll during the year | **243** |
|---|---|

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

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

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

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

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

| 2.4 Number of outgoing / final year students during the year: | **134** |
|---|---|

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

| 2.5Number of graduating students during the year | **133** |
|---|---|

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

| 2.6 Number of students enrolled during the year | **127** |
|---|---|

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

| 2.Institution | |
|---|---|
| 4.1<br><br>Total expenditure, excluding salary, during the year (INR in Lakhs): | **46.95 LAKHS** |
| 4.2<br><br>Total number of computers on campus for academic purposes | **106** |
| **3.Teacher** | |
| 5.1<br><br>Number of full-time teachers during the year: | **23** |

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

| 5.2<br><br>Number of sanctioned posts for the year: | **29** |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curriculum Planning

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

**Curriculum planning and enrichment committee focus upon effective curriculum planning, implementation, and dealing with the challenges faced by the different stake holders. College Dean, In charge M. Ed. Course, PGDGC course ln charge and B.Ed. Course In charge, college IQAC & Research cell, Along with this senior most faculty members from each stream including Humanities Social science, Education and Science and Students representatives including President of the elected student bodies and class representatives are members of this committee. The committee meetings were held on 27.05.2022, 17.08.2022, 14.11.2022, 28.01.2023, 02.02.2023, 25.03.2023 and 10.05.2023 (Annexure 1). On the recommendation of the curriculum planning and enrichment**

**committee a Parent teacher meeting was also conducted on 11.03.2023. The decisions and recommendations made during the meetings are recorded in the form of the Minutes of the meetings and implemented in the form of the Action taken reports which are duly approved by the Head of the institution and widely communicated to the all the stake holders including college website. The Programme learning outcomes and course learning outcomes are also uploaded on the college website and all other decisions taken are intimated to the students through college website and also by displaying on notice boards**

| 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** | **B. Any 3 of the Above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://www.gcechd.ac.in/pdf/PLO-and-CLO-2021-2023.pdf |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | **No File Uploaded** |

## 1.2 - Academic Flexibility

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

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

21

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | https://puchd.ac.in/syllabus.php?qstrfacid=4 |

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

6

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

6

| 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**

402

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

402

| 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** | **Two of the above** |
|---|---|

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

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

**47**

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

**47**

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

## 1.3 - Curriculum Enrichment

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

**Teacher educators provide ample opportunities to the pupil teachers for improving their understanding about the field and actual functioning of the teachers/ teacher education. College organised Pre- internship programme for B.Ed. Second semester students with an objective of observation of the real classroom situations (Urban schools) and whole school environment from 18.04.2022 to 27.04.2022 During this programme, pupil teachers were given an opportunity to observe the teaching learning process in the real classrooms, use of multimedia, student participation, and classroom management. Pupil teachers also improve their teaching skills and social competencies by participating in various activities organized by the college including visit to library, Regional Institute of English (RIE), visit to employment exchange that fosters character building and helps them to lead a life of learning and service. Pre- Internship programme for B. Ed. Second semester students for the purpose of Observation of the real classroom situations and whole school environment (Rural schools) was organised form 20.04.2023 to 04.05.2023 . Latest technology and methods are the part of the curriculum like power point presentation, smart boards, access to online learning and internet.**

| File Description | Documents |
|---|---|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |
| Photographs indicating the participation of students, if any | View File |

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

**Institution provides due exposure to the pupil teachers regarding the existing diversities of the school education system in country and the international level Practical work including curriculum analysis, Understanding the assessment system and conducting subject wise assessment, Norms and standards, state wise issues and challenges are also assigned by the respective pedagogical subject teachers. Students are given due exposure regarding the functioning of different state school education boards and Central Board of Secondary education (CBSE)and Punjab School Education Board(PSEB). Students are assigned to do the Book Review in whichcomparison betweentwo books One from CBSE and One from PSEB has been done that enables them to understand the different functioning of the boards. Capacity Building for Transformative Teaching was also conducted with international collaboration with International Chamber for Service Industry and SARS innovations and Technologies UAE. An international webinar on A reflection on Migration, Cultural Understandings and Education was conducted on 30-05-2023 and Prof. Dalon P. Taylor Faculty of Social Work Canada was the Resource Person. All such initiatives make institution able in familiarizing students with the diversities in school system in Indian as well as international and comparative perspective.**

| 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

**Institution has Literary and Cultural Society and Skill-in-Teaching Committee which organizes co- curricular activities including Awareness programmes, Internal Skill-in-Teaching Competitions; Zonal Competitions, Internship programme, different Personality Development Workshops for life Skill Education, Placement programmes. Field visit programme is also organised for the M.Ed. course students from 19th September to 5th October, 2022 at Govt. Girls Model Senior Secondary School, Sector 20-B, Chandigarh and Visit to Employment Exchange Sector-17 Chandigarh on 15-11-2022 , Screening of Pariksha Pe Charcha was organized on January 27, 2023 in which students were oriented about ever-increasing standards of performance and growing expectations with every success by our Hon'ble Prime Minister.Students were given practical experiences like developing skills of the teachers diaries, use of the Open education resources, student portfolios, Promoting development and use of teaching learning material, active participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades) etc. .Variety of curriculum experiences are provided to the students that equips them with the required skills for meeting the needs of material, intellectual and spiritual world of tomorrow.**

