



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH
• Name of the Head of the institution	Dr. Ajay Kumar Srivastava
• Designation	Associate Professor
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01722700075
• Mobile No:	9023645450
• Registered e-mail ID (Principal)	gcechd@yahoo.co.in
• Alternate Email ID	aksrivastava3918@gmail.com
• Address	Government College of Education, Sector 20 D Chandigarh
• City/Town	Chandigarh
• State/UT	Chandigarh
• Pin Code	160020
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>				
• Financial Status	<b>UGC 2f and 12(B)</b>				
• Name of the Affiliating University	<b>Panjab University</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr. Anjali Puri</b>				
• Phone No.	<b>9855443240</b>				
• Alternate phone No.(IQAC)	<b>01722700075</b>				
• Mobile (IQAC)	<b>9855443240</b>				
• IQAC e-mail address	<b>naacgce20dchd@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>iqac20d@gmail.com</b>				
<b>3.Website address</b>	<a href="https://www.gcechd.ac.in/">https://www.gcechd.ac.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.gcechd.ac.in/pdf/AQAR%20202019-2020_0.pdf">https://www.gcechd.ac.in/pdf/AQAR%20202019-2020_0.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.gcechd.ac.in/pdf/College-Calendar2020-2021.pdf">https://www.gcechd.ac.in/pdf/College-Calendar2020-2021.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 2</b>	<b>A</b>	<b>3.23</b>	<b>2017</b>	<b>28/03/2017</b>	<b>27/03/2022</b>
<b>6.Date of Establishment of IQAC</b>			<b>05/03/2008</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>01/04/2020</b>	<b>Nil</b>	
<b>8.Whether composition of IQAC as per latest</b>			<b>Yes</b>		

<b>NAAC guidelines</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Strengthening the process of Curricular Planning and Enrichment	
Strengthening student centric approach	
Formation of Code of Conduct and Grievance Redressal Committees	
Strengthening feedback mechanism	
Streamlining the documentation process along with the Geo tagged photographs	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

Plan of Action	Achievements/Outcomes
<p>Strengthening Curriculum Planning and Enrichment Process</p>	<p>With the assistance of IQAC, Curriculum committee achieved the objectives of curriculum planning and enrichment by involving subject teachers and students and by taking up the discussion on these matters through regular meetings.</p>
<p>Encouraging Global and Cross cultural understanding on Issues of international and national relevance</p>	<p>Organized International webinars with Speakers from USA and Canada who are eminent educationists and achievers of their respective fields</p>
<p>To promote student Welfare</p>	<p>Dr. (Mrs.) Sapna Nanda was designated as Dean Student welfare and head of the Grievance Redressal cell which also includes incharges and members of Anti ragging committee, 24 Hours helpline committee, committee against sexual harassment and hostel wardens.</p>
<p>Strengthening Student centric Approach</p>	<p>Improved the process of election of student representatives for involving the students in the decentralized administrative management</p>
<p>To promote Documentation and Reporting of activities along with Geo tagged Photographs</p>	<p>Streamlined the documentation process of various committees</p>
<p>Preparation and Display of Result Database on website</p>	<p>The Prize and Result Analysis Committee of the college was asked to prepare a result database to be displayed on the college website along with the details of declaration of results</p>
<p>To promote collection of information of Placement through</p>	<p>As per the directions of IQAC, Placement cell of the college</p>

College website	collected information about the students' achievement like qualifying CTET, HTET, UGC JRF etc. and their progression to higher education and vocations. A form was created on the college website to collect the information through online mode
Formation of New Committees	The code of conduct committee of the college headed by Dr. (Mrs.) Sapna Nanda reframed and updated the code of conduct for teachers, students, and non teaching staff of the college under the guidance of IQAC
Strengthening Feedback mechanism	Feedback mechanism was strengthened by involving all the stakeholders in the process of online feedback mechanism

<b>13. Whether the AQAR was placed before statutory body?</b>	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

<b>14. Whether institutional data submitted to AISHE</b>
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Year	Date of Submission
2020-2021	24/02/2022

### Extended Profile

<b>2.Student</b>
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2.1	240
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	320
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	110
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	126
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	126
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	133
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3031709+2533636 (RUSA) = 5565345

4.2	84
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	26
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	29
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The college has a regular in-house practice of planning, enrichment, and monitoring curriculum and adapting it to the local situation. Under Planning, for every session, the Academic Calendar and Time table are being prepared after discussion with the Principal and faculty members. Further, Programme learning Outcomes and Course learning outcomes are being discussed and planned for varied courses of the institute like B.Ed., M.Ed., and Diploma courses by the respective in-charges after rigorous discourse with the head of the institute and faculty members. For the planning of the activities, staff meetings and subcommittee meetings are held from time to time for its better implementation. For enrichment of the curriculum, academic and non-academic activities are held throughout the session as per the academic calendar of the college. Activities under NSS, Red Ribbon Club, Cultural, Science Club, Literary Club, Environmental Awareness, Seminar, Workshops, Placement Cell, Library, Guidance and Counseling Cell, Sports, Home Science Tours, and Excursions, Fine Arts College Journal, Pre-internship and internship programme, Skill-in-teaching, e-learning, and teaching, etc. For monitoring the actual implementation of the planning and</p>	

enrichment activities, mid-course staff meetings and sub-committee meetings are regularly held to review and adapt according to the need of the situation or context.

