



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

**G.H.G. HARPARKASH COLLEGE OF
EDUCATION FOR WOMEN, SIDHWAN
KHURD**

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

- Alternate phone No. **01624234941**
- Mobile No: **6239997177**
- Registered e-mail ID (Principal) **ghgh_sidhwankhurd@yahoo.co.in**
- Alternate Email ID **dramandeep24@gmail.com**
- Address **V.P.O.- Sidhwan Khurd, Tehsil-
Jagraon**
- City/Town **Ludhiana**
- State/UT **Punjab**
- Pin Code **142024**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Women**

- Location **Rural**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Panjab University, Chandigarh**
- Name of the IQAC Co-ordinator/Director **Dr. Kiran Duggal**
- Phone No. **01624234941**
- Alternate phone No.(IQAC) **01624234941**
- Mobile (IQAC) **01624234941**
- IQAC e-mail address **ghgh_sidhwankhurd@yahoo.co.in**
- Alternate e-mail address (IQAC) **dramandeep24@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://www.sidhwankhurdeducation.com>
- Web-link of the AQAR: (Previous Academic Year) <https://www.sidhwankhurdeducation.com/aqar/report>

4.Whether Academic Calendar prepared during the year?

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.sidhwankhurdeducation.com/academics/academic-calendar>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	86.40	2003	29/04/2003	28/04/2008
Cycle 2	A	3.38	2017	30/10/2017	29/10/2022

6.Date of Establishment of IQAC **26/05/2009**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	31/12/2022	0

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

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

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

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

1. In the light of SESREC, Ministry of education, Govt of india many initiatives were undertaken in different areas such as sanitation-safe drinking water and sanitation, solid waste management, rain water harvesting, installation of solar panels, solar energy plant, compost pits etc . In the light of VENTEL programme National priority programmes were initiated. Besides this many community outreach activities programmes were undertaken for the service of community.

Establishment of herbal garden and plantation of hundred trees in collaboration with Green Punjab international Association and distribution of saplings to the dignitaries and guests on special occasions .

Functional MOU's with schools and colleges.

Workshops for non-teaching staff on the themes gratuity, pension, accounts management in tally software, mannerism and etiquette's etc

Multidisciplinary workshops and in-house seminars were conducted as skills development initiatives in the light of NSQF guidelines. Students also undertake skill development courses from SWAYAM to

gain credits for Academic bank of credits.

Solar Panel is installed.

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

Plan of Action	Achievements/Outcomes
https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/Strategic%20plan%202021-22.pdf	https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/IQAC%20Outcomes%2021-22%20f.pdf

13. Whether the AQAR was placed before statutory body? No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	G.H.G. HARPARKASH COLLEGE OF EDUCATION FOR WOMEN, SIDHWAN KHURD
• Name of the Head of the institution	Dr. Amandeep Kaur
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01624234941
• Mobile No:	6239997177
• Registered e-mail ID (Principal)	ghgh_sidhwankhurd@yahoo.co.in
• Alternate Email ID	dramandeep24@gmail.com
• Address	V.P.O.- Sidhwan Khurd, Tehsil-Jagraon
• City/Town	Ludhiana
• State/UT	Punjab
• Pin Code	142024
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Rural
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	Panjab University, Chandigarh				
• Name of the IQAC Co-ordinator/Director	Dr. Kiran Duggal				
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• IQAC e-mail address	ghgh_sidhwankhurd@yahoo.co.in				
• Alternate e-mail address (IQAC)	dramandeep24@gmail.com				
3.Website address	https://www.sidhwankhurdeducation.com				
• Web-link of the AQAR: (Previous Academic Year)	https://www.sidhwankhurdeducation.com/aqar/report				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sidhwankhurdeducation.com/academics/academic-calendar				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 2	A	3.38	2017	30/10/2017	29/10/2022
6.Date of Establishment of IQAC			26/05/2009		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	31/12/2022	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. In the light of SESREC, Ministry of education, Govt of india many intiatives were undertaken in different areas such as sanitation-safe drinking water and sanitation,solid waste management,rain water harvesting, installation of solar panels,solar energy plant,compost pits etc . In the light of VENDEL programme National priority programmes were initiated. Besides this many community outreach activities programmes were undertaken for the service of community.</p>		
<p>Establishment of herbal garden and plantation of hundred trees in collaboration with Green Punjab international Association and distribution of saplings to the dignitaries and guests on special occasions .</p>		
<p>Functional MOU's with schools and colleges.</p>		
<p>Workshops for non-teaching staff on the themes gratuity, pension, accounts management in tally software, mannerism and etiquette's etc</p>		
<p>Multidisciplinary workshops and in-house seminars were conducted as skills development initiatives in the light of NSQF guidelines. Students also undertake skill development courses</p>		

from SWAYAM to gain credits for Academic bank of credits.	
Solar Panel is installed.	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/Strategic%20plan%202021-22.pdf	https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/IQAC%20Outcomes%2021-22%20f.pdf
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	06/01/2023
15. Multidisciplinary / interdisciplinary	
<p>In the light of NEP 2020, the management of our college visualizes the merger of our college with sister concern degree college in the same campus as per UGC guidelines. The Institutional approach towards the integration of humanities and science with STEM is already in the pipeline. B.Ed., M.Ed., PGDGC programmes, and their curricula, pedagogies, practical and sessional work as provided by Panjab University, Chandigarh is already streamlined. 13-14 pedagogies target in the B.Ed. programme is already exposing the UG and PG students with multiple disciplines. The integration of Internships in all classes gives exposure for the same. Students are exposed to technological innovations in education for teaching, learning and evaluation.</p> <p>The institution is also offering value added courses and one</p>	

month community course in Digital literacy, communication skills, Embroidery & Stitching and Interior Designing. It gives opportunities and skills to develop students as entrepreneurs. B.Ed. students are also sent to field for surveys of multidisciplinary nature during Internships. M.Ed. students are already being involved in the multidisciplinary research projects as a compulsory part of their research work. Environmental & sustainable development initiatives are regularly taken up. PGDGC students are also engaged in Qualitative research through case study method.

16.Academic bank of credits (ABC):

As per Panjab University system such initiatives are yet to be taken up but institution is giving opportunity to UG, PG and PGDGC students for SWAYAM, COURSEERA, EIDEX, MOOCS for earning credits.

Yet Institution is not registered under ABC programme because of policy issues of Panjab University Chandigarh.

Many alumni are already working abroad in the field of education as teachers which itself speaks about the internationalization of our programmes. Although Panjab University Chandigarh has not allowed its affiliated colleges for international collaborations but at our own level, institution has signed MOU's within the country with colleges, schools, and special schools. There is no such provision of joint degrees as given by Panjab University Chandigarh between Indian and Foreign institutions and to enable credit transfer.

Institutions at its own, holds international seminars, webinars, workshops, conferences online by inviting the Resource persons from foreign countries. The faculty members are also free to take part in international events of academic, multidisciplinary and holistic nature.