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

## 1.4 - Feedback System

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

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

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

| File Description | Documents |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | View File |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of students during the year

**127**

## 2.1.1.1 - Number of students enrolled during the year

**127**

| 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**

**18**

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

**18**

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

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

**12**

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

**12**

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

## 2.2 - Honoring Student Diversity

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

**The institution carries out an elaborative exercise at the time of admission. Centralized admission for the B.Ed. colleges of Chandigarh is conducted by Panjab University. Counselling was held in September 2022 for two years B.Ed. Course (session 2021-2022).**

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

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

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

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

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

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

| 2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided 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 | Two 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

11:1

## 2.2.4.1 - Number of mentors in the Institution

22

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

## 2.3 - Teaching- Learning Process

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

According to the previous experiences and knowledge of the students, their interests, learning styles, and developmental needs such as direct and indirect instructions, experiential learning, facilitated study, interdisciplinary approach, constructivist approach, peer learning, cooperative learning, demonstrations, discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, ICT enabled teaching and learning, etc., a variety of instructional approaches are used by the teachers depending on the content of the curriculum. Teacher educators update themselves via different

**kinds of research, training, workshops, seminars; faculty development programs, etc. The teachers employ an interactive approach through discussions and oral presentations to encourage greater participation and interactive learning of the students. The students are actively involved in participative learning using task-based learning approaches.**

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

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

**22**

| 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

**243**

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

| | |
|---|---|
| **2.3.4 - ICT support is used by students in** | **Five/Six of the above** |

**various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

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

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

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

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

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

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

**Five/Six of the above**

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

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

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

**The college encourages the students to participate and present at all levels - State and national level competitions, workshops, and seminars to present their art and research work under the guidance of faculty members. Many students won several prizes at the National and state levels, Zonal & Inter Zonal levels, Inter &**

Intra College Competitions. Two such activities are enlisted below:

- Creativity: Talent Hunt & Election of Literary & Cultural Society, One Day Intra College Fine Arts workshop
- Innovativeness: Teaching Science through simple demonstrations, Salad making & Flower Arrangement competitions, Introduction - cum- Demonstration to 3-D Printing- A Hands Activity on National Science Day
- Intellectual: Sessional Work – Activities that can be organized at High/ Secondary/ Senior Secondary school for the promotion of Democratic Values, National and emotional Integration, and global peace.
- Thinking Skill: Mathematics Quiz – The Mathletes on National Mathematics Day
- Empathy: Nukkad Natak on National Women's Day
- Life Skill: Interior Decoration Workshop & Value added course on Science of Happiness, Value added course on Capacity building for Prospective teachers on Applied Skills.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

## 2.4 - Competency and Skill Development

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

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

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

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

| 2.4.3 - Competency of effective communication is developed in students | **All of the above** |
|---|---|

**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**

| 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**

**All of the above**

**devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

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

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

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

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

**The internship program is systematically planned in different phases during the entire B.Ed. course. For this different schools as government, private, model, ordinary, Sr. sec., high, boys, girls, and co-ed. are identified with the permission of higher authorities as participative as well as on request basis. All internship-related orientation of school principals/teachers is planned and they are accordingly conveyed to them as per curriculum specifications. Students are oriented for internships in different semesters as per curriculum requirements such as Pre-internship -1, 2, and school internship. Teachers of the institution orient students before sending them to pre-internship and school internship programs. They visit schools twice a week as per their period in the timetable. They check for any need and give feedback on the lesson plan delivered. Skill-in-teaching committee members also visit schools timely to have a check. Student's performances are assessed in different modes as per their written assignments, ICT-based presentation, presentation on their best practices, observation, and final skill in teaching lessons.**

| 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**

**106**

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

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

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

**The monitoring mechanism of the internship program involves the College Principal, the Teacher Educators, the School Principal, and the Mentors/ School teachers. Along with surprise visits by the Principal as well as by the Teacher Educators, the Teacher Educators visit the respective schools chosen for the internship program twice a week. For monitoring, the teacher educator checks the attendance, written lesson plans, and activities conducted by the intern; takes feedback from mentors as well as from peer**