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course**

B. Any 3 of the Above



**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**

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

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="https://www.gcechd.ac.in/pdf/M.Ed,%20B.Ed%20and%20PGDGC%20TimeTable_compressed.pdf">https://www.gcechd.ac.in/pdf/M.Ed,%20B.Ed%20and%20PGDGC%20TimeTable_compressed.pdf</a>
Any other relevant information	<a href="https://www.gcechd.ac.in/pdf/College-Prospectus-2021-2023.pdf">https://www.gcechd.ac.in/pdf/College-Prospectus-2021-2023.pdf</a>

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

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

03

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

03

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

### 1.3 - Curriculum Enrichment

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

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

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

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

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

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

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

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

- Pre Internship Training Program is for the students of B.ED., M.ED. in which they visit schools and observe the school environment. The institution organize visits to the field of related professions, such as TS State Library, sector 17 and Divisional Library, Sector 34, Museum & Art Gallery to gain knowledge about their working and management.
- Professionals from various fields are invited to guide the students. The Institution organizes workshops, internal Skill-in-Teaching Competitions; Zonal Competitions Personality Development Workshops for life Skill Education, Placement drives to give a suitable platform to shape their experiences.
- Alumni of the college are invited time and again to interact with students to share their life experiences. The institution has an Alumni Association Club for such ventures.
- During the COVID times, various International Webinars have been organized to bring awareness about the global environment among students.
- Live talk sessions with the administrative officials and bureaucrats who are experts in their fields are constantly organized to guide the students to face the challenges of the professional environment.

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

#### 1.4 - Feedback System

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

Four of the above

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

133

##### 2.1.1.1 - Number of students enrolled during the year

133

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

20

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

20

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

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

10

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

10



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 are conducted by Panjab University. Online counseling was held in November 2020 for two years B.ed. course (session 2020-2022).

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 for giving 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 upon the needs of students.

The college has an assessment process in place as student responses pertaining to their specific needs are sought through assessment forms created for the same, (<https://forms.gle/QFNiRtw7ikFUNtdg5> ) are elicited and are further studied systematically in order to design the curriculum transaction strategies.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1:10

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

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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.

Depending upon the nature of the subject and content to be discussed, appropriate methods/approaches for teaching are adopted. Teachers keep updated knowledge related to the methodology of their respective pedagogy subject and research on postgraduate level is also conducted on various methods of teaching. During the pandemic, online teaching and learning have become a new norm and teachers are learning new skills to make their teaching interactive and interesting through online mode. Students are actively involved in participative learning using task-based learning approaches. It is tried that students should develop critical thinking and a deeper understanding of the concepts. Focused group discussions on

contemporary issues related to education are conducted in which students are divided into groups and discuss a particular issue. The teacher incorporates multi-mode learning approaches in order to extract the best out of each and every pupil by assigning them active roles in the classroom teaching-learning process.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

### 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

240

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

**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	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.gcechd.ac.in/ict-support.php">https://www.gcechd.ac.in/ict-support.php</a>
Any other relevant information	No File Uploaded

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

At the beginning of the 2-year B.Ed course, the students are divided into tutorial groups, and one teacher educator is designated as in charge /mentor of each tutorial group. Keeping in view the teamwork and students diversity, various cultural and Literary programs are organized viz: Talent Hunt, (NSS, Cultural & Literary society) election, webinars, etc. To build the skills of self conduct with colleagues and authorities, students are provided with the opportunities to engage with a pre-internship program of one-week duration and four weeks in the schools in which they come across different aspects of the school environment like its infrastructure, administration, teachers, and students. Also, they observe the regular functioning of the school and routine classroom teaching.

In the next semester, students study specific teaching techniques and they observe regular classroom teaching and its modalities. Pupil teachers practice micro-teaching skills and prepare lesson plans. The micro lessons are observed by peers and subject experts(pedagogy in charge). Immediate feedback is provided to them. Similarly, they practice simulated teaching with their peers in order to understand real classroom teaching situations.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

Nurturing Creativity and innovativeness amongst students is the prime concern of the college. 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 college organized several Fine Arts, Music, Home Science, Science, and other subject-related competitions throughout the year.

Students are always encouraged to participate and present at the state level, national level, and international level Competitions, workshops, and seminars to present their art and research work under the guidance of faculty members. Many of our Students won several prizes at the national & state level, Zonal & Inter Zonal level, Inter & Intra College Competitions. Several students of B.Ed. and

M.Ed. Course publish their research papers under the guidance of faculty.