Faculty members are also involved in the designing of curricula of B.Ed., M.Ed. and PGDGC programmes as Panjab University Chandigarh invites them to do so. Innovative pedagogical approaches are being used regularly such as dialogue, cooperative learning, flipped teaching, blended learning, m-learning, e-learning etc. The Principal and faculty have already developed E-content which is uploaded on the college YouTube channels and

links are provided to students for facilitation. Many edited books and text books related to the B.Ed. and M.Ed. courses as well as allied disciplines have been published by the Principal and staff of the institution. The institution is offering SWAYAM courses pertaining to the implementation of Academic Bank of credits (ABC) in the institution in view of NEP 2020.

17.Skill development:

The institution is already running courses of professional development which are focussed upon the development of skilled and trained teachers, teacher educators and counsellors. To further enhance the employability skills aligned with NSQF, the courses and workshops enhancing employability skills, soft skills through personality development programme, value added courses, community course are regular feature. Details of internship programmes, mock interviews and other such initiatives have been provided in the respective data templates under criteria-2 and 5.

The institution is based on the philosophy of Women Development and the core guidelines are taken up from the Indian scriptures such as Guru Granth Sahib ji, Students and faculty together recites hymns from Shri Guru Granth Sahib ji, competitions like Shabad vichar help to understand meanings and interpretations for Gurbani. All religious and important days of cultural and Indian values based, Constitution Day, Independence Day etc. are celebrated to promote constitutional, universal human values of truth, righteous conduct, peace, love, non-violence and life skills.

The institution makes efforts to ensure and motivates students to undertake skill based courses from SWAYAM and other such platforms. The courses being run in the institution are of vocational nature and already scores and credits are allotted as per the Panjab University Chandigarh syllabi. Students are being involved in the mock interviews, sessions, placement drives and internship programmes. Experts from the fields are regularly invited to give exposure to students about the industry oriented services and skills.

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

To integrate Indian Knowledge system into the mainstream, the students are offered three mediums i.e. Hindi, Punjabi,

English. The offline and online courses, programmes, teaching is done in bilingual mode. Faculty members regularly attend seminars, conferences, workshops on Innovative pedagogies of teaching and also use them in their classrooms. As the students are mostly from rural background so they are taught in bilingual mode and books in the library are available in Hindi, Punjabi and English medium. Faculty members share online PDF's videos and other E-content in three languages i.e. Hindi, Punjabi and English. Students are free to write their exam papers in Hindi, Punjabi and English.

Recitation of Bhajans, Shabads and Gurbani from Shri Guru Granth Sahib ji gives ample orientation to students about Sanskrit and other Indian Classical Languages as Shri Guru Granth Sahib ji includes 'Shabads' from various languages. Besides this, Hindi Diwas, cultural days, heritage festivals give opportunity to students to learn Indian culture and traditions in form of regional dances, singing, theatre etc.

In view of NEP 2020 the institution organized online webinar on the Gurbani of Guru Hargobind Sahib ji as this Gurbani (hymns) clearly reveals core Indian values of spirituality and human culture. Moreover value education is an integral part of teacher education programmes. The College also organized in house and national seminars on NEP 2020.

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

As the college is a professional teacher education college, the outcomes are very much clear to faculty and students. Panjab university mentions all the expected outcomes in the syllabus itself. Total efforts of college are oriented towards achievement of these outcomes through class room teaching, visits, internship, projects, Discussion teaching lessons, Final skill in teaching lessons, extension lectures, webinars/seminars, library sessions, participation of students in youth festivals, NSS, Youth training camps, community extension activities, sports competitions, Annual Sports Day and celebration of days of National and International importance.

Specifically in teaching and learning process, faculty uses innovative methods of teaching like dialogue method, cooperative method, flipped teaching, projects, site visits etc. All the students go on internship for one whole semester to get perfection in teaching skill to achieve the major outcome. After internship, the college holds their teaching test and open

discussion on teaching of each and every student takes place, this feedback improves the student a lot.

The college organizes Mock interview sessions for students to prepare them for their placement and also organize Placement drive for our outgoing students.

In view of NEP 2020, the good practice followed by institution is skill based internship and Placement drive.

20.Distance education/online education:

To promote the distance and online education students are motivated in every session for open distance learning in the form of online self-study courses available on SWAYAM, Great Indian Academy, IGNOU, COURSEERA etc. This year 35 students benefitted from said initiative. The development and use of technology for teaching and learning is an essential feature of the college. In B.Ed. programme the students study ICT skill development paper as a compulsory paper in Semester - 1. Faculty members use E - content ppt and share E-content with the students through LMS and WhatsApp.

Besides this, workshops like E-content development (MOOCS), value based course on digital literacy and other such initiatives are regularly undertaken.

Extended Profile

2.Student

2.1	96
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	190
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	170
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	52
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	52
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	49
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	55.9605946
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	66
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	17
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	17
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Our College follows the curriculum prescribed by the university. College is running four courses i.e. B.Ed., M.Ed., Ph.D. Course work in Education and P.G Diploma in Guidance & Counselling. College Calendar and Time Table is prepared by IQAC as per University Annual Calendar .Various curricular and co-curricular activities are organized under various clubs and societies. House tests are conducted timely followed by remedial teaching for weak and high achiever students to provide extra guidance. Value Added course and Self Study Course were executed properly this year. The pre- internship and internship is carried out in 1st,2nd and 3rd semester respectively. IQAC Meetings were held about in house curriculum planning in which issues were discussed, minutes of meeting, programme of action and action taken report prepared.. Time to time changes are made by University in Academic Calendar due to pandemic. Mid-course corrections were done in all the academic and co-curricular activities. Feedback is collected from different stakeholders for the improvement of college and for further curriculum planning.</p>	

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

**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	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.sidhwankhurdeducation.com/page/bachelor-edu https://www.sidhwankhurdeducation.com/page/master-education-med-2cation-bed-1 https://www.sidhwankhurdeducation.com/page/pg-diploma-guidance-counselling-5
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

B.Ed. - 16 M.Ed. - 4

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

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

34

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

34

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

35

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

35

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

College take initiative for students through teaching different subject in the field of teacher education.. Orientation for Internship programme is an integral part of Internship programme. During orientation, students are exposed to various issues and challenges for example, marking attendance, completing class registers, marking learners' work, attending staff meetings, preparing class tests and question papers, preparing records, guiding the weak students, arranging co-curricular activities etc. Students attend Internship in 1st and 2nd semester for 15 days and semester 3rd is dedicated for Internship programme .Demonstration lessons help the students to understand the way how to deliver the lesson, making effective use of teaching aids enhancing the skill of using blackboard etc.. Students participate in different activities conducted by different societies like dramatic, Literary and fine arts and sports and clubs like IT and Eco club apply these learning skills in different schools during internship programme in semester 4th. Various workshops i.e Workshop on Self Management Skill, E Content, SWOT Analysis and communication skills are organized for the students to make them competent in Emotional intelligence, Critical thinking and communication skill.