**groups of the intern; and also observes pupil teacher's teaching in actual classrooms. Each intern is supervised by two Mentors/school teachers (one of each Pedagogy subject) which includes observing classroom teaching; and keeping track of the written lesson plans, class tests, and other activities carried out by the intern every single day. The Mentors consistently provide verbal and written feedback to the intern. The School Principal supervises all the activities of the intern and takes feedback from the respective Mentors. The mentors also monitor the performance of the intern on the basis of various criteria for which the intern will be evaluated. The peer group also monitors the intern by observing actual classroom teaching and giving written feedback for the same.**

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

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

**All 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 | **No File Uploaded** |

**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,**

**Five of the above**

**initiative and commitment Extent of job readiness**

| 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 | **No File Uploaded** |

## 2.5 - Teacher Profile and Quality

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

**22**

| 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 | **No File Uploaded** |
| Any other relevant information | View File |

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

**22**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | **No File Uploaded** |

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

**22**

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

**22**

| File Description | Documents |
|---|---|
| Copy of the appointment letters of the fulltime teachers | View File |
| Any other relevant information | No File Uploaded |

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

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

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

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

## 2.6 - Evaluation Process

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

Continuous internal Evaluation of student learning is one of the important components of the institution. The college follows the guidelines issued by Panjab University, Chandigarh regarding the

approved process of conducting continuous internal assessment of students of different courses run by the college i.e., M.Ed. (General), B.Ed. (General), and P.G. Diploma in Guidance and Counseling (PGDGC). The final internal assessment awards of students are based on the performance of candidates in term papers, house tests, class assignments, attendance, and participation in discussions/seminars/tutorials, and related practical and sessional work. Students' performance in regular cultural programs, Value Education programs, National Service Scheme activities, Red Ribbon club activities, Sports, etc. is also considered and given due weightage in the internal evaluation. It is assessed and prepared by the concerned teacher on the basis of the assigned sessional work and viva voce. The final list of internal assessments of all the papers of a semester is prepared by a panel of 3 senior teachers and the principal. Assessment for Engagement with the field(Pre-Internship) is based on the student's performance in various field-related activities, practical, project work, community-related work, diaries, student portfolios, field observations, visits to innovative pedagogy and learning center, education resource center, etc.

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

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

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

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

**The grievance redressal cell of the college is committed to addressing the academic as well as personal issues of learners. As far as issues related to examination are concerned, no such grievance has been reported as the examination committee works very diligently throughout the academic session to avoid any kind of problem. Examination schedule is planned and prepared taking into account the interest of the stud4nts and faculty, adhering to the academic calendar. Students are informed in advance about mid-semester exams. As per the student's interests, necessary amendments to exam dates are made. Furthermore, student's performance is recorded and displayed in a transparent manner and students are also given a chance to improve if they have underperformed in any subject. College provides provision of online address of Grievance through the link mentioned: https://www.gcechd.ac.in/grievance-redressal-cell.php**

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

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

**The institution follows strictly the academic calendar issued by the Panjab University, Chandigarh, and completes all the processes**

of the internal evaluation in time. The academic calendar / Internal evaluation process is discussed in the staff meetings at the start of the academic session. In charge college academic calendar committee preparing the college academic calendar keeping in mind the Academic calendar issued by the Panjab University, Chandigarh. The academic calendar is circulated for the information of all the stakeholders and also displayed on the college official website https: //www.gcechd.ac.in/college-calendar.php.All the subject teachers coordinate with each other and complete the process of the continuous internal evaluation in time as per the directions issued by the Board of studies (Education), Panjab university and college Dean and submit the awards to the Internal assessment committee after discussing the same with the individual students. Awards are compiled and displayed on the notice board to make the system more transparent. The notice of the same is also uploaded on the college's official website. The process of uploading the awards on the online portal is time-bound and the college is required to complete the same and generate the internal awards submission completion certificate which is also generated online from the portal for further submission to the controller of examination, Panjab University, Chandigarh. The internal evaluation committee of the college maintains all the records of all the courses/individual student assessments.

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

## 2.7 - Student Performance and Learning Outcomes

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

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

activities to boost the outcome of teaching teaching-learning process.

Various Webinars/seminars and Workshops are also organized from time to time to acquaint the pupil teachers with the latest trends in educational practices. Value education, gender sensitization, contemporary issues of society, Environmental and Societal issues, and ways and means for sensible development are also dealt with through various activities of the teaching-learning process.