Students contribute their artwork for the college magazine and also present their research papers for the College journal 'The Educational Beacon'. The NSS Unit and Red Ribbon Club of college organize various kinds of activities, competitions, and seminars to encourage the students to participate in all fields.

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

Seven/Eight of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized**

Eight /Nine of the above

**Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

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

All of the above

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

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning**

All of the above



**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

All of the above

**of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 government, schools are identified with the permission of higher authorities as participative as well as on a request basis. All internship-related orientation of school principals/teachers is planned and they are accordingly oriented as per curriculum specifications. Students are oriented for internships in different semesters as per curriculum

requirements as Pre-internship -1, 2, and school internships. Teachers of the institution orient students before sending them to pre-internship and school internship programs. They visit schools regularly as per their period in the timetable. They check for any need and give feedback to lesson plans delivered. Skill-in-teaching committee members also visit schools timely to have a check for students' and schools' needs. Students' performance is 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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

99

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

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 respective schools chosen for internship programs twice a week. For monitoring, the teacher educator checks the attendance, written lesson plans, activities conducted by the intern; take feedback from mentors as well as from peer group of the intern; and also observes pupil teacher's teaching in actual classrooms. Each intern is supervised by two Mentors/school teachers (one of each Pedagogy subject) that 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 on which the intern is 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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)</b>	<b>All of the above</b>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	<b>Four of the above</b>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 2.5 - Teacher Profile and Quality

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

26

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

24

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

26

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

26

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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 Government College of Education 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 the 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 and resource persons, experts for different academic activities like extension lectures, webinars, etc
- Besides this, the faculty puts in a sincere effort to upskill themselves on the technological front by suitably integrating ICT in the teaching learning process

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

Continuous internal evaluation of student learning is one of the important components of the institution. College follows the guidelines issued by Panjab University, Chandigarh regarding the approved process of conducting a 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, participation in discussions/seminars/tutorials, related practical and sessional work, etc. 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, visit 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five of the above

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

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

The grievance redressal cell of the college is committed to addressing 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. The examination schedule is planned and prepared to take into account the interest of the students and faculty, adhering to the academic calendar. Students are informed in advance about mid-semester exams. As per the student's interests, necessary amendments in exam dates



are done. Furthermore, students' performance is recorded and displayed in a transparent manner, and students are also given chance to improve if they have underperformed in any subject. College provides provision of the online address of Grievance through the link mentioned: <https://www.gcechd.ac.in/grievance-redressal-cell.php>

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

Institution follows strictly the academic calendar issued by Panjab University, Chandigarh and completes the process of the internal evaluation timely. Academic calendar / Internal evaluation process is discussed in staff meetings at the starting of academic session. In charge college academic calendar committee prepares college academic calendar in consonance with Panjab university, calendar. Academic calendar is circulated for information of all the stake holders and also displayed on college official website <https://www.gcechd.ac.in/college-calendar.php>. All the subject teachers complete the process of the continuous internal evaluation in time abiding by the Board of studies (Education), and Dean colleges, Panjab university. Awards are compiled and displayed on the notice board for making the system more transparent. The notice of the same is also uploaded on the college official website. Process of uploading the awards on the online portal is time bound and college is required to complete the same and generate the internal awards submission completion certificate which is also generated online from the portal for further submission to the controller of examination, Panjab university, Chandigarh. Internal evaluation committee of the college maintains all the record of all the courses/ individual students' assessment.

## 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 and management and communication skills. Effective use of ICT is also emphasized and encouraged during all curricular and co-curricular activities to boost the outcome of the 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	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. Personal, as well as professional attributes of the students, are enhanced by means of the following activities:

**COGNITIVE ATTRIBUTES:**

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.

**PROFESSIONAL ATTRIBUTES:**

1. Regular seminars and workshops are conducted which help the students to brush up their skills required in the professional field
2. Regular visits to places outside of the institution to inform the students about the workplace activities
3. Regular conduct of online webinars by eminent personalities who share pearls of wisdom with the students coming from their own life experience
4. Simulated teaching exercises.
5. Pre internship and Internship programmes.

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

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

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

240

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

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

The performance of students is a direct testimony to the fact that the efforts of institutions are successful. The learning needs of students comprise of enhancing their skills, self-efficacy, and the ability to achieve. The college provides an environment of creative freedom which helps in a positive growth of an individual. 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 student. The creative ability of the students is enhanced in the whole process of developing content, analyzing the facts, and presenting it in front of others.

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

The 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 in the workplace.