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

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

Students are familiarized with the knowledge about the Indian Education & School system through various subjects prescribed in B.Ed curriculum like Education in Contemporary India in semester I, School Management and Assessment for Learning in semester II, Gender, School and Society in semester IV. To familiarize the students with the school systems and its history, Orientation before Internship programmes is organized by the college for the pupil teachers to acquaint them about the Functioning of various Boards of School Education like Central and state board and understand quickly the school atmosphere and its work culture. Through orientation program students acquire more knowledge of teaching learning process and this programme also help them to acquire required skills, attitudes and values .Assessment system is well described in sem2 subject Assessment of Learning in which students were aware about the assessment, assessment criteria, importance of assessment and various ways of assessing the child's strengths and weaknesses. Norms and standards of school is a mandatory part of school management subject which is taught to students in sem1. Students get knowledge about the diversities in school system in india as well as international by college faculty, teaching practice school teachers and experts.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Teacher Education Programme familiarize the students about various pedagogical methods along with the appropriate use of ICTare taught to the pupil teachers. Simulated teaching helps the pupil teachers to learn the art and techniques of teaching through role playing. Teacher educators prepare different formats of lesson plans like macro lesson plan, micro lesson plan, unit / test based lesson plan, ICT based lesson plan, diary based lesson plan, lesson plan based on teaching model and even demonstrate the way to deliver the lesson in a correct way. After understanding the ways to prepare the lessons, pupil teachers give demo lessons on the topics of their teaching subjects. Pre-Internship Programme for 2 weeks in semester 1st and 2nd and Intership programme for 16 weeks in 3rd semester are organized timely to make the students aware about school's work culture and classroom problems and its management. Pupil teachers are exposed to the real world of teaching where they practice various activities like preparing and maintaining class attendance register, marking attendance, organization of curricular and co-curricular activities, preparation of class tests f helping weak and slow learners, providing guidance to the students time to time, marking notebooks and answer sheets and attending staff meetings. Pre- Internship and Internship files are prepared by pupil teachers for semester 1st, 2nd and 3rd. these files are checked and graded by the Teaching Practice incharges and feedback on them are provided.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

49

2.1.1.1 - Number of students enrolled during the year

49

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

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

25

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

25

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

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

17

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

17

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

To identify the different learning needs of the students, IQ test was administered on the students. On the basis of their scores, students were classified in 4 categories namely: - Intellectually superior, above average, average and below average. The learning needs of intellectually superior students are need to explore , need of extra achievement to satisfy the need of knowledge gaining, need to explore and research and need of opportunities to express their special talents. Extra advanced material was also provided by teachers to enrich their knowledge. Task of peer tutoring was also assigned to them. No special treatment was required to satisfy the needs of average students whereas to satisfy the special needs of below average students special efforts were done. These students need repetition, drill, practice, need of extra teaching or mentoring the concept clarity. Above needs were addressed by giving individualized education and attention by subject teachers. All the teachers made efforts to adopt their methodologies according to special learning needs and demands of the students. Remedial teaching, adaptation in teaching methodologies and enrichment through providing special notes were the measures adopted by teacher to address the special needs of the learners.

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

<p>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</p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

<p>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</p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

7:1

2.2.4.1 - Number of mentors in the Institution

17

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

2.3 - Teaching- Learning Process

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

To enhance the learning experience of students, student-centric methods like experiential learning, participative learning and problem solving methodologies are adopted, both inside and outside classroom. The college has been consistently trying to inculcate more and more student centric approaches to make learning an enjoyable exercise. Students are made to involve directly in different academic activities, not merely as passive recipients, but as active dynamic agents. Experiential learning methodology is used in Pre- Internship Programme in Schools and teaching of various crafts like Gardening, Interior decoration, sports and

yoga. Focussed group discussions are regular feature in classroom teaching as well as at the end of student's demonstration lessons. Participative learning is also provided through brain storming, discussion, dialogue and co-operative learning teaching strategy in the class rooms. Flipped class room approach was adopted by the faculty during the period of Covid 19. In this period various online modes of teaching were adopted by the faculty members like ZOOM, Google Meet, WebEx etc. Societies and club in the college like dramatic, fine arts, literary, sports and Eco-Club are working to provide experiential learning experiences to cater the differential needs of the learners.

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

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://web.sidhwankhurdeducation.com/login
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

96

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.youtube.com/channel/UCkj3G99unGmy2OYyYx2xC_w
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

In order to provide continual mentoring, students are given exposure through seminars, group discussions, projects, assignments and presentations; duties to organize intramural activities, annual sports meet, demonstrations of lessons by teachers, simulated teaching sessions, teaching aid preparation

competitions, internship programme and discussion lessons. Mentoring of students is also done with the help of various societies, cells and committees like fine arts society, literary society, dramatic society and sports society, prevention of caste-based discrimination committee, internal committee for divyangjan, guidance and counselling cell, placement cell, anti-ragging cell, grievance redressal cell, prevention of sexual harassment cell, and eco-club. When the students enter in the college, Induction Programme is organized for them. In induction programme, students are oriented about different facilities and courses available in the college. This helps students to get familiarization with academic calendar, teaching pedagogy and instructional material, code of conduct etc. College emphasizes on moral regeneration and inculcates values and love for culture, society and nation and such trust and responsibility calls for the highest ideals of professional service and the highest degree of ethical conduct. Seminars, conference and workshops are organized by the teachers throughout the session to keep the students abreast with the recent developments in education.

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

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

Five/Six of the above

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

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

Two days internee engagement programme to enhance the teaching skills among the pupil-teachers was organized by the college. In this internee engagement programme, various approaches to lesson planning i.e. annual lesson plan, unit lesson plan, model based lesson plan, macro lesson plan, micro teaching lesson plan, diary based lesson plan and test based lesson plan were taught to the students and teachers of various pedagogy subjects gave demonstration lessons to the students in their respective pedagogy subjects. These demonstration lessons give exposure to the students as how a teacher can use different teaching strategies, methodologies, teaching aids and e -resources etc. to enhance their capacity to synthesize different ideas. All these experiences provided to the students help to improve their teaching skills. Sessional works assigned to the students provide them opportunity to showcase their creativity, innovativeness, intellectual and thinking skills as they have to complete assigned work independently and in groups as well. The faculty acts as a guide who fosters creative thinking and helps them in decision making which is an essential factor of progressive learning that leads to independent learning and innovation. Classroom teaching strategies like cooperative learning and discussion develop life skills intellectual and thinking skills. Creativity is also enhanced through papers like EPC 1.1 Drama and Music in Teaching and EPC 1.2 Simple Expressional Competencies.

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

2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	No File Uploaded
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	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
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	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
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	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

It is mandatory for the college to upload list of all the students and their preferences on the govt. portal and thereafter students are allotted schools against the vacant posts lying in their respective teaching subjects. And in case, if student is not been given any school by the govt, then she is placed in private recognised school of her choice. Students are oriented through a about writing lesson plans of various formats. Each pupil teacher goes through one-week simulated teaching in each teaching subject. Faculty of the college orient the principals and mentor teachers of the selected schools about the school internship programme. Students are given exposure to different types of schools such as govt, private, urban, rural and specified category schools in pre-

internship programmes. Assessment of students is done by concerned teaching subject school mentor teacher and teacher educator with the help of proforma given by P.U., Chd.