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

## 2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | View File |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | No File Uploaded |

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

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

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

2. Assignments and Sessional work.

3. Classroom presentation via ICT tools.

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

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

**6. Regular seminars and workshops are conducted which help the students brush up on the skills required in the professional field**

**7. Regular visits to places outside of the institution to inform the students about workplace activities**

**8. Regular conduct of online webinars by eminent personalities who share pearls of wisdom with the students coming from their own life experience**

**9 Simulated teaching exercises.**

**10. Pre-internship and Internship programmes.**

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

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

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

**243**

| 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.

The performance of students is a direct testimony to the fact that the efforts of institution are successful. The learning needs of students comprise enhancing their skills, self-efficacy, and the ability to achieve. The college provides an environment of creative freedom which helps in the positive growth of an individual. Some examples which reflect the extent to which student's behavior is modified at the end of the course.

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

Assignments and presentations of students generate self-confidence and a sense of achievement among the students. The creative ability of the students is enhanced in the whole process of developing content, analyzing the facts, and presenting it in front of others.

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

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

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

| 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**

2

| 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 | View File |
| 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 functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research** | **All of the above** |

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

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

## 3.2 - Research Publications

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

22

| 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

**44**

| 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

**18**

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

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

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

**222**

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

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

**222**

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

**222**

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

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

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

| File Description | Documents |
|---|---|
| Relevant documentary evidence for the claim | View File |
| Report of each outreach activity signed by the Principal | View File |
| Any other relevant information | View File |

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

30

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | View File |
| Any other relevant information | View File |

## 3.4 - Collaboration and Linkages

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

**14**

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

**14**

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

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

**19**

| 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** | **All of the above** |

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

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

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

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

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

**12**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | https://www.gcechd.ac.in/pdf/GEO%20TAGGED%20%20PICS%20COLLEGE%202023.pdf |
| Any other relevant information | No File Uploaded |

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

**3163778**

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

**4.2 - Library as a Learning Resource**

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

**The Library is now fully automated with an integrated system**

connected to the Campus Network providing Internet and e-mail facility to the college community. On-line Public Access Catalogue facility is available on both the floor of the Library and through OPAC Library collection can be searched. The Library has adopted automation using Integrated Library Management System. For this, LIBSYS 7softwarehas been installed for library operations and services, which provides user friendly interface and is built on international standards and open technology. A Web Based Library Management System enhances the total library experience as it covers Administration, Acquisition, Cataloguing, Circulation, Serials, Faculty portals Vendor portals along with enriched OPAC. In addition to computerized Issue/Return of books to students, Barcodes, Spine labels, Catalogue cards andLibraryMembership smart card are generated through Libsys software.A visitor record is maintained for students and faculty members. New Arrivals of books and journals are displayed on rack. The library is under CCTV surveillance system. Library has implemented Radio-Frequency Identificationsolution for collection of data regarding books, students and teachers. It supports automatic and accurate multiple tag reading and also used for automatedstock verification. All RFID tags within range can be detected instantly and matched with information in the database. It secures library items through RFID security gates

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

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

Library subscribes e-books and e-journals through (N-LIST) programme ofINFLIBNET' for college faculty and M.Ed. students. N-LIST is the college component of e-ShodhSindhu. Users can have access to morethan63,006 electronic journal and 31,64,309 e-books from anywhere using user-name and password. NLIST being jointly executed by the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and e-Shodhsindhu resources for technical institutions; and access to selected e-

resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. The N-LIST covers all the disciplines viz. Pure Sciences, Social Sciences and Humanities including Linguistic and Languages. However e-resources in engineering, agriculture and medicine are not covered under the N-LIST programmed.

it provides more than 3135000+ e-books and 6000+ e-journals to students and faculty. Internet and reprography facility with computer system. CD's, DVD, CD-ROM databases, barcode scanner, printer, audio-video unit with Tata sky connection available in the library.

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

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

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

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

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year**

**(INR in Lakhs)**

**240252**

| 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**

**123**

| File Description | Documents |
|---|---|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | View File |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | https://www.gcechd.ac.in/pdf/Ledger%20Pages%202022.pdf |
| Any other relevant information | View File |