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

## 2.8 - Student Satisfaction Survey

### 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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
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)

0

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar /**

Two of the above

<b>interactive session on research</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	Four of the above
File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.2 - Research Publications</b>	
<b>3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year</b>	
25	

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

13

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

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

133

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

133

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

133

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded



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

The college has a practice of taking along students and the community by organizing thematic and need-based activities pertaining to issues that we owe to give back /uplift/ sensitize/ make aware all the stakeholders. Organizing rallies, slogan writing, poster making, street plays, skits, essay writing, paper reading, poetry recitation, debate and declamation are the liberally used methods to educate and sensitize the pupil teachers and the counsellors we train and prepare them as ambassadors to take these messages to the community in a very comprehensible depictions/ language. Various clubs like Red Ribbon, Eco Club, Science Club and the dedicated NSS cell give opportunities to optimize in-house human resources and network with corresponding agencies. We have a dedicated value education based morning assembly every Monday which takes care of observing all the important days pertaining to that period. We take care to bring in eminent speakers who share their expertise to upskill the students and faculty on areas that need attention and drive the listeners to change their thought process which works in favour of nation-building, social causes and overall well being. These endeavours fulfil the objective of grooming the pupil teachers and counsellors to develop holistically.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>3.4 - Collaboration and Linkages</b>	
<b>3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year</b>	
0	
<b>3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>
<b>3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation</b>	<b>Three/Four of the above</b>

Clinics Linkages with general colleges	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

  

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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 exists with proper sitting arrangements and it is equipped with ICT tools. Language Lab is equipped with ICT tools having listening, speaking, and recording facilities. The college has a fully equipped library with a reading room, ICT tools, and individual spaces are allotted to material related to all the subjects. College also houses one Computer science lab with 40 computers and software required for educational purposes like SPSS, Plagiarism, etc. The college has one Auditorium equipped with a projector, display board, sound system with a seating capacity of 500 people. Science Lab has several modern science equipment and related material. Guidance cum Psychology Lab with psychological tools is used for educational and research purposes. The dispensary has basic medical facilities for dealing with medical issues. Home Science Lab with modern kitchen equipment and other related material and Gymnasium room with fitness machines are other highlights. E.T Lab has a smartboard and the latest software. Music Room is equipped with several musical instruments and Fine Arts Room with smartboard, projector and, display boards, aisles, and other visual art related materials.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

11

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

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

911968+2533636 (RUSA) = 3445604

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

## 4.2 - Library as a Learning Resource

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

The Library is now fully automated with an integrated system connected to the Campus Network providing an Internet facility to

the college community. Online Public Access Catalogue facility is available on both the floor of the Library and through OPAC Library collection can be searched. The Library has adopted automation using Integrated Library Management System (ILMS). LIBSYS 7(Web-centric) software has been installed for library operations and services which is integrated multi-user library management software and provides a user-friendly interface of international standards and open technology. It covers acquisition, cataloging, 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, and library membership cards (SMART CARDS) are generated through Libsys software. The library has implemented RFID (Radio-Frequency Identification) solution in the following areas:

- Collection of data regarding books, students, and teachers.
- RFID supports automatic and accurate multiple tag reading.
- All RFID tags within range can be detected instantly and matched with information in the database.
- Used in stock verification through automated tracking solution.
- Faster transactions like issue return.
- Security of library items through RFID security gates.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.gcechd.ac.in/college-library.php">https://www.gcechd.ac.in/college-library.php</a> GCE Library - About (weebly.com)
Any other relevant information	No File Uploaded

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

Library subscribes e-books and e-journals through 'National Library and Information Services Infrastructure for Scholarly Content (N-LIST) program of INFLIBNET' UGC for college faculty and M.Ed. students. N-LIST is the college component of eShodh Sindhu. Users can have access to more than 6,150 electronic journals and 31, 64,309 e-books from anywhere using user-name and password.

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 program.

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

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

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

242976

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

26

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://www.gcechd.ac.in/college-library.php">https://www.gcechd.ac.in/college-library.php</a>
Any other relevant information	No File Uploaded

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

One of the above

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

**4.3 - ICT Infrastructure**

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

**Government College of Education has the latest ICT infrastructure.**

We established a Local Area Network at the Computer lab and it extended LAN to the Office, Labs, Library, classrooms & other parts of the college. There are 100 Mbps fiber connectivity in the Network. Wi-Fi Routers have been installed and workings in the 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 the latest computers, Server systems, Digital Podiums, Smartboard with a podium, Laptop, LCDs, a 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. The college has Language, E.T., Home Science, Fine Arts, and Psychology lab and research resource center for using ICT provisions for teaching-learning and research. Constant up-gradation and updates for various facilities, College website, and infrastructural provisional are done at periodical intervals to assure that the entire campus is ICT enabled for its various purposes. The fully automated library is another facility that has internet connectivity and students have access to e-resources through INFLIBNET (N-LIST).

