

SESSION 2013-14**Annual Quality Assurance Report (AQAR) of the IQAC
Guru Nanak College of Education for Women, Kapurthala****Composition of IQAC**

S. No.	Designation	Number	Names
1	Chairperson	01	Mrs. Gawinderjit Walia, Acting Principal
2	Senior Administrative Officers	02	1. Dr. Surinderjit Kaur Principal, Ramgarhia College of Education, Phagwara 2. Dr. Parminder Kaur Former Principal, Lyallpur Khalsa College for Women, Jalandhar Professor, Govt. College of Education, Jalandhar
3	Teacher Members	03	1. Mrs. Sawinder Arora, Assistant Professor 2. Mrs. Mandeep Kaur, Assistant Professor 3. Mrs. Sukhjit Kaur, Assistant Professor
4	Management Representative	01	S. Jarnail Singh Pasricha, Secretary, MGN Educational Trust, Jalandhar
5	Nominees from I. Local Society	01	Dr.(Mrs.) Gurcharan Kaur (Retd.), Associate Professor, Guru Nanak College of Education for Women, Kapurthala
	II. Student Members	02	1. Ms. Amandeep Kaur (College Roll No. 92) 2. Ms. Gagandeep Kaur (College Roll No. 17)
	III. Alumni	01	Mrs. Loveleen Jha, Science Mistress, Govt. Senior Secondary School, Nurpur Lubana, Kapurthala
6	Nominees from Employers	02	1. S. Gurmohan Singh 2. S. Ramneek Singh Kalra
7	Co-ordinator	01	Mrs. Manjit Kaur, Assistant Professor
8	Administrative/ Technical Staff	01	Mr. Sukhjit Singh, Superintendent

Composition of IQAC w.e.f. 21.01.2014 due to the Retirement of Mrs. Gawinderjit Walia

S. No.	Designation	Number	Names
1	Chairperson	01	Mrs. Manjit Kaur, Acting Principal
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7	Co-ordinator	01	Mrs. Sawinder Arora, Assistant Professor
8	Administrative/ Technical Staff	01	Mr. Sukhjit Singh, Superintendent

Part – A

1. Details of the Institution

1.1 Name of the Institution

Guru Nanak College of Education for Women

1.2 Address Line 1

The Mall

Address Line 2

Opp. GPO

City/Town

Kapurthala

State

Punjab

Pin Code

144601

Institution e-mail address

gncew@yahoo.com &
gncewkpt@yahoo.com

Contact Nos.

01822-220673

Name of the Head of the Institution:

Mrs. Manjit Kaur, Acting Principal

Tel. No. with STD Code:

01822-233229

Mobile:

09878877377

Name of the IQAC Co-ordinator:

Mrs. Sawinder Arora, Assistant Professor

Mobile:

09463762928

IQAC e-mail address:

sawinder15276@yahoo.com

1.3 NAAC Track ID (For ex. MHC0GN 18879)

Yet to be generated

1.4 NAAC Executive Committee No. & Date:

EC/41/10 dated 10-02-2007

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address:

www.gncewkpt.com

Web-link of the AQAR:

.http://www.gncew.com/AQAR2013-14.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA (Score)	Year of Accreditation	Validity Period
1	1 st Cycle	B	71.50	2006	5 Years
2	2 nd Cycle	-	-	-	-
3	3 rd Cycle	-	-	-	-
4	4 th Cycle	-	-	-	-

1.7 Date of Establishment of IQAC: DD/MM/YYYY

30-09-2010

1.8 AQAR for the year

2013-14

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

All the AQARs for the year 2010-11, 2011-12, 2012-13 are yet to be submitted.

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution (NCTE) Yes No

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.12 Name of the Affiliating University (for the Colleges)

Guru Nanak Dev University, Amritsar

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University N.A.

University with Potential for Excellence N. A. UGC-CPE N. A.

DST Star Scheme N. A. UGC-CE N. A.

UGC-Special Assistance Programme N. A. DST-FIST N. A.

UGC-Innovative PG programmes N. A. Any other (Specify) N. A.

UGC-COP Programmes N. A.

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="03"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="01"/>
2.3 No. of students	<input type="text" value="02"/>
2.4 No. of Management representatives	<input type="text" value="01"/>
2.5 No. of Alumni	<input type="text" value="01"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="01"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="02"/>
2.8 No. of other External Experts	<input type="text" value="02"/>
2.9 Total No. of members	<input type="text" value="13"/>
2.10 No. of IQAC meetings held	<input type="text" value="03"/>

2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff Students Alumni Others (Parents and
Practicing Schools)

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes: Workshop on

- Lesson Planning and Presentation Skills
- Effective Communication Skills for Successful Teaching

2.14 Significant Activities and contributions made by IQAC

- Documentation of various activities
- Organisation of Extension Lectures
- Feedback from various stakeholders
- Conducting academic activities and activities on environmental issues through various clubs of the college
- Enhancing Professional Development of the Faculty

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year 2013-14 towards quality enhancement is attached as **Annexure I**

Achievements:

All the activities were performed according to the plan of action chalked out by IQAC keeping in view the academic calendar of the college.

2.16 Whether the AQAR was placed in statutory body Yes No
Management Syndicate Any other body

Provide the details of the action taken:

The management held the meeting with chairperson and co-ordinator of IQAC. It encouraged and motivated them to continue such activities in future also. It also provided constructive feedback for organising different activities during next academic session.