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

**available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Any other relevant information | View File |

**4.3 - ICT Infrastructure**

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

**Government College of Education has latest ICT infrastructure. We established Local Area Network (LAN) at the Computer lab and it extended LAN to Office, Labs, Library, Classroom & other parts of the college. There is 100Mbps fibre connectivity in the Network. Wi-Fi Routers has been installed and workings in all wings of College to provide hassle-free connectivity for various academic and administrative purposes. Computer Laboratory with 45 computers, Smart Class Room, Seminar Room, Auditorium, Video Conferencing facility is in place at college. College is equipped with latest version of computers, Server systems, Digital Podiums, Smart board with podium, Laptop, LCDs, projector, Multimedia Board, web cameras, digital camera, video camera printer, Scanner, fax, LCD Screen, online & offline UPS etc. Training, Workshops, Webinar and Video Conferencing sessions are organized in College. College has Language, E.T., Home Science, Fine Arts, and Psychology lab and research resource centre for greater use of ICT provisions for teaching-learning and research. All the labs are ICT enabled with desktops, laptops, printers, projectors, smartboards and internet connectivity. Software like SPSS and Anti-Plagiarism are available to access all the time to students for their research work and use. JAWS software is available for blind students to work on computers.**

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

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

**244:60**

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

| 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one: | B. 500 MBPS - 1GBPS |
|---|---|

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | https://www.gcechd.ac.in/video-gallery.php |
| List the equipment purchased for claimed facilities along with the relevant bills | View File |
| Link to the e-content developed by the faculty of the institution | https://www.gcechd.ac.in/econtent.php |
| Any other relevant information | View File |

**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)**

**1471832**

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

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

**Government College of Education, Sector 20-D, Chandigarh meticulously upholds its commitment to maintaining a robust physical support infrastructure by leveraging the expertise of various government maintenance departments. With a keen focus on excellence, we ensure that infrastructure receive top-notch care and attention through collaboration with other departments.**

**Furthermore, our unwavering dedication to efficiency extends to the management of electricity and water-related maintenance, seamlessly coordinated with the respective government water supply and electricity departments. The meticulous care of our buildings, encompassing both structural and functional aspects, is entrusted to the capable hands of the Government engineering department.**

**In the realm of academics and support facilities, including the vital realm of computers, information and communication tools, and electronic devices, our operations adhere closely to the established GFR rules. Wefollow the comprehensive guidelines and directives set forth by the Chandigarh administration, ensuring a standardized and dependable approach to maintenance. The everyday upkeep of all available resources and infrastructure is entrusted to our dedicated care-taker, ministerial staff and diligent laboratory attendants.**

**Even the sports grounds,receive meticulous attention from our dedicated College Gardeners (Malis) and game personnel, all under the vigilant supervision of our College Sports Department. This collective dedication to maintaining our facilities ensures an environment conducive to growth, learning, and the pursuit of excellence.**

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | https://www.gcechd.ac.in/pdf/System%20and%20Procedure%20for%20maintenance.pdf |
| Any other relevant information | View File |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

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

| File Description | Documents |
|---|---|
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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

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

| 5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is | Three of the above |
|---|---|

**appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

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

## 5.2 - Student Progression

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| 14 | 106 |

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

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

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

9

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

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

**64**

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

## 5.3 - Student Participation and Activities

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

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

**environment for them to discuss the problems and also to find out their best solutions.**

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

## 5.4 - Alumni Engagement

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

**The Alumni Association (registered) of Govt. College of Education, Chandigarh contributes significantly to the development of the institution through nonfinancial means during the last five years. The Association closely works to provide dedicated support in various activities of Institution. The association provides opportunities to the alumni via organizing talks, seminars, webinars, conferences and guest lectures on various themes. Various Alumni also act as a resource person for the same for**

**current session students. Provision of providing counseling to students for employment is also organized and the successful alumni are asked to share their success stories to the students. Alumni are the Active members of IQAC cell of the college. The alumni are invited to Act as judges in cultural and sports competitions of the college and they actively help in organization and management of extensive outreach activities of the Institution. Our Alumni serve as role models for students through distinguished services in different fields of service in education. They helped in organizing Alumni Reunion events in the college. Alumni of the college are also invited in various capacity building programs of the college.They deliver lectures and also act as resource person for various training sessions and workshops.**

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

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

**Five/Six of the above**

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

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

2

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

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

The college has an old students' body viz. Alumni Association of Government College of Education, Sector 20, Chandigarh (AAGCE-20), registered under the Societies Registration Act (XXI of 1860) and as amended by Punjab Amendment Act, 1957 vide No. DC-RIA-RS/2023/00017; Application dated 16.03.2023. A general body meeting is held once in a year. It provides an opportunity to interact with other members of the body and gives them a feeling of 'Home-coming'. The alumnus of the college can get themselves registered online by visiting college website free of charge. Alumni can also register for the membership by the following procedure: 1. Apply to the Principal, through e-mail, official e-mail only viz. gcechd@yahoo.co.in /through post / through hand. 2. Attach photocopies / Scanned copies of your Detail Marks Cards, University Degree and Character Certificate. 3. In case of any further enquiry students may either write an email at the official email ID or contact office between 9:00am to 4:00pm on any working days.The alumni given full opportunities to participate in various college activities and perform their roles effectively. They are invited for lectures and sessions at regular intervals for seminars, workshops and training programs in the college.