File Description	Documents
Documentary evidence in support of the claim	View File
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

52

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	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 internship is monitored in a very controlled manner by the college Principal and faculty members, so that the pupil teachers get the full benefit of it. The faculty of the college also make sure that the internee feels comfortable during the monitoring and does not feel any kind of pressure on herself. Mentor teachers are assigned to the students by the principal of the practising school. Mentor teachers of the school as well as pedagogy teachers also give their remarks on the lesson plans on the basis of their performance in diverse areas such command on subject, as voice quality of the internee, use of audio-visual aids, class control, teaching method, class formation etc. and pupil teachers can improve their teaching skills by going through the remarks given by mentor and pedagogy teachers. They also assess students in each pedagogy subject on the prescribed assessment proforma provided by the university. The peer group monitors the internship as well. The pupil teacher is made aware of her shortcomings by the peer. The college also visit the interneess schools to observe and give suggestions.

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

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

<p>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</p>	<p>Five of the above</p>
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File Description	Documents
<p>Format for criteria and weightages for interns’ performance appraisal used</p>	<p>View File</p>
<p>Five filled in formats for each of the aspects claimed</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>

2.5 - Teacher Profile and Quality

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

17

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

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

11

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

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

312.5

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

312.5

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

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

To keep themselves updated professionally, faculty members of the college attend various refresher courses, orientation programmes,

short term courses, faculty development programmes, seminars, conferences, workshops and webinars etc. Along with these, they also publish research articles and research papers on current issues/ problems related to education in peer reviewed journals and also in UGC- Care list journals.

After attending the above said various programmes, workshops and courses, the concerned teacher shares the information, knowledge and skills acquired through all these with the fellow colleagues.

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

File Description	Documents
Documentary evidence to support the claim	View File
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

Transparent mechanism is adopted for conducting Continuous Internal Evaluation (CIE) of student learning. The students' performance is evaluated on the basis of their active participation and achievements in unit tests, student seminars, snap test, group discussions, power point presentations, sessional work like projects and assignments on different topics related to the syllabus. Evaluation method comprises of internal examinations held progressively during the semester and is designed to check and report the periodic performance of the student. House tests are also conducted in the college in accordance with the pattern of university.

Internal evaluation of students is done in a continuous mode with class tests, practical records, assignments, projects, lab work, seminars, viva-voice, teaching practice etc. All the records and data bank of attendance in internal examinations, question papers, evaluated answer sheets, summary of marks sheets, are properly maintained by the subject teachers and evaluation committee for academic monitoring. Timely feedback on individual performance helps students in improving in the areas where they are lacking

behind. The end-semester exam forms the final assessment that is conducted by the parent university.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	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	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

The college has examination committee, which undertakes necessary measures to ensure objectivity and transparency in the examination process. Mechanism to deal with examination related grievances is transparent, time bound and efficient. At the beginning of the semester, faculty members orient the students about various elements in assessment process during semester. The internal assessment is done as per the university norms and according to the students' performance. The issues related to out of syllabus

questions in the house tests are taken up by the examination committee. Answer scripts of internal class tests, assignments and project reports are discussed with students after evaluation. In every term test and day to day student's performance is assessed for every activity which includes regularity, performance in various curricular and co-curricular activities being conducted in the college time to time. Students may raise their grievances regarding the marks awarded to them with the concerned faculty member. In certain cases, if discrepancies are noticed between marks awarded to students by teachers and those entered in the mark sheets prepared by the University, the college assists the students in getting such errors rectified.

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

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

The college adheres to academic calendar provided by the University for transmission of continuous internal evaluation system. Examination committee of the college prepares academic calendar before the commencement of the academic year in accordance with the guidelines given by the P.U., Chd.

'Academic Calendar' contains the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination, intramural activities, projects, annual athletic meet, internship schedule, guest lectures, seminars, conferences, workshops and outreach activities etc.

The academic calendar helps teachers and students to know all the activities regarding continuous internal evaluation process and is displayed on the notice board. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitors overall internal assessment process. The various tests like unit test, practical examination, Viva-voce exam, assignment, project, seminar, group discussion to be conducted by the teachers, are indicated in the academic calendar. The record of internal assessment is maintained at college level.

The tentative dates for university exams are indicated in the academic calendar. The final university exam schedule is also displayed on students' notice boards.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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.

Programme learning outcomes encompass a broad spectrum of knowledge, skills, abilities and attitudes that students acquire during the pursuit of graduate and post-graduate courses. The institution offers various courses that are B.Ed. (2 years), M.Ed. (2 years) and Post Graduate Diploma in Guidance and Counselling (1 year) affiliated to Panjab University, Chd. The specific learning outcomes of various courses are built into the curriculum of each discipline and are available on the college website. The teaching learning process of the college is aligned with the stated PLO & CLO of all the programmes offered in the college.

College keeps a check on various teaching learning processes as the faculty demonstrates flexible leadership qualities to channelize the energy of the diverse students. College organizes various learning experiences such as seminars, conferences, workshops, internship programme, simulated teaching, micro teaching, demonstration lessons by the teachers, discussion lessons, capacity building programmes, value added courses and various other curricular and co-curricular activities to realize the PLOs and CLOs. The college is effectively implementing the outcome-based education (OBE) system by actively involving all the stakeholders. The institution has clear vision about learning outcomes. The programmes offered by college cater to multiple interests of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

The progressive performance of the students and attainment of professional and personal attributes is monitored with the help of various activities being organized at the college like house tests, internship programme, discussion lessons, seminars, conferences, workshops, micro teaching, simulated teaching and various other curricular and co-curricular activities. Pupil teachers are observed throughout their learning process and the college encourages them to actively participate in the above said activities. The records of all the mentioned activities are maintained by the respective teacher in-charges in the college.

The faculty acts as a guide who foster creative thinking and helps them in decision making which is an essential factor of goal achievement. The institution greatly emphasizes on the development of a student as a whole by giving equal responsibilities to each student regularly to maintain self-esteem and leadership. The students' performance is assessed in accordance with the above stated activities. On the basis of students' performance, the faculty members identify their potentialities as well as their strengths and weaknesses in particular areas and accordingly suitable guidance is provided to the students to attain the professional and personal attributes in line with the PLOs and CLOs.

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

2.7.4 - Performance of outgoing students in internal assessment

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

52

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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.

GHG Harparkash College of Education for Women, Sidhwan Khurd ensures that every student achieve a certain level of confidence and varied attributes throughout educational process. Our institution has always been a great source of providing variety of learning experiences to the students in the field of Education. Every student learns differently and has a special quality. Our college provide open platform for students which encourages the student to perform and take part in various competitions. The foremost task of the institution is to prepare the student to meet various practical needs of the students. The teachers evaluate the performance of each student throughout the session and students are rewarded with the scores according to their performance in Practical, House Test Examinations, Assignments and their performance in various Inter College Competitions, Presentations, Seminars and other co-curricular activities. In this way the

performance of student gets better over the period of time, which is assessed through practical and theoretical aspects. Students' performance in various learning tasks and final examinations show that their initially identified learning needs are fully addressed by our college.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/Student%20satisfaction%20survey%2021-22.pdf

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

1

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

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

1

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>Two of the above</p>
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

3.2 - Research Publications

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

0

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

7

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

12

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

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

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

80

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

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

80

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

80

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

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

The college organizes a number of extention activities to promote institute neighbourhood community to sensitize the students towards community needs . The students of our college actively participate in social activities leading to their overall development . NSS unit of the college organizevarious type of outreachactivities such as webinar on facts and myths about covid-19 vaccination,save mother earth, international women day, book exhibition, visit to baal ghar, donation camp, eye check up camp,community courses,visit to school of deaf childern, plantation drive, World environment day, blood donation day etc.it aims at developing qualities of leadership, patriotism,

maintaining discipline, chracter building, self reliant and ideals of self services.