Part – B
Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	--	--	--	--
PG	--	--	--	--
UG	1	--	--	--
PG Diploma	--	--	--	--
Advanced Diploma	--	--	--	--
Diploma	--	--	--	--
Certificate	--	--	--	--
Others	--	--	--	--
Total	1	--	--	--

Interdisciplinary	--	--	--	--
Innovative	--	--	--	--

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option(yes) / Open options

- Core
- Elective

(ii) Pattern of programmes:

Pattern	No. of Programmes
Semester	--
Trimester	--
Annual	1

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**See the details of analysis of the feedback in the Annexure-II*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

SESSION-2012-13	SESSION-2013-14.
<p>Area A- Foundations of Education A1 Education and Development</p>	<p>Area A- Foundations of Education A1 Education and Development</p>
<p>Unit –I Education as an evolving concept 1. Ancient to Present, Education as an organised and state sponsored activity 2. a. Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching & learning, instruction, freedom and control in relation to the child and teacher b. Changing aims of education in the context of globalization 3. Expansion in modes of education: face –to-face (tutorial, small group, large group) to distant modes of education; oral/ aural to digital; individualized and group based.</p>	<p>Unit –I Education as an evolving concept 1. Meaning and Concept of Education- Indian and Western Perspective, Education as an organized and state sponsored activity 2. Concepts in education and their changing connotations: school, curriculum, teacher and learner 3. Changing aims of education in the context of globalization</p>
<p>Unit –II Education in Socio Cultural and Political context 1. Education as an instrument of social change; Influence of education on society, family and their practices 2. Interaction of Education and culture in the global context 3. a. Education for democracy, national integration and international understanding. b. Four pillars of Education as recommended by UNESCO</p>	<p>Unit –II Education in Socio Cultural and Political context 1. Education as an instrument of social change 2. Interaction of education and culture in the global context 3. Education for democracy, national integration and international understanding.</p>
<p>Unit –III Education and Individual Development 1. Education for development of individual capabilities, enhancement of quality of life in the</p>	<p>Unit –III Education and Individual Development 1. a. Education for self-actualization and development of individual capabilities</p>

<p>socio- political-economic and cultural context</p> <p>2. Education and actualization of individual aspiration</p> <p>3. a. Education for development of responsible citizens</p> <p>4. Education and development of life skills of individuals for 21st century.</p>	<p>b. Education for socio- political- economic and cultural awareness</p> <p>2. Education for development of responsible citizens</p> <p>3. Education and development of life skills of individuals for 21st century.</p>
<p>Unit –IV</p> <p>Education for National and Economic Development</p> <p>1. National development: Meaning, scope and indicators of national development</p> <p>2. Role of education for ensuring sustainable development</p> <p>3. a. Education as an investment</p> <p>b. Education as development of human resource</p>	<p>Unit –IV</p> <p>Education for National and Economic Development</p> <p>1. National development: Meaning, scope and indicators of national development</p> <p>2. Role of education for ensuring sustainable development</p> <p>3. a. Education as an investment</p> <p>b. Education as development of human resource</p>
<p>Unit –V</p> <p>Learning Environment – The changing Scenario</p> <p>1. Changes in teacher’s role, learner’s participation, knowledge emphasis and learning resources</p> <p>2. a. Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment</p> <p>b. Shift in learning environment: Unimodal to multi-mediated, school based to community linked and real to virtual learning environment. The open – distance learning environment</p> <p>3. Education as a system: Meaning and Nature</p>	<p>Unit –V</p> <p>Learning Environment – The changing Scenario</p> <p>1. Education for 21st Century , Four pillars of Education as recommended by UNESCO</p> <p>2. Home, School & Community as mediators of Education.</p> <p>3. Concept of values - importance, classification of values, sources of values, ways and means for inculcation of values.</p>
<p>Area B- Pedagogical Knowledge</p> <p>B1 Understanding the Learner and Learning Process</p>	<p>Area B- Pedagogical Knowledge</p> <p>B1 Understanding the Learner and Learning Process</p>
<p>Unit –I</p> <p>Nature of the Learner</p> <p>1. Learner as a developing individual; a psycho-social entity; stages of development, factors</p>	<p>Unit –I</p> <p>Understanding the development of Learner</p> <p>1. Importance of Education Psychology for understanding the learner. Concept and</p>

<p>influencing development such as heredity, nutrition, child rearing practices, siblings & peers.</p> <p>2. Developmental characteristics of an adolescent physical, cognitive, social, emotional, moral and their interrelationships.</p> <p>3. Developmental tasks and their implications in adolescence.</p>	<p>principles of Growth & Development, factors influencing (Heredity & Environment)</p> <p>Growth & Development, Erickson Theory of Psycho- Social development.</p> <p>2. Stages of development with special emphasis on Physical, Cognitive, Social, Emotional, Moral Characteristics of Adolescents.</p> <p>3. Development tasks of adolescents and its educational implications.</p>
<p>Unit –II</p> <p>Understanding differences among Learners</p> <p>1. Dimensions of differences in individual learners</p> <p>2. Understanding learners with varying cognitive abilities especially with ‘learning difficulties’ - Slow learner and Dyslexia</p> <p>3. Multiple Intelligences: implications for understanding learner variations and their learning needs</p>	<p>Unit –II</p> <p>Understanding differences among Learners</p> <p>1. Meaning and concept of individual differences, implications of individual differences for organizing educational programmes.</p> <p>2. Understanding learners with varying needs: gifted, creative, dyslexic, slow learners.</p> <p>3. Intelligence : meaning and concept, theories explaining intelligence (Spearman, Guilford, Gardener)</p>
<p>Unit –III</p> <p>Theoretical Perspective on Learning- an Overview</p> <p>1. Learning- concept, principles and factors affecting learning</p> <p>2. Behaviorism, Cognitivism, Constructivism in relation to learner, teacher & teaching learning process</p> <p>3. Transfer of Learning, its types and methods</p>	<p>Unit –III</p> <p>Theoretical Perspective on Learning- an Overview</p> <p>1. Learning- concept, principles and factors affecting learning</p> <p>2. Behaviorism(Thorndike and Skinner) and Cognitivism (Kohler and Koffka) in relation to learner, teacher & teaching learning process</p> <p>3. Transfer of Learning, its types and educational implications.</p>
<p>Unit –IV</p> <p>Learning in ‘Constructivist’ Perspective</p> <p>1. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.</p> <p>2. Processes facilitating ‘Construction of</p>	<p>Unit –IV</p> <p>Learning in ‘Constructivist’ Perspective</p> <p>1. Constructivism (Piaget & Bruner)</p> <p>2. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.</p>