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

| GOVERNANCE, LEADERSHIP AND MANAGEMENT |
|---|
| **6.1 - Institutional Vision and Leadership** |
| 6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words. |
| **The Vision of the Government College of Education, sector 20-D is to evolve through collective leadership into a center of Academic excellence while retaining its regional roots and wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural and co-curricular responsibilities so that students may benefit and develop to their fullest potential. The mission of the college is to provide a holistic and enabling environment of study to students hailing from diverse demographics and to provide an environment for up-gradation of teaching-learning methods so as to be able to deliver its core services in a reverent and up-to-date manner. The institution follows a democratic and participatory mode of governance with all faculty members, office staff and students participating actively in its administration. The governing body i.e. Department of Higher Education, Chandigarh Administration delegates authority to the Principal who in turn shares it with the different levels of functionaries in the college for determining admission criteria, examination modalities, various teaching learning innovations, and other academic priorities. Students discharge energetically pervasive roles as motivators and spearheads of cultural and socially conscious activities in the institution and community by steering the NSS unit, Eco Club, Red Ribbon Club, Legal Literacy Club, Placement Cell as elected members of these units through elections held by democratic and participatory manner.** |

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

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

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

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

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

**The institutional mechanism for monitoring the effective and efficient use of financial resources is in place. All the important matters relating to the annual budget requirements for the college are discussed by the decision-making body to finalize budget proposals. These are presented before the governing body for approvals at the beginning of each year. Required purchases are done by purchase committees through Gem portal and E-tendering fulfilling all the government regulations which are verified by respective committees. College data is uploaded on AISHE portal with all the details of Teaching, Non-teaching staff, Accounts and academic progression etc. Academically, the regulations, syllabus, and curriculum are uploaded on the college website and prospectus which is available online. All the information including admission, examination, circulars, seminars, timetable, workshops, training programs posted on the college website as well as the on the college notice board. Internal Assessment is displayed on the website and also on the notice board. Feedback from students is conveyed to respective teachers. For maintaining administrative transparency, all the important decisions are taken by decision-making bodies and also by staff during staff meetings. Annual performance appraisal of each faculty member is available on ehrms portal and it is subjected to acceptance or representation by them. All the orders of the administration are conveyed and implementation is mandated.**

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

## 6.2 - Strategy Development and Deployment

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

| more than 100 - 200 words |
|---|

The Strategic Plan of the college focuses on all the important areas of development and efficient working of an educational institution like improvement of Teaching and learning process, Research and Development, to encourage participation in the co-curricular activities, efficient human resource management, Interaction, and collaboration with schools, focusing on the effective centralized admission process, conducting continuous and comprehensive evaluation, augmenting infrastructure and ICT facilities, etc. and this plan was deployed with effective collaboration by college authorities, teachers and students. The details of the deployment strategies are given in the link provided in the given column. Further details are given in the attached Annual Report of the college for the year 2022-23. College Calendar is prepared before the starting of every semester in which all the academic activities including teaching, internship and examinations are planned and mentioned thereof. All the Co-curricular activities including Value Education Assembly, Socities Periods, Sports and Extension activities are also planned and mentioned in Calendar. The calendar is followed in letter and spirit for successful accomplishing these activities. The link of Strategic Plan is given in required section.

In the Calender, Value Education periods are planned for very Monday. These are to be conducted by every tutorial group celebrating and highlighting the importance of Days of National/International/Regional importance and inculcation or reviving the values among prospective teachers through Speeches, thoughts, songs, poems and skits etc. A Report of this Value education period has been given hereunder.

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

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

As per the constitution of the college, the governing body is

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

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

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

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

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

**The colleges committees, the list of which has been given in previous metrics have a well-defined purpose and specific goals that align with the college's mission and objectives. Members understand their roles and responsibilities within the committee. Functional Management of the college is being conducted through various committees. All the faculty members are part of various cells and committees that are working for the efficient management of the institution and to strengthen the student support facilities.The composition of the committees is diverse and include individuals with relevant expertise, perspectives, and stakeholder representation. Members of the committee are held accountable for their contributions and commitments. This includes attending meetings, completing assigned tasks, and actively participating in discussions.These committees hold the meetings on regular basis and take the important decisions under the supervision of the convener of the committees and Principal. The functioning of these committees is very democratic and participative as members and concerned authorities duly participate in decision-making and implementation. After the decisions are made, these are implemented accordingly. In the attached documents, the working of one the important part of the college i.e. curriculum committee is showcased. Minutes of meetings, faculty participation, and implementation of the decisions are evident from the attached documents.**