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

240 : 60

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

**4.3.4 - Facilities for e-content development are**

One of the above



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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	<a href="https://www.gcechd.ac.in/youtube.php">https://www.gcechd.ac.in/youtube.php</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://www.gcechd.ac.in/econtent.php">https://www.gcechd.ac.in/econtent.php</a>
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

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

217995

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Government College of Education, Sector 20-D, Chandigarh maintains all the physical support facilities like maintenance and repair of classrooms, laboratories, library buildings, through government maintenance departments. All the electricity and water-related maintenances are managed through the government water supply and

electricity department. All the buildings related maintenances are managed by Government engineering departments. Maintenance of academic and support facilities like Computers, information and communication tools, and electronic gadgets are done through GEM according to GFR rules and other instructions provided by Chandigarh administration from time to time. All the other available resources and infrastructure are maintained on daily basis by ministerial staff and laboratory attendants. Sports grounds are maintained by College Gardeners (Malis), and game boy under the supervision of the College Sports Department.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.gcechd.ac.in/system-and-procedure.php">https://www.gcechd.ac.in/system-and-procedure.php</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

All of the above

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>08</b>	<b>99</b>

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

### 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).

**25**

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

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

**28**

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

### 5.3 - Student Participation and Activities

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

The 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 In charges. Student Grievance Redressal Cell of the college is also committed to dealing with various problems related to student welfare viz. Anti-Ragging, Sexual Harassment, and all related problems. Students are also provided with the opportunities to deal with Hostel related problems by having direct contact with the Hostel Wardens (Boys& Girls). Hence institution is committed to the student-centered approach in all aspects of their formal & Informal behavioral parameters. The 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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

The Alumni Association (functional) 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 the 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 resource persons 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 with the students. Alumni are Active members of the 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 the 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.

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

5.4.2 - Alumni has an active role in the regular

Five/Six of the above

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

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

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

01

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

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

The Alumni Association of the college plays an important role in motivating the students. In order to motivate the students a webinar was organized by the Alumni Association of the college on March 24, 2021. Vice President and executive member of the alumni association took this initiative and a lecture was organized on the topic 'Benefaction: A Repayment to the Society' which was attended by 56 participants. With the example of Bhagwat Gita, the concept of



Charity, the Index of Happiness, and the role of education in society were elaborated upon. A workshop was also conducted by the Alumnus of the college and retired faculty, Dr. Jasvir Chahal, on Resume Writing to facilitate the students to make their place in the world of work.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Vision of the Government College of Education, sector 20-D is to evolve through collective leadership into a center of Academic excellence while retaining its regional roots and wider social imperatives. It seeks to achieve a wholesome synergy between academic practices, social empathy, cultural and co-curricular responsibilities so that students may benefit and develop to their fullest potential. The mission of the college is to provide a holistic and enabling environment of study to students hailing from diverse demographics and to provide an environment for 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 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. Teachers discharge energetically pervasive roles as motivators and spearheads of cultural and socially conscious activities in the institution by steering the NSS unit, Eco Club, Red Ribbon Club, Legal Literacy Club, Placement Cell, etc.

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

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

The 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 B.Ed. 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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

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 2020-21.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.gcechd.ac.in/strategic-plan-and-deployment.php">https://www.gcechd.ac.in/strategic-plan-and-deployment.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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. 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.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.gcechd.ac.in/pdf/Organogram.pdf">https://www.gcechd.ac.in/pdf/Organogram.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

Five/Six of the above

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

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

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 management of the institution and to strengthen the student support facilities. The duty list is already attached in the previous matrices. 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. library is showcased. Minutes of meetings, faculty participation, and implementation of the decisions are evident from

the attached documents.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Welfare Measures for the Teaching and Non-Teaching staff do exist in the institution as per the norms of the Chandigarh Administration. Measures like Leave Travel Concessions, Medical reimbursement, government accommodation, different types of leave as per government rules, etc. are well in place as per the Chandigarh Administration guidelines; related policies are implemented for all its regular 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, Gymnasium, Dispensary, Canteen, Sports Grounds, and I.T facilities ( Desktop, laptop, printer, internet connection). All the faculty members are given individual workspace/faculty rooms to work peacefully for their professional growth.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

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

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

06

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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 the 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 APAR is reviewed by The Director of Higher Education who is the reviewing officer. Finally, the APAR 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. This APAR is then subjected to acceptance or representation by the Employee.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

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

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

The institution seeks to mobilize government grants for the improvement of institutional infrastructure and knowledge resources

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

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

## 6.5 - Internal Quality Assurance System

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

As per NAAC instructions, the college has established an 'Internal Quality Assurance Cell' that works towards realizing the goals of quality enhancement and sustenance. It is a facilitative and participative mechanism consistently working for bringing about the quality culture in various domains of the institution including academic, administrative and research, etc. The prime task of the IQAC is to develop a system that improves the overall performance of the institution related to removing the deficiencies and enhancing the quality. 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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.