<p>Knowledge’</p> <ul style="list-style-type: none"> - Experiential Learning and reflection - Social Mediation - Cognitive Negotiability - Situated Learning and Cognitive apprenticeship - Meta cognition <p>(Each of these to be dealt with classroom situations or content of learning)</p>	<p>3. Processes facilitating ‘Construction of Knowledge’ :</p> <ul style="list-style-type: none"> - Experiential Learning - Situated learning - Cognitive apprenticeship - Meta Cognition
<p>Unit –V</p> <p>Learning Styles and Learning</p> <ol style="list-style-type: none"> 1. Concept of Learning styles- audio, visual, kinesthetic 2. Learning styles and their bearing on different kinds of learning:- Concept learning, learning of skills, creative and critical thinking, modeling 3. Teacher’s role in changing, strengthening and sustaining learning styles 	<p>Unit –V</p> <p>Learning Styles and Learning</p> <ol style="list-style-type: none"> 1. Concept of Learning styles- audio, visual & kinesthetic 2. Motivation: concept, types and techniques 3. Teacher’s role in motivating, strengthening and sustaining learning

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NO

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total Number of Permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
5	5	--	--	--

2.2 No. of permanent faculty with Ph.D.

--

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
2	1	--	--	--	--	--	--	2	1

2.4 No. of Guest and Visiting faculty and Temporary faculty

--	--	3
----	----	---

2.5 Faculty participation in conferences and symposia

No. of Faculty	International level	National level	State level
Attended	--	--	--
Presented papers	3	4	--
Resource Persons	--	--	--

2.8 Innovative processes adopted by the institution in Teaching and Learning

Use of ICT, Group Dynamics and Group Discussion , Model based Teaching, Seminar Method, Peer Tutoring, Remedial Teaching, Enrichment Material to Meritorious students.

2.7 Total No. of actual teaching days during this academic year

209

2.9 Examination/ Evaluation Reforms initiated by perusal the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- Diagnostic Approach and Remedial Teaching for academically weak students
- Enrichment Material to Meritorious student

- Preparation of answer keys
- Execution of Supervised Class Tests
- Provision of supplementary examination for absentees and failures
- Preparation of a teacher wise report comparing the pass percentage of university result with that of college result in each subject. The report is submitted to management every year for its perusal

2.9 No. of faculty members involved in curricular restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Members of Faculty of Education, GNDU Amritsar: Two

2.10 Average percentage of attendance of students

80%

2.11 Course/Programme wise distribution of pass percentage

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Ed	105	26	88	8	--	96

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes

- IQAC gives directions and guidance to the faculty regarding the methods to be adopted for teaching-learning.
- Feedback is sought from various stakeholders for the purpose of quality improvement in the teaching-learning process
- Extension lectures are organised to broaden the intellectual perspective of faculty and students
- Review of academic activities is done for improvement in the future

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	--
UGC – Faculty Improvement Programme	--
HRD programmes	--
Orientation programmes	1

Faculty exchange programme	11
Staff training conducted by the university	--
Staff training conducted by other institutions	--
Summer / Winter schools, Workshops, etc.	--
Others	--

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	1	1	NIL	1

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC encourages and assists teachers to conduct action research as a means of effecting positive educational change in their immediate environments and spheres of influence. Action Research has positive consequences for the professional and personal development of the participants, as they learn to become more proactive and take responsibility for effecting change. It provides the opportunities for faculty to gain expertise in research work and thus enhance their professional development.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

3.4 Details on research publications

	International	National	Others
Peer Review Journals	--	1	--
Non-Peer Review Journals	--	1	3
e-Journals	1	--	--
Conference proceedings	--	2	--

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--	--	--	--
Minor Projects	--	--	--	--
Interdisciplinary Projects (<i>AIDS Awareness Camp</i>)	2013-14	Pushpa Gujral Science City, Kapurthala	Rs. 2,500/-	Rs 2,500/-
Industry sponsored	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students research projects (<i>other than compulsory by the University</i>)	--	--	--	--
Any other(Specify)	--	--	--	--
Total	--	--	Rs. 2,500/-	Rs 2,500/-

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy: NIL as it is free of cost

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	--	--	--	--	2
Sponsoring agencies	--	--	--	--	College

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

3.17 No. of research awards/ recognitions received by faculty and research fellows of the Institute in the year

Total	International	National	State	University	Dist	College
4	--	--	--	1	1	2

3.18 No. of faculty from the Institution

who are Ph. D. Guides

and students registered under them

3.19 No. of Ph. D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: University level State level
National level International level

3.22 No. of students participated in NCC events: University level State level
National level International level

3.23 No. of Awards won in NSS: University level State level
National level International level

3.24 No. of Awards won in NCC: University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- AIDS Awareness Camp in collaboration with Pushpa Gujral Science City, Kapurthala controlled by National AIDS Control Society.
- Extension Lecture on ‘Constructive Approach in Teaching Learning Process’
- Extension Lecture on ‘How to improve Lesson Presentation?’
- Awareness Rally on ‘Right to Vote’ under SVEEP
- Extension Lecture by the Faculty at KC College of Education, Nawashehar
- Extension Lecture by the Faculty at Ramgarhia College of Education, phagwara
- Participation in ‘Beti Bachao Abhiyan’.
- Display of posters and slogan writing on ‘Right to Vote’.
- Seminar on ‘Legal Literacy Services’ by Manilla Chugh.(Civil Judge Senior Division) in collaboration with District Legal Services Authority, Kapurthala.