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

## 6.3 - Faculty Empowerment Strategies

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

Welfare Measures for the Teaching and Non-Teaching staff do exist in the institution as per the rules of the Chandigarh Administration. Measures like Leave Travel Concessions, Medical reimbursement, Government House accommodation, General Insurance Schemes, different types of leave including duty leave, maternity leave, child care leave as per government rules, etc. are well in place as per the Chandigarh Administration guidelines. Welfare related policies are implemented for its employees. Workshops and webinars are organized for the cognitive enrichment of faculty from time to time. Infrastructure and work-related facilities are provided to all faculty members including Library for academic enrichment, Gymnasium for physical fitness, Dispensary for first aid or urgent medical issues, Canteen for refreshments, Sports Grounds for sports and fitness etc. All the faculty members are given individual IT facilities like Desktops and laptops for their academic and research pursuits. All the faculty members are also given individual workspace/faculty rooms to work peacefully for their professional growth which are equipped with IT devices and internet connection.

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

31-01-2024 12:27:37

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

0

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

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

08

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

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

32

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

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

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

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

**6.4 - Financial Management and Resource Mobilization**

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

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

| File Description | Documents |
|---|---|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

**BOOKS RECEIVED AS DONATION**

| 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 | View File |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View File |
| Any other relevant information | View File |

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

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

| File Description | Documents |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | View File |

## 6.5 - Internal Quality Assurance System

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

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

**system for conscious, consistent, and catalytic action to improve the functioning of the college. The IQAC of the college coordinated the visit of the NAAC Team in 2017 and the college was accredited with an 'A' Grade by NAAC.**

| File Description | Documents |
|---|---|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | View File |

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

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

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

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

**25**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://www.gcechd.ac.in/pdf/Minutes%20of%20Meeting%20IQAC.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://www.gcechd.ac.in/pdf/AQAR%202021-22.pdf |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | View File |
| 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

1.For enhancing the teaching learning collaboration with reputed institutions in and around the region, various Memorandums of Understanding were signed with various institutions such as Shoolini University; Haryana Yog Ayog; Satluj Public School, Panchkula; Team Lokayurved Wellness Concept; Espranza Innovations Private Limited, Sector 82, Mohali; T.S. Central Library, Sector 17; Mohali Disha Foundation Chandigarh College of Education, Mohali; Kacchi Sadak Foundation and RCED, Chandigarh etc. for academic enrichment, and for encouraging knowledge exchange. These institutions are actively associating with the college for fufilling the objectives of strenthening the collaborating endeavours. .

2. The College took this initiative to publisha Book 'Integral Education for Quality Teaching' based on the teachings of Sri Aurobindo. The renowned academia of the country contributed their thoughts and opinions regarding implementation of this concept

through the chapters of this book. This book was released by His Excellency Governor of Punjab & UT Administrator Sh. Banwari Lal Purohit.

| File Description | Documents |
|---|---|
| Relevant documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | [View File](#) |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institution has implemented a comprehensive energy conservation policy aimed at promoting the efficient use of energy resources. This policy is diligently followed throughout the premises, including classrooms, faculty rooms, labs, and resource rooms., with the aim of fostering a sustainable environment.

Carbon Watch, a mobile application to assess the carbon footprint of an individual is being used.

Energy Conservation Measures: Institution observes significant environmental days during weekly assemblies, as well as on specific days designated by the Eco-club and NSS. These occasions serve as platforms to educate and engage the campus community on matters of environmental importance. The principles of "Reduce, Reuse, Recycle" are deeply ingrained in all aspects of daily life within the institution.

Renewable Energy Integration: Recognizing the potential of solar energy, the institution has installed solar panels on its rooftops. Water

Conservation Measures: A tertiary water connection has been established for irrigation of lawns and grounds, ensuring optimal use of this precious resource.

Promotion of Electric Vehicles: Institution actively promotes use of electric vehicles (EVs) as an environmentally friendly alternative to traditional modes of transportation. College peons

are equipped with EVs for efficient and sustainable commuting purposes, facilitating circulation of official documents among various institutions.

| File Description | Documents |
|---|---|
| Institution's energy policy document | 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.

Institution has implemented well-structured waste management procedures to ensure effective handling and disposal of waste materials. Our commitment to maintaining a clean and sustainable environment is reflected in the presence of appropriate dust bins throughout the entire campus. Waste Collection and Processing: Institution collects waste material from all corners of campus. This includes dry leaves and other biodegradable waste, which are gathered and processed at our dedicated compost area.