In order to ensure smooth conduct of teaching-learning process in COVID pandemic, online learning was incorporated and classes were held through Online learning platforms such as Google meet, Facebook, WhatsApp Gmail WebEx stream yard, etc. 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.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.gcechd.ac.in/pdf/IOAC-Minutes-of-Meeting-on-16.01.21.pdf">https://www.gcechd.ac.in/pdf/IOAC-Minutes-of-Meeting-on-16.01.21.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.gcechd.ac.in/pdf/Action-taken-report-regarding-IOAC-meeting-held-on-16.01.21.pdf">https://www.gcechd.ac.in/pdf/Action-taken-report-regarding-IOAC-meeting-held-on-16.01.21.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

1. The Prize and Result Analysis Committee of the college was asked to prepare a result database to be displayed on the college website along with the details of the declaration of results. The committee was also directed that Result analysis and students' achievements are also displayed on the college website as our students bring laurels to the college in diverse arenas of activities.

2. Dr. (Mrs.) Sapna Nanda was designated as Dean Student welfare. She was also appointed as the head of the Grievance Redressal cell. Grievance redressal cell also comprises of incharges and members of Anti-ragging committee, 24 Hours helpline committee, committee against sexual harassment and hostel wardens.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The institution has its own energy conservation policy which is being adhered to for the conservation of energy. All the classrooms, faculty rooms, labs, and resource rooms are having all the basic electricity usage and from time to time students and staff members are motivated to use electricity only when required. The institution is committed to following various ways of conserving and using energy resources by making the faculty and students aware of the same. Days of environmental importance are observed in the campus to achieve this objective during weekly assemblies and days observed by Eco-club and NSS. Good practices to conserve electricity and water are followed e.g. turning off taps, switching off lights, ACs, and fans, etc. when not in use. Reduce, Reuse and Recycle is practiced

in all aspects of daily usage. Solar panels are installed for harvesting solar energy with 50 KWP - SPV power plant on college rooftop exists. CREST letter dated 25/5/2015. Installation of tertiary water connection is done for irrigation of lawn and grounds. E-vehicle is used by college peons for commuting Dak circulation with directorate education/other institutions/ offices.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution has well-maintained procedures for waste management. The entire institution has proper dust bins for collecting waste material. The institution has separate dust bins for wet and dry waste. Dust bins are placed at all the corners in the campus i.e. Admin block, hostels, canteen, and parking areas. Dry leaves and other biodegradable waste from the entire campus are collected and Biofertilizer is made at the compost area of the college. Students are motivated to follow the environmental conservation and sustainable growth mission of 'Reduce, Reuse and Recycle' through various lectures, campaigns, and practices. The college also promotes the NON-USAGE of plastic on the campus.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

Our college is sixty-seven years old teacher education institution which is known for clean and green campus and it has been maintaining the tradition of cleanliness. The institution has well-ventilated Rooms and labs with glass windows to maximize natural air and light. We take care of the greenery on the campus as there are lots of plants. There is a greenhouse on the campus which is being taken care of quite diligently by well-appointed staff. Other than this the recyclable garbage waste and non-recyclable waste are dumped in specified containers/dustbins. Rallies and awareness drives are organized to create an eco-friendly attitude among the students and neighboring communities. Rainwater harvesting project has also been implemented in the college. Drives like Tree-Plantation, Campus cleanliness, and Say No to Crackers for pollution-

free Diwali are some such initiatives. Days like World Environment Day, Ozone Day, and other important days are celebrated for making the students aware of the importance of Pollution free healthy, and clean environment around us.

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

All of the above

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

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

61678

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded



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

Government College of education Chandigarh is sixty-seven years old teacher education institution in the city beautiful Chandigarh. The institution organizes cleanliness drives to maintain the tradition of cleanliness. The college organizes several rallies and social awareness campaigns to motivate the local people for their healthy life, making the environment clean and green. Value Education assembly is organized in the college auditorium every Monday. Here we celebrate all the national and international days together with enthusiasm. All the festivals like Diwali, Holi, Lohri, Eid, etc. are celebrated on the campus. During the Societies period Debate, Declamation, Poetry recitation, Music Competitions, etc. are held every week. Expert lectures are organized and educational movies highlighting local, regional, national, and global issues are shown during societies period. We conduct various community works to become a responsible educational institution and also to make our students responsible citizens. We strongly believe and duly emphasize to inculcate the ethical, academic and social values among the students

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1) **Title: Sensitization for Societal contribution and protection of the Environment during Pandemic**