- Organisation of three- day Self Defence Training Programme
- Judgement by the faculty member in Punjab University Inter- Zonal Skill-in Teaching Competition and On the Spot Teaching Aid Preparation Competition
- Observance of the Communal Harmony Campaign Week

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	6.2 Acre	-		6.2 Acre
Class rooms	03	-		03
Laboratories	03 Computer Centre-cum-E.T.Lab, Educational Psychology Lab-cum- Science Resource Room,, Language Lab (shared with M.G.N. Public School, Kapurthala)	-		03
Seminar Room	01	-		01
No. of important equipments purchased (≥ 1-0 lakh) during the current year.		03	--	03
Value of the equipment purchased during the year (Rs. in Lakhs)		2.16	College	
Others	<ul style="list-style-type: none"> • Rooms (12) • Multi-Purpose Hall • Dispensary • Staff Room • Visitor Room • Principal Office • Administration Office • Art and Craft Resource Room • Language-cum-S.St Resource Room • Common Room • Health and Physical Education 	-		12

	<ul style="list-style-type: none"> • Resource Room Mathematics Resource Room • Commerce Economics Resource Room 			
--	---	--	--	--

4.2 Computerization of administration and library

- Principal Office is having computer with internet access
- Administration Office is having two computers with broadband connection, printer and scanner
- Library is partially automatized having two computers and reprographic facilities

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	3768	4,09,689	109	31,420	3877	4,41,109
Reference Books	2274	2,27,756	70	40,078	2344	4,11,996
e-Books	25	--	38	--	63	--
Journals	16	6525	04	2500	20	7385
Digital Database	01	10,000	--	--	01	10,000
CD & Video	19	--	36	--	55	--
Other Books	6204	6,29,786	19	10,087	6223	6,39,873

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	13	01	01	06 (Computer Centre-cum-E.T. Lab, Mathematics Resource Room, Library, Language-cum- S.St	01	02	01 (Education)	--

				Resource Room, Administration Office, Principal Office)				
Added	--	--	--	--	--	--	--	--
Total	13	01	01	06	01	02	01	--

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- ICT component is a part of B.Ed. curriculum that enables the students to use Microsoft office
- All the teachers and students have the facility to access Internet.
- Students were trained in the basic use of OHP and LCD Projector to become competent teachers
- Study material is provided to students through common login ID
- Students use ICT in extra-curricular activities also

4.6 Amount spent on maintenance in lakhs:

i) ICT

0.14

ii) Campus Infrastructure and facilities

iii) Equipments

iv) Others

0.36

Total :

0.50

Criterion – V

5. Student Support and Progression:

5.1 Contribution of IQAC in enhancing awareness about Student Support Services:

- Through General Orientation Programme
- Through Information Brochure
- Through Website/Notice boards

5.2 Efforts made by the institution for tracking the progression

- Meetings with various stakeholders
- Greivance Redressal Cell
- Annual Report
- Suggestion Box

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
110	-	-	-

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

Men	<table border="1"> <tr> <td>No</td> <td>%</td> </tr> <tr> <td>-</td> <td>-</td> </tr> </table>		No	%	-	-	Women	<table border="1"> <tr> <td>No</td> <td>%</td> </tr> <tr> <td>-</td> <td>-</td> </tr> </table>		No	%	-	-
	No	%											
-	-												
No	%												
-	-												

Last Year (2012-2013)						This Year (2013-2014)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
84	18	-	08	-	110	86	21	-	03	-	110

Demand ratio 1:1

Dropout % - 1%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- Provision of relevant books and Periodicals in the library
- Provision of open access to internet for students

- Personal Guidance by the teachers

No. of students beneficiaries

110

5.5 No. of students qualified in these examinations

NET

-

SET/SLET

-

GATE

-

CAT

-

IAS/IPS etc

-

State PSC

-

UPSC

-

Others

PTET – 02

CTET- 05

5.6 Details of student counselling and career guidance

- Through Guidance and Counselling Cell
- Through Placement Cell
- Through Tutorial Groups
- Through Individual Guidance by Faculty

No. of students benefitted

110

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
1	4	1	6

5.8 Details of gender sensitization programmes

- Legal Literacy Club organized seminar on Legal Services in collaboration with District Legal Services Authority
- Organisation of Three Day Training Camp for Self- Defence

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level

National level

International level

No. of students participated in cultural events

State/ University level

31

National level

International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level
Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	3	30,000/-
Financial support from government	13(S.C.)	6,06,130/-
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level National level International level
Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

- AIDS Awareness Camp at Government Senior Secondary School, Nurpur Lubana, Distt. Kapurthala
- Participation in 'Beti Bachao Abhiyan'.
- Awareness Programme about Right to Vote

5.13 Major grievances of students (if any) redressed:

NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision

To strengthen and intensify culture of excellence in teacher education, focused on holistic development of the individual, to give a new direction to the society.

Mission

To develop intellectually competent, morally upright and socially committed teachers for service in the current scenario of education.