Environmental Awareness and Engagement: Various lectures, campaigns, and practical initiatives to inspire students to adopt principles of 'Reduce, Reuse, Recycle' are organized.

Plastic-Free Campus Advocacy: Institution actively promotes the reduction and elimination of plastic usage on campus. We recognize the detrimental impact of plastic waste on ecosystems and human health.

Clean India Campaign .02 : During Clean India Campaign.02 staff members and students collected 30 kgs plastic from neighboring areas.

The institution's waste management procedures exemplify our dedication to maintaining a clean and sustainable environment. Through the provision of well-placed dust bins, segregation of wet and dry waste, and the production of bio-fertilizer, we ensure responsible waste disposal and resource utilization. Furthermore, our efforts to promote environmental awareness and discourage

**plastic usage on campus reinforce our commitment to a greener future.**

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

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

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

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

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing

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

Being a prestigious teacher education institution we uphold the tradition of cleanliness, we have implemented various measures to ensure an environmentally friendly environment. With well-ventilated rooms and labs, we prioritize maximizing natural air circulation and infusion of abundant natural light.

Waste Management: To promote responsible waste management, we have established separate containers and dustbins for recyclable and non-recyclable waste. We organize rallies and awareness drives to instill an eco-friendly attitude among our students and neighboring communities.

Rainwater Harvesting: college has implemented a rainwater harvesting project that ensures the efficient collection and storage of rainwater.

Promoting Sustainable Practices: We actively engage our students and staff in various initiatives aimed at creating a pollution-free and sustainable environment like tree plantation drives, campus cleanliness campaigns, and advocating for a cracker-free Diwali. These activities instill a sense of responsibility towards our surroundings, encouraging individuals to adopt practices that contribute to a pollution-free ecosystem.

From prioritizing natural ventilation, light to diligently managing waste and conserving rainwater, we strive to create an environment that promotes well-being and sustainability. By organizing awareness drives, tree plantation campaigns, and actively celebrating important environmental occasions, we instill in our students the values of environmental responsibility.

| 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** | All of the above |

| | |
|---|---|
| **friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants** | |

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

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

**1.46**

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

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

**Established 69 years ago, college is a distinguished teacher education institution that is committed to uphold a long-standing tradition of cleanliness and sustainable practices to maintain a pristine green environment.**

**Value Education and Celebrations: To cultivate ethical and values among our students, Value Education assembly is organized.**

**Societies and Academic Enrichment:** To promote holistic development, the institution conducts various activities like debates, declamations, poetry recitations, and music competitions in societies periods weekly.

The college organized a visit of students to the adopted village and promoted education in school students about the adverse effects and symptoms of malaria and dengue, Cleanliness drive , Thematic Role play on theme 'Awareness of Dengue and Malaria' and Interactive lecture was taken by volunteers

Parijat Eco-Club of college observed 'Wildlife Week' where members of the club took out a Census of trees, birds and medicinal plants around the college campus.

Campus is committed for water and energy conservation policies, waste management system, clean energy, rain harvesting system.

Our unwavering dedication to cleanliness & social awareness is demonstrated through regular cleanliness drives, rallies, and cultural celebrations. The institution develops well-rounded students equipped with the necessary skills and values to thrive in an ever-evolving society.

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

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

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

## 7.2 - Best Practices

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

**Best practices are uploaded on the college website under the given link. Best practices 2022-23.pdf (gcechd.ac.in)**

**Best Practices as per format are also attached herewith along with the photos.**

| 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

**As a designated Study Centre of Panjab University, the Government College of Education is an outstanding example of academic achievement in the area of teacher preparation in distance education mode and receives students from various parts of the**

nation who want to obtain a Bachelor of Education (B.Ed.) degree.This institution's function as a focal point for personal contact programmes is one of its distinguishing characteristics. These courses are a crucial part of the B.Ed. curriculum because they give students real-world teaching experience, transferable skills, and the chance to interact in person with educators. This college attracts students from diverse parts of India, resulting in a vibrant tapestry of cultural diversity and academic cooperation.

As a Panjab University distance education study centre, the Government College of Education makes sure that students obtain a well-rounded education. Its faculty is made up of seasoned teachers and subject matter specialists who share knowledge, instill pedagogical skills, and foster a strong feeling of responsibility in aspiring teachers.The personal contact programmes enhance the educational experience by fostering a learning environment that encourages critical thinking and peer engagement. In addition to benefiting from the academic rigour, students build long-lasting friendships and networks that span across the region.Hence, as a study centre of Panjab University, the Government College of Education acts as a fostering environment for aspiring teachers from different regions of India, ensuring that they are well-equipped to mould the future of our country's educational system.

| 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 |