#### 2) Context:

When individuals are accountable for fulfilling their civic duty then the actions of an individual must benefit the whole of society. There must be a balance between economic growth and the welfare of society and the environment, and then only social responsibility is accomplished. It is built on a system of ethics, in which decisions and actions must be ethically validated before proceeding. If the action or decision causes harm to society or the environment, then it would be considered to be socially irresponsible. Every individual has a responsibility to act in a manner that is beneficial to society and not solely to the individual. The COVID-19 pandemic has introduced new norms for the measures that society is willing to take to prevent the spread of disease. Increased social responsibility is the solution to curbing the threat of future pandemics. Adding to it, COVID-19 underscores the urgency of our work and forced us to be even more diligent in combating threats

to the Earth. It is a symptom of humanity's fractured relationship with the natural world - and we don't have long to repair that bond. The Earth is facing an unprecedented set of threats, including climate change, rampant pollution, and mass extinction of wildlife. It is symbolic of the way humanity treats nature as a commodity that is gobbled up to fuel our economies. We urgently need to step up ambition and action on the planetary crises of climate change, nature loss, and pollution to head off further pandemics. Our institute had taken varied initiatives during the pandemic situation of social responsibility and actions to protect the environment. The college aims to implant qualities like communal harmony, environmental protection, conservation, health, and hygiene, spreading awareness in the community through our students.

### 3) Objectives of the practice

- To make the students understand and implement the constitutional duties in practical life situations
- To train our students for varied pandemic and epidemic situations through the protection of the environment
- To encourage students to participate in activities such as volunteering and to undertake diverse roles of responsibility among their peers and in the wider community.

### 4) The Practice

During the pandemic under various committees of the college as NSS Cell, RRC, Placement Cell, IQAC, RUSA, Electoral Literacy Club, Alumni Association, PARIJAT Eco Club volunteers of the college were engaged in varied activities. To spread awareness in society, activities like Poster Making and Slogan writing competitions, online Oath taking, E-Talks, National and international webinars, Online quiz, bicycle rally, debate and declamation, Online "Logo" Competitions, Online Surveys, Virtual Rallies, postcard competitions and panel discussions etc. on varied themes as Importance of Vote, Covid-19, Donation of Masks and Sanitizers -"Mask is Must" , Emotional intelligence in COVID-19 Pandemic, International Anti Corruption Day, Birthday of Shri Guru Gobind Singh Ji, National Road Safety Month, Benefaction: A Repayment to the Society, Normalizing Emotions: All About Emotional Well Being, Towards Responsible Pandemic Adaptation: Cross cultural sharing on what is going on , On Drug - Free India -"Nasha Mukh Bharat" by Ministry Of Social Justice And Empowerment Government Of India, Role of Family Environment to Prevent Indulgence in Substance Abuse, Survey on COVID-19 Vaccine Drive in India, World No Tobacco Day, Be With Yoga, Be at Home, International Day against Drug Abuse and Illicit Trafficking, Women

Equality Day, Relevance of BMI IN Diet: Feeding Smart Right from the Start, World Ozone Day, Health and Hygiene, Food and Kitchen Hygiene, Voluntary Blood Donation Day, International Day of the Girl Child, Voter Helpline App download to create mass public awareness regarding the pandemic and constitutional duties of individuals. In Addition, environmental activities on themes as Jal Shakti Abhiyan under Ek Bharat Shreshtha Bharat (EBSB) program, Tree Plantation drives, Earth Day, Biological Diversity, Ecosystem Restoration, Awareness regarding Plastic Pollution, a celebration of World Environment Day, Oath-taking on International Plastic Bag Free Day, Van Mahotsav, Anti Crackers Pledge for prevention of Nature were organized.

#### 5) Obstacles faced

Non-affordability of laptops and mobile phones and interrupting internet services poses problems for the implementation of such activities

#### 6) Impact of the practice

The purpose of organizing these activities for the prospective teachers was to inculcate values of appreciation of Nature, social competence, sympathy, empathy, leadership qualities, decision making, and organization skills was completely fulfilled as there were regular and healthy interactions and enthusiastic participation of students, faculty members, delegates, guests and society members regarding various aspects of overcoming the phase of pandemic COVID-19 fighting it together. The interaction between the college and society was maintained very well.

#### 7) Resources Required

- For the protection of the environment, more offline interactions are required with society members
- Tree plantation drives can be more effectively with a large number of saplings

#### 8) About the Institution:

1. Name of the Institution: Government College of Education, Chandigarh

2. Year of Accreditation: 2017 (Second Cycle)

3. Address: Government College of Education, Sector 20, Chandigarh

4. Grade awarded by NAAC: A

5. Email: gcechd@yahoo.co.in

6. Contact person for further details: Dr. Anjali Puri, Dr. Rajni Thakur

7. Website: <https://www.gcechd.ac.in/>

#### Best Practice II

1) Title: Understanding Global and Local perspective: Building responsible behavior and Life Skills

2) Context

Developing a global perspective is increasingly vital to thriving in the 21st century. A global perspective is a comprehensive lens through which you see the world around you. It also encompasses the understanding of globalization and how interconnected each region of the world is economically, politically, and socially. There are many ways to expand your worldview like taking international classes or attending speakers are some sublime ways to experience another culture and gain a more global perspective. Prolonged interactions with a foreign culture force you to understand and accept the culture and differences in values and circumstances that influence certain behaviors.