6.2 Does the Institution has a management Information System

Yes, the institution has the Management Information System (MIS). All the records pertaining to the administration are computerized

6.3 Quality improvement strategies adopted by the institution for each of the following:**6.3.1 Curriculum Development**

- The syllabus framing and revision is in preview of university but still the faculty give recommendations / suggestions to the University for Curriculum Revision.
- Two Faculty Members , being the member of Faculty of Education, attended the meeting for curriculum revision

6.3.2 Teaching and Learning

- ICT integrated Teaching- Learning
- Co-operative Learning
- Team Teaching.
- Use of e-resources
- Seminar
- Peer- Tutoring
- Group Discussion.
- Remedial teaching for academically weak students.
- Enrichment material for meritorious students

6.3.3 Examination and Evaluation

- Diagnostic Approach and Remedial Teaching for academically weak students
- Enrichment Material to Meritorious student
- Preparation of answer keys
- Execution of Supervised Class Tests
- Provision of supplementary examination for absentees and failures

- Preparation of a teacher wise report comparing the pass percentage of university result with that of college result in each subject. The report is submitted to management every year for its perusal

6.3.4 Research and Development

- Action research
- Publication of Articles
- Publication of Book with ISBN
- Surveys

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Addition of new text books, reference books ,e-material and educational CDs in the library
- Upgradation of Computers and Technological Equipments
- Free access to Internet for faculty and students
- Update of college website
- Our infrastructure namely classrooms, subject-wise Resource Rooms, Seminar Room, Laboratories, Library and Multi-Purpose Hall were utilized for welfare of students

6.3.6 Human Resource Management

- Framing of the various committees for the smooth functioning of the academic and co-curricular activities
- Assignment of duties with due consideration to the interests, abilities and aptitude of each staff member
- Preparation of Self Appraisal System to assess the quality of staff members and their progress.
- Non-Teaching staff is highly efficient in computerised administration

6.3.7 Faculty and Staff recruitment

The faculty and staff are recruited as per UGC, Punjab Government and G.N.D.U. Amritsar norms. During the session 2013-14, two faculty members were appointed on regular basis against unaided posts.

6.3.8 Industry Interaction / Collaboration

- Collaboration with six practicing schools for teaching practice of students.
- Meetings with the principals of different practicing schools for improving the quality of teaching practice.

6.3.9 Admission of Students

The institution has a transparent admission process which is strictly done as per the norms laid down by NCTE Act 1993. The admission to B.Ed. course in this college is in accordance with the centralized procedure conducted by Guru Nanak Dev University- Amritsar, Punjabi University- Patiala and Panjab University-Chandigarh in rotation on the behalf of Punjab Government. During the session 2013-14 admission was conducted by Punjabi University, Patiala as per the following norms.

- Students are selected for admission on the basis of merit in the qualifying examination.
- Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, are eligible for admission to B.Ed. programme.
- The reservation for SC/ST/OBC category candidates and other categories is as per the rules of the State Government. SC/ST/OBC category candidates require 45% marks either in the Bachelor's Degree and/or in the Master's degree or any other qualification declared equivalent thereto, for admission to B.Ed. programme.
- The information regarding date of submission of online application is provided on the Website of Host University and also through an advertisement published in at least two leading newspapers of the state.
- After online registration and choice filling, the provisional merit list is declared. Students' complaints are attended for a day before revising final merit list and allotment of seats to the candidates.
- Detailed information about the subject combination and category wise distribution is conveyed to the host University before the start of counseling process.
- 85% seats are reserved for the candidates from within the state and 15% seats are open for candidates of other states/UTs on all India basis.
- As per the schedule, seats are allotted to qualified candidates on the basis of their merit and availability of seats. The admitted students are expected to reach the allotted college within three working days and fulfill the admission formalities at the college level otherwise admission to B.Ed. course shall stand cancelled automatically.
- The major subjects are allotted by the university and minor subjects are allotted by the college on the basis of merit and availability of the subject.
- Information of vacant seats is communicated to the host university by the college for the purpose of admission through counseling.
- Seats remaining vacant after counseling or any dropout vacancy are filled by the institute on the basis of merit within stipulated time.
- The institute verifies the original documents when candidate reports along with the application form. It is the responsibility of the institute to check the eligibility, category, rural

area claim and subject combination as per the Punjab Government/University/NCTE norms.

6.4 Welfare schemes for

The welfare schemes for staff and students:

Teaching Staff	Refundable Loan from C. P. F., Gratuity, immediate medical facilities etc.
Non- Teaching Staff	Refundable Loan from C. P. F, Gratuity, immediate medical facilities etc.
Students	Financial Aid, Book Bank Facility, immediate medical facilities

6.5 Total corpus fund generated

Rs. 31,44,941.00

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) have been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	--	Yes	Management/ Academic Committee
Administrative	Yes	Government of Punjab	Yes	Internal Auditor

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

N.A.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

N.A.

6.11 Activities and support from the Alumni Association

- Alumni Meet was organized. The President of the association delivered a talk and encouraged the students to become good teachers
- Informal Interaction of Alumni with new students.
- Feedback from Alumni for the improvement.

6.12 Activities and support from the Parent-Teacher Association

Interaction with parents was done to seek feedback for quality improvement in the functioning of college.

6.13 Development programmes for support staff

The management of the institution honoured the support staff in the form of appreciation awards for their good work throughout the year. The Principal and staff of the institution also encourage them time to time for their dedicated services for the institution

6.14 Initiatives taken by the institution to make the campus eco-friendly

- The campus is eco-friendly in nature. The college has beautiful green lawns with different kinds of flowers and plants.
- Use of thermocol is banned in the preparation of teaching aids.
- Polythene are not allowed in the college.
- Morning assembly was organized on 'Balehari Kudrat' to sensitize the students with environmental problems.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- ICT integrated Teaching-Learning
- Constitution of Legal Literacy Club
- Constitution of Placement Cell
- Strengthening of the Research Climate
- Use of E- Resources

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Activities planned in the beginning of the session have been enlisted in the action plan for the year. Different Committees were formed at the start to execute all the activities in a flawless manner.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

- Holistic development of students through a number of extra- curricular activities
- Promotion of the use of ICT

**See the details in Annexure-III and IV*

7.4 Contribution to environmental awareness / protection

- The college has beautiful green lawns with different kinds of flowers and plants. Every Year new plants are added
- Use of thermocol is banned in the preparation of teaching aids.
- Polythens are not allowed in the college
- Morning assembly was organized on ‘Balehari Kudrat’ to sensitize the students with environmental problems.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

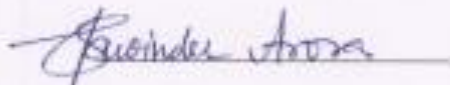
- Opportunities for Professional Growth of Faculty Members
- Merit positions in University Examinations
- Prizes won by students in different inter-college competitions
- Organisation of Annual Sports Meet
- Feedback from various stakeholders

8. Plans of institution for next year

- Organisation of National Seminar
- Wi-fi enabled campus
- Strengthen library resources
- Enhance Research Activities and Publications
- Augment Placement Services
- Constitution of Student Council
- Constitution of Women Empowerment Cell

Name Savinder Arora

Name MANJIT KAUR



Signature of the Coordinator, IQAC



Signature of the Chairperson, IQAC

ANNEXURE –I

PLAN OF ACTION CHALKED OUT BY IQAC FOR THE SESSION 2013-14

Month	Activity
August 2013	<ul style="list-style-type: none">• Orientation Programme• Talent Hunt Programme in Literary and Cultural Items• Competition in Fine Arts
September 2013	<ul style="list-style-type: none">• Celebration of Teachers' Day• Skill-in-Teaching Orientation Programme• Workshop on Communication Skills
October 2013	<ul style="list-style-type: none">• Community Awareness Programme• Presentation by Students on Social Issues
November 2013	<ul style="list-style-type: none">• Workshop for Preparation of Teaching Aids in Social Studies• Educational Trip• Activities and Competitions in Practising schools• Interactive Session of Students with Principals of schools
December 2013	<ul style="list-style-type: none">• Celebration of Human Rights Day• Extension Lectures
January 2014	<ul style="list-style-type: none">• Presentation on National Integration by the students• Science Fair• Seminar on Legal Literacy Services• Inter House Kho-Kho Competition
February 2014	<ul style="list-style-type: none">• On the spot Teaching Aid Preparation Competition• Inter House Skill- in-Teaching Competition• Annual Sports Meet
March 2014	<ul style="list-style-type: none">• Extra Guidance to meritorious students and remedial teaching to academically weak students• Aids Awareness Camp
May 2014	<ul style="list-style-type: none">• Alumni Meet• Interaction Session of Teacher Educators with Principals of Practising Schools

ANNEXURE-II

Feedback Analysis

Feedback from Students

Students' feedback is sought at the end of the session through a thoroughly filled up performa on teachers and course. The collected feedback is documented and analysed for necessary improvements in future.

The analysis of feedback obtained from students is as given below:

- **Feedback on Teachers:** Almost all the students rated their teachers from good to excellent in various attributes related to teaching like:
 - Knowledge base of the teacher
 - Communication Skills
 - Sincerity/ Commitment of the teacher
 - Interest generated by the teacher
 - Ability to integrate course material with environment/ other issues, to provide a broader perspective
 - Ability to integrate content with other subjects
 - Accessibility of the teacher in and out of the class
 - Ability to design quizzes/ tests/ assignments/ examinations and projects to evaluate students understanding of the course
 - Provision of sufficient time for feedback
 - Methods of Teaching
 - Coverage of the Syllabus
 - Motivation to Students
 - Punctuality and Regularity
 - Overall Rating
- **Feedback on Course:** Almost all the students rated the below mentioned parameters from good to excellent in each of the subjects.
 - Depth of the course content including project work if any
 - Extent of coverage of course
 - Applicability/ relevance to real life situations
 - Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)
 - Clarity and relevance of textual reading material
 - Relevance of additional source material (library)
 - Extent of effort required by students

➤ Overall Rating

It shows that students were satisfied with the course of the B. Ed. program and teachers. Students agreed with the fact that 100% syllabus was covered in the class. Most of the students opined that library materials and facilities for the course were adequate. Moreover, the students considered the course manageable to understand i.e. not too difficult to understand. Syllabus for each course was challenging. Regarding material for the prescribed readings, most of the students held the view that they were able to get it easily.

Feedback from Practising Schools

The institution invites the Principals of all the practising schools during Skill-in-Teaching Examination. An informal interaction is held with Co-ordinator, Skill-in-Teaching Examination, appointed by the University along with the Chairperson and Co-ordinator of IQAC. Here, an effort is made to seek feedback about the B.Ed. program and teaching practice.

Almost all the Principals suggested that a student-teacher should be given the academic subject knowledge along with the methodology to be used for teaching the subject. They held the view that practice is the hallmark of B.Ed. course and college is well prepared to enable the students to achieve the mastery in the skill of teaching. They also appreciated the role of supervisors during teaching practice. Most of the school teachers felt that the student-teachers perform the assigned responsibilities in the school with sincerity and dedication and were satisfied with the syllabus covered by pupil teachers. Moreover, teachers were pleased with the efforts made by student-teachers to organise extra-curricular activities in the schools.

Feedback from Alumni

Most of the alumni showed the satisfaction with the admission procedure, fee structure, library services, and quality of support material, infrastructure, environment, faculty and relevance of curriculum in their job. Some members suggested the increase in duration of teaching practice in schools in order to achieve the full mastery over the teaching skills.

Alumni strongly agreed that the institution provides a variety of learning experiences through a number of co-curricular activities which help them to groom their personality. They especially appreciated the organisation of Annual Sports Meet. They showed the contentment with the curriculum of B.Ed. Moreover, they suggested that Alumni Association of the institution should be strengthened more.

Feedback from Parents

Suggestion Box for parents has been placed in the college. Parents of the students are invited on the Annual Sports Meet of the institution. On this occasion they are provided opportunity to give constructive

feedback for the institution through informal interaction with the IQAC. They held the view that their wards have developed more virtues like hard work, patience, co-operation, discipline and many other social qualities that are helpful in their later life. Parents suggested some reduction in the workload of B.Ed. course because excess of the workload may sometimes affect the health of their wards.

Feedback from Management

Feedback from management is obtained through meetings with the Principal and Staff. Our Honourable Secretary shared his extreme happiness and congratulated all the staff members for good results in university examinations by calling upon a meeting with the faculty. He motivated them for such achievements in future also. They suggested the staff to conduct a National Seminar. Whenever the institution invites the management in college functions, our Honourable Secretary always motivates student- teachers to become good and dedicated teachers free from the involvement in tuitions.

ANNEXURE – III

BEST PRACTICE-I (2013-14)

Title of the Practice: Holistic Development of the students through a number of extra-curricular activities

The context that required initiation of the practice: A carefully and wisely framed educational programme focuses on preparing students to meet any challenges they may face in life and in their academic career where teachers play a key role. A teacher has an impact on the growth and well-being of child as well as society. Moreover, teaching job is a great responsibility than a mere job. Therefore, a teacher should have a balanced personality in terms of his intellectual, emotional, social, physical, artistic, creative and spiritual potentials. As ours is a teacher education institution so it focuses on the holistic development of the student teachers through the active functioning of various clubs.

Objectives of the Practice

- To equip the prospective teachers with necessary pedagogic skills
- To develop the capacity to extend the available resources by means of improvisation of instructional facilities
- To increase the ability to make healthy adjustment with the environment of the institution
- To familiarize the future teachers with all that is latest in education
- To enable the student teachers to own responsibility towards community
- To instil a deep feeling of commitment to values
- To make the student teachers fit and fettle to face the struggle of life

The Practice

The institution offers a wide range of choices and opportunities for both individual and group experiences. In order to achieve the above stated objectives the institution organise following activities as a regular feature:

- Talent Hunt

An effort is made to motivate the students to enhance their inherent talents in the form a talent hunt programmes in art, music, dance, theatre and literary events.

- Weekly Morning Assemblies

Morning Assembly is an important feature of the institution where students of all the three houses make a tremendous contribution through their active participation on rotation under the guidance of their respective house in-charges.

- Inter-House Competitions

As institution follows a house system and there are three houses namely Tagore House, Nehru House and Gandhi House. The students are given opportunities to compete in inter-house competitions in sports, cultural and literary events, art, pedagogic skills etc.

- Inter- College Competitions

The students are encouraged to participate in inter college competitions. It provides the students a platform to realize their creative talent in the field of technology, art, music, theatre and literary activities.

- Annual Sports Meet

The college celebrates Annual Sports Meet in the month of February in which the students participate in various sports events with fervour and zeal. The winners are honoured by giving away the prizes and certificates.

- Community Programmes

The institution motivates the students to engage themselves in community services activities. It helps them to develop a right attitude of life, a good interpersonal communication skill, and a sense of social awareness.

- Extension Lectures

Classroom Teaching is supplemented by extension lectures in the relevant and current disciplines. Perspective Teachers are provided exposure and opportunities of interaction with the experts

- Religious Functions

In order to inculcate spiritual values among the students, the institution organises religious functions like Gurburab Celebrations, Bani Diwas and Shubh Aarambh where the blessings of Almighty are sought. Students offer their services in the preparation and distribution of community langar.

- Cultural Programmes

Cultural Programmes are also organised on the occasions of Lohri Celebration, Annual Sports Meet, Farewell and Alumni Meet. The Cultural activities increase the opportunities for social interaction, entertainment and reflection of talent, thereby, developing a well-groomed personality of students.

Impact of the Practice:

This year our college organised following activities to complement the university's academic curriculum and to augment the student's educational experience, thus, leading to their holistic development.

- **Shubh Arambh**

The new session was started by seeking the blessings of The Lord. Sukhmani Sahib Path and Kirtan were held on August 14, 2013 for the flourishing and prosperous year ahead with the heavenly hymns of Gurbani.

- **Talent Hunt**

Talent hunt was held on August 17, 2013 and August 18, 2013 to find the inhibit talent of the students. For the holistic development of the students various art, literary and cultural items were organized.

- **Morning Assembly**

Morning assembly, being the asset of the institution is held every Saturday for nurturing interpersonal and intra personal skills of the apprentice teachers. Morning assemblies were accomplished under the able guidance of the in-charges of Tagore House, Gandhi House and Nehru House. Topics of morning assemblies were as follows:

S.No	Date	Topic	Organizer
1	10-08-13	Independence Day	Tagore House, Nehru House, Gandhi House
2	17-08-13	Rakhi	Tagore House
3	31-08-13	Teachers' Day and Communal Harmony	Nehru House
4	28-09-13	106 th Birthday of Shaheed Bhagat Singh	Gandhi House
5	05-10-13	Birthday of Sri Guru Ramdass Ji	Tagore House
6	19-10-13	Balehari Kudrat	Nehru House
7	26-10-13	Changing Spirit of Festival of	Gandhi House

		celebration	
8	21-12-13	Human Rights	Tagore House
9	25-01-14	Republic Day	Nehru House

- Youth Festival

Guru Nanak Dev University, Amritsar organized Zonal Youth Festival from September 19 to September 21, 2013. Our students participated in number of items and won following prizes:

S.No.	Student Name	Category	Prize
1	Amandeep Ghuman	Fancy Dress	II
2	Seema	Collage Making	II
3	Diksha, Nishu, Ramandeep Kaur, Suman, Khushwinder, Gagandeep	Group Shabad	II

- Systematic Voter Education and Electoral Programme

Various competitions and rallies were conducted by our college under SVEEP to make citizens aware about their voting right.

Date	Events	Topic
01-10-13	Awareness Rally	Right to Vote
11-03-14	Awareness Rally	
20-03-14	Essay Writing Competition	
21-03-14	Quiz Competition	
22-03-14	Poster Making Competition	

- Extension Lectures

The Institution invited following experts for Extension Lectures:

Date	Expert	Topic
12-12-2013	Dr. Meharban Singh (Asstt.Prof. ,MGN College of Education, Jalandhar)	How to improve Lesson Presentation?
12-12-2013	Dr. Surinderjit Kaur (Principal, Ramgarhia College of Education, Phagwara)	Constructive Approach in Teaching Learning Process

- Different Activities of The Clubs

Different clubs of the college organized the following activities and competitions:

Clubs	Activities
Arya- Einstein Club	Science Fair and Inter-House Quiz Competitiom
Sports Club	Inter- House Kho- Kho Competition
Legal Literacy Club	<ul style="list-style-type: none"> • Seminar on Legal Literacy Services • Three Day Training Camp for Self- Defence
Red Ribbon Club	Aids Awareness Camp at Government Senior Secondary School, Nangal Lubana, Kapurthala
Language Club	Inter-House Skill-in-Teaching Competition
Samarpan Club	Inter- House On the Spot Teaching-Aid Preparation Competition
Art Club	Talent Hunt in Fine Arts

- Inter- College Competitions

Four students participated in Inter-College Hayeku Lekhan Competition in Punjabi (Mother Tongue) organised by Punjabi Sahit Academy, Ludhiana and Punjabi Hayeku Mehfil.

- Lohri Celebration

Lohri festival embodying a spirit of brotherhood, unity and gratitude was celebrated in our college on Jan 13, 2014. Students presented a cultural program generating a lot of happiness, goodwill and cheer.

- **Birthday Celebration of Guru Gobind Singh Ji**

To celebrate the birthday of Guru Gobind Singh Ji, our faculty started Sehaj Path and the Bhog of Sehaj Path was on Jan 11, 2014. This celebration concluded with Guru Ka Langar.

- **Annual Sports Meet**

This year our college celebrated 43rd Annual Sports Meet from 13 to 15 February, 2014. The students participated in various sport events with full enthusiasm and sportsmanship. The events are enlisted below:

March Past	100 m Race
200 m Race	Relay Race
Three Legged Race	Skipping Race
Shot Put	Discus Throw
Sack Race	Kangaroo Race
Javelin Throw	Spoon and Lemon Race
Chatti Race	Long Jump
Obstacle Race	Fancy Dress Competition

- **Educational Trip**

This year Our College organized an Educational Trip at Pushpa Gujral Science City, Kapurthala on 01-05-2014. Students enjoyed the magic of science and learnt a lot about the wonderful facts of science.

- **Farewell**

To bid farewell to the students of session 2013-14, a cultural programme was organized on 31-05-2014. Students enjoyed the function with full fervor and hilarity.

- **Alumni Meet**

An Alumni Meet was organised on 31-05-14 to reunite the students and to get their vision about the college in order to improve institutional practices. An informal interaction of Alumni was also held with the present students. It made the students aware about the current issues and problems of schools of the state.

The activities provided numerous experiences to the students that had a positive impact on students' physical, intellectual, emotional, social and moral development. Taking part in these out-of-the-classroom activities helped students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities. While participating in the events students

frequently interacted with peers and got opportunities for social integration into the college environment. As a result, involved students viewed their college year as a positive experience and felt that they are a vital part of the society.

ANNEXURE -IV

Best Practice –II (2013-14)

Title of the Practice: Promotion of the use of ICT

The Context that required initiation of the practice: The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning. This versatile instrument has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills. Therefore, the education of pre-service teachers should be designed with the aim of building an intelligent and thoughtful disposition toward the integration of ICT into teaching and learning in classroom and school contexts.

Objectives of the Practice

- To provide opportunities for students to learn in alternative and challenging ways
- To improve confidence of student teachers in using ICT for effective teaching in schools
- To enhance the quality of education
- To promote lifelong learning
- To develop the skills of future teachers to keep themselves abreast with global developments.

The Practice

- Free access to internet for students as well as teachers
- Well equipped Computer centre-cum- Education Technology Lab
- Provision of PCs for students in library as well as in Computer centre-cum- Education Technology Lab
- Provision of PCs for Teacher Educators
- ICT Integration with Pedagogy is an integral part of B.Ed. curriculum
- Use of PowerPoint presentations and videos by teacher educators in curriculum transaction
- Provision of e-resources
- Use of ICT by student teachers in classroom presentations and School Based Experience Programme
- Maintenance of Administrative Records

Impact of the Practice

The use of ICT has promoted a change in the learning environment of the institution. It has empowered the teacher educators and student teachers in transforming teaching and learning processes from being highly teacher-dominated to student-centered. This transformation has a positive impact in the following ways:

- Increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, communication skills, and other higher-order thinking skills
- Development of the skills to function effectively in this dynamic, information rich and continuously changing environment of ICT ruled modern society
- Better Understanding by providing varied learning experiences and increasing the involvement of the students
- Helped in professional development of teacher educators
- Contribution to the growth and development of the institution
- Increased confidence and competence of students as well as teachers in using the IT resources.
- Enhanced team work and independent learning
- Extended level of motivation and attention among students in the class
- Promotion of self regulated learning
- Development of writing skills that include spelling, grammar, punctuation, editing etc.