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

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

5

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

3.4 - Collaboration and Linkages

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

12

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

12

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the academic year

10

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

GHG Harparkash College of Education for women has constantly endeavoured to provide quality education and ensure all round development of the students in order to create aware, responsible and empowered women. Set in the backdrop of an extensive green

cover, the college has an aesthetic landscape which is architecturally striking. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students Lecture Halls, Seminar Hall ,ICT Resource center and Multipurpose hall are ICT enabled i.e LCD Projector, Computer with internet connectivity. Whole Campus is Wi-Fi campus.

Lecture Hall

07

ICT Resource Centre

1

Computer cum Language Lab

1

Psychology Lab

1

Social Science Lab

1

Science Lab

1

Education Technology lab

1

Home Science Lab

1

Math Lab

1

Punjabi Resource Centre

1

Fine Arts Room

1

Seminar Hall

1

Multipurpose Hall

1

Gymnasium

1

Fitness Centre

1

Recording Room

1

The college is committed to offering resourceful infrastructure for holistic growth of students. It provides adequate facilities for cultural activities, indoor and outdoor sports as well as other student and faculty support amenities. A spacious Multi-Purpose Hall , Activity room and Common hall are available for the students to organize and participate in co-curricular, recreational and cultural activities.

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

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

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

09

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.sidhwankhurdeducation.com/page/ict-enabled-classroom
Any other relevant information	No File Uploaded

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

37.56235

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

4.2 - Library as a Learning Resource

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

The College Library has purchased updated version of LibraryAutomation Software in the year 2013 and library is now fully automated. Software is regularly updated.

Name of the ILMS software: G S Library Management Software. Book database is created along with user's database for the proper functioning of the software. The updated version consists of the following modules: Acquisition Control System, Bibliographic Control System, Circulation Control System, Online Public Access Catalogue operations, Overdue tracking and calculations, Wishlist of readers and Report generation. Software also facilitates the students and staff to access all the library resources in a single platform i.e. Online Public Access Catalogue(OPAC).

Web OPAC (Online Public Access Catalogue) is accessible through website of the college library with internet facility.

There are seven computer terminals in the library with internet facility. Four terminals are reserved for students and staff to search information through internet and to access software. All the transactions are so transparent that all details about the documents in circulation are faithfully recorded.

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

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

The Library provides access to about 6000 plus e-journals and 1,99,500 plus e-books (N-List Programme of INFLIBNET) through remote access also. Faculty and students are registered members of NDLI and have remote access to 88,604,176 e- resources through NDLI.

There are three reading halls with computer and Internet facilities. Outer reading room is open 24*7.

Web OPAC is accessible with internet facility.

The library is fully automated with G S Library Management Software.

There are 7 computer terminals in the library. 4 terminals are reserved for students. Wi-Fi facility is available in the library.

Book Bank facility is available to students.

Library is well equipped with photocopying machine, printer and scanner. The library can accommodate more than 100 readers at a time. The extended reading room is open 24*7. The Library Committee, headed by the Principal and members is working efficiently. It recommends measures to be taken for the enrichment and upkeep of the library.

College library is well-stocked with a good collection of books. It has a diverse collection of 23389 books including reference books, rare books, 68 dissertations, 49 CDs, 28 journals, 30 magazines, 7 newspapers and e- resources in various disciplines. All books are classified and catalogued according to DDC 19th edition and AACR II cataloguing rules.

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

Four of the above

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

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

0.69207

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	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	
150	
File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.sidhwankhurdeducation.com/sites/default/files/aqar/criterion-4/Entry%209%2C10%2C12%2C3%20march22%2C4%20april22.pdf
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	Three of the above
File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded
4.3 - ICT Infrastructure	
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words	

Institution has rich IT infrastructure. Whole campus is Wi-Fi Campus. To meet the challenges posed by Covid-19 pandemic institution has created learning management system E-Platform-GHGHCOE with the assistance of classplus company. College pay annual fee to company for rendering their service. Teachers uploaded study material, web links of reference material and also assign assignments to students through learning management system. 06 New Routers were installed to provide uninterrupted internet speed; Presently college is using 300MBPS internet bandwidth. College has 66 Desktop, Out 66 desktops 54 desktops for student use, 4 for administration office, 5 for library and 03 for faculty use. All classrooms of college are ICT enabled classrooms. High Definition CCTV cameras were installed inside and outside of campus for safety purpose. New LED TV was also installed in campus for surveillance. Recording studio was made to cope with challenges posed by Covid-19. Faculty members recorded there video and audio lecture in recording room and edited their lecture with the help of IT society .Open and free soft wares were used to edit video and audio lectures. To conduct on line workshops, seminar, Faculty development programme, Curricular and co-curricular activities licence was purchased from Zoom. Windows and antivirus are updated on regular bases.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

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

C. 250 MBPS - 500MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=XI3ByTzIL28
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.sidhwankhurdeducation.com/page/e-lectures-e-content
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

9.04072

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

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

To maintain and utilize physical, academics and support facilities budget allocated and utilized for Maintenance of all the infrastructure of the College. This is done by holding regular meetings of various committees to ensure optimal allocation and utilization of the available financial resources.

The laboratories are well maintained with good equipment. The consumable and non-consumable items for the laboratories are purchased regularly. The items purchased are entered item wise in the respective stock registers of the departments.

The library of the College is automated and has good collection of text books, general books, reference books, rare books, various national and international journals magazines. Librarian of the college holds orientation session for proper utilization of Library resources. The Library provides book bank facility for needy and meritorious students.

Sports and Yoga are integrated part of curriculum. Periods are allocated in time table for sports and yoga. Students regularly practice in the playground and Gym for various level competitions under the supervision of Physical Education Teacher.

ICT facilities are provided to all students and teachers. Students prepare their projects and assignment in computer labs. Students attend self-study courses by using ICT facilities.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.sidhwankhurdeducation.com/page/procedure-policies
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
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	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	Nine or more of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

<p>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</p>	<p>A. All of the above</p>
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

<p>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)</p>	<p>Five or more of the above</p>
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
11	44

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

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

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

9

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

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

2

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

5.3 - Student Participation and Activities

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

Student council plays proactive role in the institutional functioning and contribute for student welfare. The college facilitates the progress of students through studentsupport services and IQAC ensures that students are abiding by that. For the smooth functioning and administration of the college various committees are formed in the organizational structure of the college which look after various academic and administrative functions of the institution. The committees have students' representation.

1. Academic Council - The main task of this committee is to ensure the smooth functioning of academic activities throughout the year.

2. Anti-Ragging Committee - It monitors and oversees the ragging cases.

3. Admission Committee - It ensures the smooth functioning of the admission process.

4. College Discipline Committee - It ensures full discipline throughout the year.

5. Examination Committee - It ensures smooth execution of house test.

6. IQAC Committee - It initiate, plan and supervise various activities which are necessary to increase the quality of education imparted in the college. In various other committees student's representation is sought i.e. e-content development, organizing community related activities, managing college you tube channel, Research Committee, Seminar Committee, Youth Welfare Committee. In various societies i.e. Literary, Dramatics, Fine Arts, Eco Club and Sports Societies, office bearers are students who organize various activities under these.

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

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

27

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

5.4 - Alumni Engagement

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

GHG Harparkash College of Education for Women Sidhwan Khurd is serving the community since 1955 and has a large number of alumni working in the field of education in India and abroad, According to the Constitution of Alumni Association of the institution every passout student of various courses (B.Ed., M.Ed. and PG Diploma in Guidance) and members of the teaching staff of the institution are alumni of the college. Alumni of the college contribute and participate in the progress of the college. Two significant contributions of alumni are:

1.Our alumni acts as experts in various workshops and extension lectures organised by the college for students.

2. It is regular feature of the college that alumni provide guidance to the students for Youth Festival and Skill in-teaching/Teaching-aid Preparation Competitions

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

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

Five/Six of the above

**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	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

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

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

GHG Harparkash College of Education for Women has functional Alumni Association which acts an effective support system for student welfare. College has Facebook page and WhatsApp group to enhance and maintain links among alumni and their Alma mater . For Maintaining the updated and current information of all Alumni, all information/forms/ google forms are shared in these groups. To encourage, foster and promote close relations among the alumni

college holds meetings with our Alumni. Our alumni interact with freshly enrolled students of M.Ed., B.Ed. and PGDGC about their training experiences and cultural practices of the institution. Our alumni motivate the students of M.Ed., B.Ed. and PGDGC students about new innovative Teaching Learning Techniques and also motivate them to work hard to analyse & develop their self-capacities. We invite our alumni to act as Resource Persons in various activities, functions and programme organised by the college for student welfare. We seek Alumni support in curriculum delivery. Student mentoring is also a special feature of our alumni. Financial support

is also provided by members of our Alumni. Support and guidance to students in various activities of youth festival is significant feature of our Alumni Association.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution has a participatory administrative structure that involves the teacher as well as the students in college administration from the lowest to the highest levels. The management of the college has a decentralized democratic approach for functioning of each school or college. Since this is Govt. aided College, Management has given freedom to principals to follow the instructions of DPI Punjab and Panjab University, Chandigarh. Transparency is rooted in the institutional culture and is reflected at the highest levels of decision making as well as in the day-to-day administration of the college. The institution is functioning under the leadership of registered body of Shri Guru Har Gobind Ujjagar Hari Trust.

The Institution has a mechanism of providing operational autonomy to various functionaries in order to ensure a Decentralized Governance System. The principal in consultation with the faculty, nominates different committees for planning and implementation of different academic, student administration and related policies. Faculty Members are given representation in various Committees/Cells. Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	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 Governing body of the College has two staff nominees along with the principal. The IQAC of the college is the highest decision-making body within the college which consists of faculty and office bearers of student council of the college. The senate meets regularly to discuss all administrative, academic and financial matters. Periodic meetings of the head of the institution with faculty members are held to discuss and deliberate upon wide ranging academic and administrative matters. The principal holds meetings with the entire college faculty to show the plans and future programs envisaged by the college management. The administration of the college is totally decentralized:

- The management of the college has a decentralized democratic approach for functioning of each school or college. The principal is given of all freedom to run the college and manage finance. Since this is Govt. aided College, Management has given freedom to principals to follow the instructions of DPI Punjab and Panjab University,

Chandigarh.

- The principal decentralizes the power among senior teacher. Various committees are formed by the principal and decisions are taken by the committee and the principal together.
- The issues are put and discussed by the staff collectively and then suggestions are taken.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
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.

Institution strictly adheres to the academic calendar. Admission notifications are made on website. Admission forms are processed offline, with all the relevant details explained in the prospectus and also on the website. The entire academic plan is clearly explained to all students in a compulsory Induction Programme addressed by the principal and senior faculty.

There is provision for re-evaluation, remedial examinations and grievance redressal system. Internal assessment/evaluation are displayed on notice board.

Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised in leading newspapers and list of candidates screened and called for interview are displayed on the college website. Notices are promptly shared on WhatsApp group. Govt. regulations and amendments are promptly placed before the concerned bodies, circulated, displayed on website and implemented. Annual teachers return is sent to university, Institution strictly follows all the rules and regulations of the Government of Punjab. Its Annual Budget and Annual Accounts are prepared as per norms and are placed before the management Committee and C.A. Bursar signs all bills/transactions. Propriety is ensured with regular audits by Chartered Accountant and State Government. The fee description is given in prospectus and on website, fees withdrawal/refund as per university norms.

Prospectus, fee details, teachers details and balance sheets are displayed on website indicating the transparency mechanism of the

institution. Uploading college data regarding teachers, students and finances is uploaded on AISHE and PAR, NCTE every year.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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

Installation of solar power panels in the institution has been one of the most important plans of the Strategic Plan.

G.H.G.Harparkash college of education for women has taken initiative in harnessing the renewable energy through Solar power plant. Our institution has solar panels installed on the roof-top of college building. These solar panels generate electricity equal to the requirement of college, thus playing its role in saving energy and exploring unconventional source of energy.

For establishing the solar panels in the college, proposal from the Director, Solar First Energy Pvt. Ltd. was accepted by the college after reviewing various proposals sent by the different solar companies on 06-08-21. The agreement for the establishment of 50 KW On Grid and 10 KW Off Grid Solar Panels were made between the Solar First Energy Pvt. Ltd., SCF-45, Phase 1, Market Urban Estate, Jalandhar and G.H.G. Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana on 27-08-21. After the installation of Bi-directional meter at two places in the college, Solar Panels in the college started working and the task of installation of Solar Panels was completed on 13-05-2022 in all aspects.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/Strategic%20plan%202021-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Administrative Set Up:

The Management and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. The Principal is vested with the day-to-day running of the college. She has her team of the IQAC Coordinator, the Teaching and non-teaching staff to assist her in the discharge of work.

The Functions of Various Bodies:

The Sub-Committees, take important decisions regarding finance, building construction, renovation and maintenance and issues related to the college.

Service Rules, Procedures, Recruitment and Promotion Policies:

Service rules and procedures are guided by the Panjab University Calendar, and the rules of the State Government as amended from time to time in this regard.

The recruitment rules for the teaching staff are as per the Panjab university along with the eligibility criteria prescribed by the UGC. The promotional policies for teachers are according to UGC, CAS and state govt and for nonteaching staff according to state govt.

Grievance Redressal Mechanisms:

There are several Grievance Redressal Mechanisms including the Anti-Sexual Harassment Cell with its Internal Complaints

Committee; the Anti-Ragging Cell; a Grievance Redressal Cell with online/offline complaints boxes prominently placed and the full implementation of Right to Information.

File Description	Documents
Link to organogram on the institutional website	https://www.sidhwankhurdeducation.com/sites/default/files/pdf_downloads/Organogram%2021-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

Institute forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute following committees are formed:

Internal Quality Assurance Cell, Advisory, Admission, College Calendar, Time Table Student welfare, Seminar, Extension Lecture, Internship, Cultural events, Discipline, News and Press, Religious

functions, Purchase, Library Committee, Youth Festival, Internal Assessment, Examination, Prize Distribution, NSS Coordinators

Successful Implementation of the Minutes of the placement cell

Institution organized placement drive for the students of final year on 9th, 11th and 20th April, 2022. Placement drive was open for all the eligible candidates from the community; therefore, apart from the students from college itself, many other candidates appeared for the interviews. Before conducting placement drive, Students were oriented about the presentation skills for appearing in the interviews and three days workshop on 'Employability Skills' was organized by the college for the final year students of B.Ed., M.Ed. and PGDGC. Mock Interviews were also conducted by the faculty of the college.

Satya Bharti Sr. Sec. School, Sherpur Kalan, Jagraon, Guru Hargobind Public School Sr. Sec. School, Sidhwan Khurd, Ludhiana and Tejas Public School, Sidhwan Khurd, Ludhiana participated in the placement drive.

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

6.3 - Faculty Empowerment Strategies

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

Institution has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:

-Medical Allowance

-Maternity benefits as per norms

- All the non-doctoral staff members are encouraged to get enrolled for Ph.D. program.

-On campus medical facilities

- Employees' Welfare Fund

The following facilities are also provided to employees for efficient functioning:

-Medical leave

-Psychological counselling

-24-hour power back-up

-Wi-Fi facility.

- Workspace

- Computing facility

-Canteen

-Identity cards

-Sports facilities

-Faculty members have been supported to attend professional growth programmes.

--In order to encourage the young faculty to pursue a vibrant research career Seed money have been provided early in their career.

-Mechanism is available for providing refundable loans without interest in case of any emergencies to staff as per need.

-The staff is encouraged to give suggestions and regular feedback to improve the welfare measures in the Institute.

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

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

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
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.

11

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

7

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

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

Teaching Staff

a) The performance of each faculty member is assessed according to the Annual self appraisal report based on which ACR is written by the principal and countersigned by the secretary of management committee.

b) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities. Institute accords appropriate weightage for these contributions in their overall assessment.

c) The PBAS/ CAS proforma filled by the Faculty Member is checked and verified by the principal and forwarded to affiliating uni and DPI for promotion.

d) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score.

e) Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum-selection committee from uni.

Non-Teaching Staff

All non-teaching staff are also assessed through Annual Confidential Reports. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting, efficient organization of documents and technical abilities.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	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 institution conducts both internal and external financial audit. The financial matters are looked after by principal, bursar and accountant.

Internal Audit: -

The internal auditor (Chartered Accountant of the institution) carries out financial audit regularly and submit quarterly reports. The following areas are covered under internal audit-

- Budget V/s Actual performance
- Revenue and Expenditure Audit
- Fixed deposits and interest receipt

- Fixed assets and purchases
- Statutory compliance on TDS, EPF
- Salary statement of employees
- Repair Maintenance expenditure
- Hostel Expenditure

External Audit: -

Accounts of the institution are audited by Deputy Director (Audit Finance/Revenue), Department of Finance, Govt of Punjab. External Audit (every five years) is also carried out by AG of Punjab (Audit General of Punjab) for grants received from Punjab Govt.

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

Sixteen lakh four thousand one hundred ninety one only

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

Mobilization of funds

- The college is under grant -in- aid scheme, so the 95% of the salaries of sanctioned posts are granted by Punjab govt.
- 5% of salaries (now 25%) is contributed by management.
- Student fee is major source of income for institute.
- Management provides need-based loans to individual colleges.
- Various government and non-government agencies sponsor events like seminars and workshops.
- Alumni contribute by raising funds during 2021-22.

Utilization of Funds

- Grant from govt and management share is used for salaries of employees.
- Admission fee and tuition fee are sent to Pb govt.
- University funds are sent to university.
- Salaries of additional staff are supported out of student fee.
- Purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.

Resource Mobilization Policy and Procedure

- Budget is scrutinized and approved by the Principal and budget committee.
- Statutory auditors are also appointed who certify financial statements in every financial year.
- The grants received by college are also audited by certified auditors.

Optimal utilization of resources

- The college infrastructure is utilized as an examination Centre for Government examinations/University Examinations.
- Library functions beyond the college hours for the benefit of students, faculty, and alumni.

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

6.5 - Internal Quality Assurance System

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

The IQAC meetings are conducted once every quarter to discuss about improving the

academic and administrative activities with solid agenda.

The IQAC discusses with academic council and heads of different committees, cells and

societies at the beginning of each academic session to coordinate work allotments of teachers

so that teachers with specialized skills are utilized for duties so as to benefit students. It takes

constant effort from the IQAC's end to motivate teachers to constantly update their teaching

methodologies and skills with the changing times.

The IQAC takes initiatives to organize Faculty development programmes and Faculty

enrichment Programmes for the teachers to acquaint themselves with latest ICT tools,

teaching strategies and research.

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

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

i. Implementation of Blended Learning (offline and online learning)

ii. Formation of What's app groups.

iii. Implementation of online learning through online platforms like Learning Management System, Google Meet, Zoom etc.

iv. Assessment through offline/online tests and assignments.

v. Sensitizing and Training teachers' about innovative trends and methodologies through Seminars, FDPs and workshops; re-training of faculties to enhance their knowledge, online teaching skills and participation in Academic, Research, Extension and Outreach Programs.

Following activities were organised:

webinar on Facts & Myths about Covid-19 Vaccination

Workshop on 'Functioning, Norms and Standards. Assessment and Evaluation System of PSEB and CBSE Boards'.

Seminar on 'Save Mother Earth'.

National Webinar on 'Construction and Standardization of Research Tool' was organized.

State Level Seminar on 'Women Health Care' to celebrate International Women Day under Community Outreach Program was organized.

In-house Seminars on the topic "Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India-

National curriculum Framework and Guidelines". and "Transforming Higher Education Institution into Multi-Disciplinary Institutions".

Webinar on the theme" Life and Philosophy of Guru Har Gobind Sahib Ji"

National Symposium on "National Education Policy-2020: Teacher Education- Opportunities and Challenges"

Workshop on E-Content Development, communication skills ,employability skills

Workshop on "SWOT Analysis."

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

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

150

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

Four of the above

**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**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sidhwankhurdeducation.com/page/2021-22
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.sidhwankhurdeducation.com/aqar/report
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

- **Offering certificate programs for community.**
- **Contribution of faculty at University level as, paper setter, subject expert.**
- **Creating internship opportunities**
- **Online feedback system.**
- **Value added courses in "Digital literacy and communication skills".**

- Faculty Capacity Building through participation in induction, development and ICT

implementation program.

- Bridging the syllabus gaps through seminars, workshops, and expert lectures.
- Strengthening Teaching-Learning process through LMS and other digital platforms.
- Experienced and doctorate faculty.
- Motivation to submit research, Publishing papers in referred journals and authoring

books.

- Linkages and MoUs.

Quality Enhancement Initiatives in Administrative domain

- UGC PARAMARSH scheme to enhance the overall quality of mentee institutions by

mentoring the non-accredited higher education institutions.

- Institutional strategic plan, e-governance and deployment of ICT facility.
- Decentralization of authority, providing opportunities to demonstrate leadership skills.
- Existing library advisory committee.
- Library management software and remote access facility.
- Upgradation of college website.
- College campus with Wi-fi, 24/7 security and free medical facility.
- Frequent upgradation of IT facilities.
- Fee concession and scholarships schemes.

- Strengthening Alumni association's role in college affairs.
- Academic and Administrative Audit by internal committee.
- Resource room for disabled.
- e- Content recording room.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

'Energy Conserved is Energy Generated', therefore we in GHG Harparkash College of Education for Women, Sidhwan Khurd focus on energy management and energy conservation. Various efforts are made to reduce the amount of energy required and to improve energy conservation practices. To use renewable energy resources Solar panels (50 KW on-grid and 10 KW off-grid) are installed to cater the energy needs of the Institution. The institution promotes the adoption of energy saving appliances and devices and replacement of inefficient devices with energy efficient ones. All classrooms are having glass windows and natural light passes through so there is less need of artificial lighting. Captions related to saving energy are pasted at switchboards in classrooms, staff room, office, hostels etc. Students and staff are advised to follow energy conservations practices.

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

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

We follows 'Rethink, Reduce, Reuse and Recycle' while managing waste of the campus. All type of waste from classrooms, office, hostel and mess is collected and managed through segregation of different type of waste using three types of dustbins-Green, Blue and Red. Sweepers are well aware about segregation of all types of waste and everyone is advised not to litter. The college is successfully running vermi-compost unit. All green waste is utilized for making compost which is used in plants and pots. Papers and other waste from blue and red bins is periodically sold to Junk dealer. Waste water from all sources is collected in a tank and pumped to agricultural fields. Use of single-use plastic bags and bottles is discouraged. e-waste is collected in a separate room. Students are encouraged to minimize the wastage of paper and left-over sheets of internal examination sheets are used for rough work by faculty members. Informal interactions about sustainable environment are regularly conducted with students.

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

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

Four of the above

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

- College has a Functional Eco-club.
- College has a Cleanliness Committee to supervise cleanliness and sanitation of campus.
- The college is successfully running vermi-compost unit.
- Waste management is done through segregation of different type of waste using three types of dustbins.
- Captions regarding saving water are pasted near all taps in the college and hostels etc. and push type taps are installed on water coolers to avoid wastage of water.
- This year A HARBAL GARDEN is established in the college with a variety of medicinal plants and herbs.
- NANAK BAGICHI was also established by growing fruit plants on the name of Shri Guru Nanak Dev Ji.
- Under the patronage of Guru Hargobind Ujjagar Hari Trust, Sidhwan Khurd, Sidhwan Institutions jointly organize SAVE MOTHER EARTH Seminar annually to inculcate environmental consciousness among the students and faculty.
- It is the tradition of our college to present 'Saplings' to our guests on different occasions.
- Environmental Awareness as a part of course curriculum is taught through 'Sustainable Environment and World Peace' in M.Ed. class and 'Environmental Education' and 'Gardening' (Craft) in B.Ed. class.

Students are encouraged to minimize the wastage of paper and left-over sheets of internal examination sheets are used for rough work by faculty members.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

31,98,220

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

- The college is Panjab University approved Research Centre to run Ph.D. Course work (Education) for Ph.D. Research Scholars from nearby areas. This year 9 Research Scholars were enrolled for Ph.D. course work.
- Dr. Kiran Duggal, Dr. Sarvjeet Kaur and Dr. Shally (Associate Professors) are approved supervisors and supervising Ph.D. Research Scholars of Department of Education of Panjab University, Chandigarh.
- Sidhwan Institutions organize SAVE MOTHER EARTH annual seminar to inculcate environmental consciousness among folks. This effort significantly contributed to control the practice of Paddy-burning in surrounding areas.
- Visits to 'Baal Ghar' (Orphanage), Talwandi Khurd, The Deaf and Dumb School, Ludhiana and Slum areas of Jagraon were organized to sensitize the students about the service of humanity, needs of special children and to serve our fellow beings who are in need.
- One-month free of charge Skill Development Courses (Basic Computer Course and Stitching and Embroidery) were organized for community from 25th April, 2022 to 24th May, 2022.
- College NSS Unit organized day State Level Seminar on Women Health Care to commemorate International Women day on 8th March, 2022.
- An Eye Checkup Camp was organized In collaboration with Civil Hospital, Jagraon on 23rd April, 2022.
- The NSS Unit of the college organized oath taking ceremony on World Blood Donation Day on 14th June, 2022.

File Description	Documents
Documentary evidence in support of the claim	View File
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

A. All of the above

Code of Conduct are organized

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

7.2 - Best Practices

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

Best Practice:-I

Title:- Skill Development Programmes for B.Ed. Students.

Objective:- To equip B.Ed. students with effective communication and employability skills and to develop and groom their personality.

The Context:- As most of the students are from rural background, they have less exposure and communication skills. Therefore Skill Development Programmes are needed for the students.

The Practice:-Workshops were organized on

- 'Self-Grooming Skills'
- 'Self-Management Skills'
- 'Communication Skills'
- 'SWOT Analysis'
- 'Employability Skills'
- 'E-Content Development: Tools and Techniques'.

Evidence of Success:- Better skills, enhanced personality, self confidence and better academic outcomes.

Problem Encountered:- No problem was encountered while executing these programmes.

Best Practice:-II

Title:-Development and Promotion of Healthy Organizational Culture.

Objective:- To cultivate, promote and sustain healthy organizational culture through team outings and informal get-togethers of staff.

The Context:- To develop a healthy and co-operative culture among all staff informal gatherings needs to be organized.

The Practice:- In-formal get-togethers were organized for teaching staff on to promote emotional bonding, and cooperative culture.

- Trip to Mini Goa, Pathankot was organized on 1st March, 2022.
- A trip to Gurdwara Ber Sahib, Sultanpur Lodhi and Jung-e-Azadi, Kartarpur organized on 19th March, 2021.

Evidence of Success: - Good relations and emotional attachment among all employees and healthy work culture is developed.

Problem Encountered: - No problem was experienced in practicing these activities.

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

7.3 - Institutional Distinctiveness

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

G.H.G Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana is a rural Women and Teacher Education Institution having these distinctive features:

1. G.H.G Harparkash College of Education for Women, Sidhwan Khurd, Ludhiana is UGC approved Mentor Institute under PARAMARSH Scheme and provided mentorship to 5 Mentee colleges.
2. This college is Panjab University approved Research Centre and is running Ph.D. Course work in the subject of Education.
3. Capacity Building and Skill Development Programs are organized for B.Ed. students to train them and to improve their communication and teaching skills.
4. Eco-friendly and green practices are regular feature of our institution.
5. 'Save Mother Earth' Annual Seminar is organized to inculcate environmental consciousness among the students and faculty.
6. Every year 'Founders' day Memorial scholarships are provided in the field of Academics, Sports and Religion. One student is awarded 'Student of the Year' scholarship.
7. The college provides 'Book Bank' Facility to meritorious and needy students. Students get books from Book Bank for the whole session.
8. Remedial Teaching is provided to the slow bloomers and subject wise expert teachers are appointed to take their classes after taking home examination.

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