3) Objectives of the practice:

- To develop a psychological perspective regarding different countries and cultures in students
- To channelize energies of the students in a constructive manner through varied activities
- To utilize the available resources of the college to the maximum
- To organize international webinars for students to have an insight into the educational problems at the global level

4) The practice

The college has organized numerous National and International level Webinars as an E-Talk on "Emotional intelligence in COVID-19 Pandemic" by Professor Dr. Renu Somal (Retd.), PU, Chandigarh; on International Women's Day Webinar - "Threading the Global Pearls and Embellishing the Strings" - Prof. Daylon P. Taylor, Trent

University, Canada, Ms. Amrita Kaur Orange County, California, USA and Ms. Emily Sam Thomas, Assistant Vice President of Exela Technologies, Chennai; webinar - 'Benefaction: A Repayment to the Society' - Dr. Dinesh Chahal, Vice President Alumni Association, Ms. Navneet Kad, Dr. Jasvir Chahal; the IQAC, RUSA, and Placement Cell webinar - "Normalizing emotions: all about emotional wellbeing" - speaker Sh. Rajesh Jogpal, IAS, Deputy Commissioner, Charkhi Dadri, Haryana and Ms. Indu Aggarwal and Mr. Raj Kumar; International webinar - "Towards Responsible Pandemic Adaptation : Cross Cultural Sharing On What Is Going On" - Professor G.D. Puri, Departmental Head Anaesthesia and Dean (Academic), PGIMER, Chandigarh and Dr. Inga Truskauskaite-Kuneviciene, Senior Researcher fellow, Centre for Psycho-traumatology, Department of Psychology, Vilnius University, Lithuania; webinar - "Effective communication skills: Importance in the Life" - Dr. Deepti Gupta; 3 Day International workshop on 'Industry Readiness: Identifying Trends and Enhancing Skills' by Dr. Maria H. Nad, Director of Communications, Applied Research International Conferences (ARICON), U.K.; Board Member, London Institute of Skills Development and Resource Person/ Trainer Ms. Neha Sharma, Trained in Educational Studies in Guidance and Counseling, Registered Counsellor with the Australian Counseling Association, Brisbane, Australia; International Webinar "Yoga for Elevation- A Guide to Sound Mental Health" - Dr Rajeev Choudhary (Professor Physical Education, Dean Students Welfare (DSW), Head, School studies in Law, Visiting Faculty-Universities of Poland and Germany and Prof. Neeru Sharma (Coordinator, NRC Home Science, LEAP India select Senior Research Scientist, Development Psychology University of Jammu); RUSA workshop- "Resume Writing and Interview Skills" -Dr. Jasvir Kaur Chahal, former Vice-Principal of the College.

#### 5 ) Problems encountered

Due to the pandemic COVID-19 the social distancing norms being followed, the only mode to connect with our students remains the Online Mode. Some technology hiccups are certainly posing problems both for students and teachers.

- Due to the bad weather conditions sometimes internet services are slow or interrupting and the college had to reschedule the programs
- Non-affordability of laptops and mobile phones and interrupting internet services poses problems for the implementation of such activities

#### 6) Impact of practice

The purpose of organizing these webinars was completely fulfilled as there were regular and healthy interactions among the students and the guest speakers regarding various aspects for the growth of the institution as well as their personal growth. The constructive feedback regarding the academic interactions in the classes was taken and incorporated from a futuristic point of view. Regular interaction between faculty members, guest speakers, and students turned out to be very productive. It expanded the horizons of the students' minds. The organization of webinars added to the confidence and organizing skills of students which motivated students to utilize the academic resources of the college to the maximum extent for their holistic development and on the societal front as well.

#### 7) Resources required:

More number of technological gadgets and smooth internet connection on part of some students for smooth conduct of online activities

#### 8) About the Institution:

1. Name of the Institution: Government College of Education, Chandigarh

2. Year of Accreditation: 2017 (Second Cycle)

3. Address: Government College of Education, Sector 20, Chandigarh

4. Grade awarded by NAAC: A

5. Email: gcehd@yahoo.co.in

6. Contact person for further details: Dr. Anjali Puri, Dr. Rajni Thakur

7. Website: <https://www.gcehd.ac.in/>

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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

The institution is able to create a conducive environment for nurturing the capabilities of the future teachers in such a way that they become experts in not only content and methodology but also in planning, organization, management, and execution of various extension and co-curricular activities in the institution they join in future, thereby becoming ideal role models for their students and are continuously able to inspire their students to excel in all areas of life with confidence, skillfulness, and positive attitude. One such example is that the prospective teachers are trained to make teaching aids for making their teaching more interactive and interesting. Afterward teaching aid competitions are held in which students of all the pedagogy subjects enthusiastically participate. This trait is duly recognized and appreciated while students are attending internships and paves a way for their professional growth.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded