



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

**M. K. COLLEGE OF EDUCATION,
SHAHPUR, JALANDHAR**

- Name of the Head of the institution **Dr. Rajnish Sharma**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **01815055124**
- Mobile No: **7888699953**
- Registered e-mail ID (Principal) **mkcollegesahpur@rediffmail.com**
- Alternate Email ID **principal.mkce@ctgroup.in**
- Address **Village shahpur PO Udhampur**
- City/Town **Jalandhar**
- State/UT **Punjab**
- Pin Code **144020**

2.Institutional status

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

- Financial Status **Self-financing**
- Name of the Affiliating University **Guru Nanak Dev University, Amritsar**
- Name of the IQAC Co-ordinator/Director **Dr. Kamini Sehgal**
- Phone No. **01815055124**
- Alternate phone No.(IQAC) **7888699953**
- Mobile (IQAC) **7888699953**
- IQAC e-mail address **iqac2011@rediffmail.com**
- Alternate e-mail address (IQAC) **mkcollgeshahpur@rediffmail.com**

3.Website address<https://mkce.in>

- Web-link of the AQAR: (Previous Academic Year) <https://mkce.in>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://mkce.in>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B+	2.64	2013	25/10/2013	24/10/2018

6.Date of Establishment of IQAC**11/01/2010****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

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

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

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

9.No. of IQAC meetings held during the year 5

- 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)

On the occasion of Independence Day online Rangoli and Poster making competition was organised in the college. Students participated with great zeal and enthusiasm. Winners were awarded with certificates and prizes.

As a regular feature of the college activities, online extension lecture were organized by IQAC of the college on the topics Like- Micro skills and Concept Attainment model, Psycho- Social Well-Being, Action research and Relationship of Philosophy and Education. All Webinars were attended by the staff and students of B.Ed. and D.El.Ed.

Virtual Alumni meet and Doubt clearing session was organised. The virtual gathering was welcomed and addressed by Dr. Rajnish Sharma. Principal MK College of Education. She stressed on building of strong bonding between juniors and the seniors for overall growth of the department. Alumni joined the meeting and shared their experiences and also gave valuable guidance to the current students.

Collaborative activities and activities under student exchange , faculty exchange were organised. E-speech competition and extension lectures were organised.

All the important days were celebrated like Teacher's day, Gandhi

Jayanti, Basant Panchmi, Lohri, Women's day. Relevance of these days was reflected through the activities performed in the celebration.

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
The Academic Calendar was decided and prepared for various activities round the year	Annual Calender was prepared for smooth functioning and organizing all curricular and co-curricular activities in the institution
To acquaint students about curriculum and other co curricular activities and code of conduct to be followed in the college campus	Newly admitted are asked to join Google meet. Principal Dr. Rajnish Sharma gave welcome address . Senior faculty Dr. Kamini Sehgal acquainted the students about college history and functioning. Dr. Shaloo Saini told students about curriculum. And Ms. Gurpreet Kaur told about co curricular activities. Code of conduct was described by Mr Manoj Kumar.
To Celebrate all Important days	All the Important days were celebrated like Teacher's day, Gandhi Jayanti, Bsanat Panchmi, Lohri, Women's day. Relevance of these days were reflected through the activities performed in the celebration.
To organize collaborative activities	Collaborative activities and activities under student exchange , faculty exchange were organised. E-speech competition and extension lectures were organised.
To encourage faculty members for research work and participation in FDP's, workshops and seminars	Faculty members actively participated in seminars, conferences from time to time and upgraded their knowledge.

To provide remedial teaching to low achievers	To uplift the performance and final university results, efforts were made together by faculty and students. Low achievers were given extra guidance through remedial teaching classes and high achievers were provided with additional notes and library assistance.
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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

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• Upload latest notification of formation of IQAC		View File					

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<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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<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	17/01/2023
15. Multidisciplinary / interdisciplinary	
<p>M. K College of Education, Jalandhar, is a private institution affiliated with Guru Nanak Dev University, Amritsar. It holds recognition from the UGC. The college rigorously follows the curriculum outlined by Guru Nanak Dev University, Amritsar, which undergoes regular updates and revisions to align with the evolving requirements of Teacher Education, particularly in accordance with the NEP-2020. To foster comprehensive academic development among students, the college offers a interdisciplinary curriculum. In line with the core tenets of the NEP, the college emphasizes diversity in both curriculum and teaching methodologies, integrating technological advancements to facilitate innovative teaching and learning experiences. The emphasis is on promoting logical decision-making, innovation, critical thinking, and creativity among students. As part of this interdisciplinary approach, the college offers courses that integrate Drama & Art and utilize ICT in the teaching-learning process. The intensive and comprehensive school internship programme is conducted in four stages: pre-practice stage,</p>	

demonstration lessons, school experience programme- actual practice stage at practising schools and evaluation stage, focuses on interdisciplinary approach. Under the student enrichment and faculty development programme, different extension lectures are organised in order to develop better conceptual understanding and critical thinking. Value added courses, involvement of students in programme such as a short guide to action research, environmental education, digital tools for perspective teachers.

16.Academic bank of credits (ABC):

The institution's readiness to implement the Academic Bank of Credits relies on guidelines from the affiliated university (GNDU) and the Higher Education Department. The generation of ABC IDs for all students is currently underway and will be implemented in the future pending approval from the university to which the college is affiliated

17.Skill development:

The faculty at the college plays a crucial role in raising student awareness about the ongoing changes in the education landscape. Aligned with the objectives of NEP 2020, the college places a strong emphasis on collaborative learning, fostering interactions between students of varying learning speeds through peer tutoring. Here, advanced learners assist their peers in understanding and discussing topics, promoting a supportive learning environment.

In light of the NEP 2020 implementation, students receive orientation sessions to familiarize them with the anticipated policy changes. Both management and faculty dedicate efforts to encourage students to think innovatively, enriching the teaching-learning and evaluation processes, while also promoting research and extension activities. Digital literacy is nurtured through value-added courses, equipping students with proficiency in utilizing diverse digital tools for educational purposes.

The college facilitates hands-on workshops to provide students with experiential learning opportunities, encouraging them to initiate and engage in various activities independently. Additionally, special and extension lectures are organized to instill core values among students. Various activities like Debates, Essay writing, Poster making, Rangoli, Tree Plantation and Cooking, competitions are conducted to enhance student engagement and skill development.

Through its curriculum design, elective courses, and teaching methodologies, the college demonstrates its commitment to skill development, preparing students for diverse career paths and societal roles.

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

The institution places significant emphasis on integrating the Indian knowledge system by adopting a multilingual approach in classrooms. Faculty members utilize multilingualism during the teaching-learning process to cater to the diverse cultural and linguistic needs of students. Students are provided opportunities to engage with theory papers, assignments, and co-curricular activities in their preferred language, including English, Hindi, or Punjabi.

Various cultural events and celebrations are organized to foster a deeper connection with the cultural heritage of the nation. Events such as Lohri, Basant Panchmi, as well as observances of significant national days like Constitution Day, Republic Day, Independence Day, and International Women's Day serve to instill Indian knowledge and values among students.

The institution actively participates in national initiatives such as Azadi ka Amrit Mahotsav, Swachhata Pakhwada, initiated by the Government of India, to promote the integration of the Indian knowledge system.

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

Outcome-Based Education (OBE) is a pedagogical approach that involves reorganizing curriculum, teaching methods, and assessment practices to emphasize the attainment of higher-order learning objectives. The objectives outlined in the NEP for OBE focus on competency, standards, benchmarks, and achieving predetermined targets. Additionally, OBE encompasses three key elements: a theoretical framework for education, a structured educational system, and a specific approach to instructional practices.

At our college, we offer two programs, namely B.Ed. and D.El.Ed., with curricula designed to meet both regional and global educational needs. We clearly define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) to

guide our teaching and assessment practices. Our courses are structured around outcomes aligned with the levels of Bloom's taxonomy, ensuring a comprehensive learning experience for students.

To achieve these learning outcomes, we employ a variety of teaching and learning approaches, including lectures, seminars, tutorials, workshops, practical sessions, project-based learning, fieldwork, technology-enabled learning, internships, and research projects. This diverse range of methods ensures that students acquire the necessary knowledge and skills to succeed in their academic and professional endeavors.

20.Distance education/online education:

NA

Extended Profile

1.Student

2.1 155

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 72

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

File Description	Documents
Data Template	View File

2.4 78

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	78
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File Description	Documents
Data Template	View File

2.6	155
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2. Institution	
4.1	123158
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	38
Total number of computers on campus for academic purposes	

3. Teacher	
5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	20
Number of sanctioned posts for the year:	

Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

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

MK College is affiliated to Guru Nanak Dev University, Amritsar and the revision and up gradation of the syllabus is done at the University level; the college has a mechanism for effective, documented curriculum delivery.

Different stakeholders such as students, alumni, community, teachers and experts give their feedback. Based on the feedback provided by these stakeholders, the teaching faculty proposes the changes in the curriculum. After that the proposed changes were placed before curriculum committee of the college which comprises of Director, Principal and senior faculty member of the college. At the final step, it is placed before Faculty of Education.

Semester wise plan is prepared and circulated through academic calendar. The students are oriented about the curriculum of B.Ed. evaluation procedure and weightage of the programme before the commencement of the classes. Classroom teaching is supplemented with Seminars, Workshops, Guest lectures, Group Discussions and Educational tours. The continuous evaluation is maintained throughout the year by conducting unit and house test after completion of the proposed syllabus.

The well planned curriculum is adapted to local context by organizing and participating in community services such as NSS camps thus providing an opportunity to the students to reflect their culture and local environment.

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

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

B. Any 5 of the above

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

B. Any 3 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://mkce.in/
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

24

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**3****1.2.2.1 - Number of value-added courses offered during the year****3**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**80****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****80**

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	No File Uploaded

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

Three of the above

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

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

3

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

3

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.

At the commencement of the session, online orientation session was organized for the new students. During the session students were briefed about the objectives of the programme, subjects offered, internal assessment and activities to be undertaken during the session.

The curriculum of this institution offered for the B.Ed. and D.El.Ed. Programmes provide opportunities to acquire knowledge and skills of a world-wide teacher curriculum. Thinking skills re fostered through classroom teaching, webinars, extension lectures, discussions, debates, assignments. The theoretical knowledge is put into practice through various projects and activities that students take up in college.

Procedural knowledge for different levels of school education, primary, middle and high school levels are included in the pedagogical methodologies. A webinar on digital solutions: for online learning was organized to orient students regarding the various opportunities in online learning which is inevitable during pandemic.

Acquired Pedagogical knowledge gained by the pupil teachers are practiced by them during school internship and field engagement activities. Feedback is provided from time to time to the pupil teachers by their subject experts and peer group

Webinars are organised on a regular basis to develop communication skills, emotional intelligence, critical thinking among learners.

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

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

B.Ed. and D.El.Ed.students are familiarized with the diversities in the school system in India by providing theoretical as well as practical knowledge through the curriculum, school internship and field engagement. Contemporary India and Education offered in semester 1 helps them to develop their vision regarding variations about existing status in various aspects of education. In addition, they also learn about the role and functions of NCERT, SCERT and DIET.

College ensures that during field engagement students visit different schools to know about the functioning, curriculum transaction, evaluation system, norms, standards and teaching methods used in the teaching-learning process as per the Board to which the school is affiliated.

The norms and standards laid down by different boards which are followed by the schools lead the students to understand the diversity in School Education System. Students are provided opportunities to imbibe such standards to cater to the diverse needs of students and to ensure their holistic development.

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

The vision, mission and objectives framed provide holistic education to pre-service teachers. At the commencement of the academic session institution prepare an academic calendar comprising of activities for overall development of the students.

All courses are having theoretical as well as practical aspects

integrated to skill based learning. The core subjects and the pedagogy subjects are delivered through integrating the knowledge of one subject with another. B.Ed. and D.El.Ed. The interconnectedness is apparent in 'Language across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue.

The Institution organizes webinars for the students. Professionals from various fields are invited.

In B.Ed. Sem-I and Sem-II, the prospective teachers are familiarised to the teaching learning process. In Sem-III students are provided a platform for practicing micro teaching skills in which they practice and master the skills as per their pedagogy curriculum.

During School Internship, the prospective teachers follow the lesson plan format given by their respective Pedagogy subject teachers. They prepare different lesson plans like Herbertian plan, Model based, ICT based, Value based. The pupil teachers participate and conduct different co-curricular activities during the school internship programme.

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

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

Two 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

Feedback collected and analysed

is processed and action is taken; feedback process adopted by the institution comprises the following

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

155

2.1.1.1 - Number of students enrolled during the year

155

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

35

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

35

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	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.

The enrolment of B. Ed. Students is done through entrance test conducted jointly by GNDU (Amritsar) Panjab University (Chandigarh) and Punjabi University (Patiala). Although owing to COVID restrictions, this test was not conducted in 2021.

Furthermore, the merit list of the candidates is being prepared by the Joint Counselling Authorities. Also, the college's admission committee ensures equity in the admission as per the criteria fixed by the State Government and the University for the Reservation of seats.

Online Orientation programme is organised for the Fresher students and are oriented with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations, and other facilities available in the institution.

At the beginning of the admission process, the admission form filled out by every student itself. Students are monitored through written assignments and the progress record maintained. Evaluated answer scripts of college examinations discussed with students to identify and address their shortcomings

Remedial classes are conducted after unit and house teststargeting those students who need individual attention.

Peer tutoring is provided by taking help of students who have some mastery over a subject and allocating them to help the others.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File

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

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:11

2.2.4.1 - Number of mentors in the Institution

14

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	No File Uploaded

2.3 - Teaching- Learning Process

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

Our institution employs varied learner centric methodologies for comprehensive development of the students. Some of the approaches used by our teachers are such as experiential learning, brainstorming, discussion method, project method, Collaborative and cooperative learning, debate, problem solving, Enquiry Based Learning to name a few. Experiential learning helps the students to construct their knowledge. Brainstorming foster divergent thinking among the learners. Moreover, other pedagogy leads to social skills and better understanding and retention of the concepts.

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	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

57

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
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

The courses offered in the programme instil professional attributes among the learners. Moreover the institute organises various activities such as working with community, organises special lectures by eminent dignitaries in the field on the current topics of education, pre-internship/internship and thus the students remain updated with the latest developments in education and in life. The institute faculty members are assigned with different committees such as examination coordinator, internship coordinator, DIET coordinator, and cultural coordinator. These committees' coordinators supervise and facilitate numerous activities to develop professional attitude among students.

In addition, Academic calendar is planned at beginning of the session. Mentors and tutors help the students to inculcating like skills such as stress management, time management, conflict resolution and problem solving and decision making. In the beginning of the session students are oriented regarding the code of conduct of the institution. They are also oriented to work with mutual understanding and the way to approach the authorities.

Under the supervision and guidance of teacher in charges and mentors, students work in teams. With the help of activities organized they learn to compose and organize the content, cooperative skills, managerial skills, leadership skills and communication skills.

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

One of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Learners were engaged in plethora of activities to foster their creativity, innovativeness, intellectual and thinking skills, empathy, life skills. During teaching learning process faculty members employ discussion method, active learning strategies, debate, declamation, brainstorming etc. Classroom environment is democratic so learners without any hesitation share their views and actively participate in the classroom discussion and activities. Students generate new ideas and also apply the theoretical knowledge gained in classroom in their real life. Moreover, various co-curricular activities and community projects were organized for the students which imbibe empathy and life skills among them. In addition, during pre- internship and internship, the student teachers develop the understanding of the importance of lesson planning, micro teaching cycle, develop confidence, get feedback from faculty and peers and learn skills of teaching. Use of appropriate teaching aids is also emphasized during this programme. They are given guidance by their supervisors to bring creativity while preparing the teaching aids. The Institute also celebrates various national and international occasions. This helps in creating awareness among students and developing empathy towards their environment, culture and society. Students' participation in organising and assisting these activities nurtures essential life skills such as confidence, cooperation, creativity and critical management

skills.

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

2.4 - Competency and Skill Development

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

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 with video graphic support wherever possibl	No File Uploaded
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

Eight /Nine of the above

**inclusiveness Assessing student learning
Mobilizing relevant and varied learning
resources Evolving ICT based learning
situations Exposure to Braille /Indian
languages /Community engagement**

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

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

Three of the above

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

**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**

Three of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales											
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Samples prepared by students for each indicated assessment tool</td><td>View File</td></tr> <tr> <td>Documents showing the different activities for evolving indicated assessment tools</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded	
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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	No File Uploaded										
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	Three of the above										
<table> <tr> <th>File Description</th><th>Documents</th></tr> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Documentary evidence in support of each response selected</td><td>View File</td></tr> <tr> <td>Sample evidence showing the tasks carried out for each of the selected response</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </table>	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	
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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	Three of the above										

**and helping them to participate Involvement
in preparatory arrangements
Executing/conducting the event**

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	No File Uploaded
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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

The internship program is spread over all 4 semesters of the B.Ed. and both years of D.El.Ed. For B.Ed. two weeks Pre-internship is carried out during the first two semesters in nearby schools followed by 16 weeks Internship in third semester. In case of D.El.Ed. programme internship of one month in 1st year and 6 months in 2nd year is carried out.

The allocations of schools to internees are decided by the higher

authority's school principals as per the request and desire of the internees keeping in mind the distance, availability and accessibility. For D.El.Ed. programme every student fills 10 schools of their choice on the "E Punjab Portal" provided by SCERT and one school is allotted to the student according to their subject combination.

The teacher in charge of internship programme with the consent of head of the institution organises orientation-cum-consultation meet with the school teachers. The list of participating teachers is sent to the cooperating schools before the commencement of internship. During internship, the student-teachers are required to undertake a variety of activities, detailed instructions and guidelines regarding the same is provided in the orientation session before commencement of the internship.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
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.

Demonstration lessons are delivered by teacher educators in their respective subjects. The students are taught how to write instructional objectives, test the entry behaviour, prepare the teaching aids, assigning homework and deliver the lesson in the class. All the activities during internship were regularly monitor by the teacher educator and suggestive feedbacks were also provided on their respective lesson plan notebooks. The teacher educator interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees.

During their stay in the school, the students observe complete discipline and demonstrate a sense of responsibility while discharging all duties of a pupil teacher, as assigned by the head of the institution. Also the internship is duly certified by the head of the practicing school after ensuring that each student has conducted and completed all the activities.

Each student teacher must be accompanied by a peer for observing the class. Peer may be of the same optional subject or any other subject.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded
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)	
	Two of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	
	Three of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	

2.5.1 - Number of fulltime teachers against sanctioned posts during the year**20**

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**4**

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**13****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****13**

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

Teachers participate in group conversations during tutorial time, and during faculty meetings to stay informed professionally. It is advised by the management to all faculty members to use the most recent technologies. Additionally teachers access the digital library to stay informed about the most recent developments in their topic as well as in teaching. Moreover Staff members are permitted to attend the Orientation Programmes, Refresher Courses, Induction Training Programmes, Workshops, Seminars and Symposiums organized by government, non-government and other organizations.

Staff members are encouraged to publish books, write research papers in journals and undertake minor and major research projects. Institution encourages and facilitates teachers to undertake and successfully complete their research programs like M. Phil. & Ph.D. and academic leave to faculty.

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

2.6 - Evaluation Process

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

The College followed Guru Nanak Dev University guidelines for evaluation of both continuous internal evaluation system as well as semester end exams. Internal Assessment is given to the student teachers at the very outset of the course. The Hard and soft copy of the complete syllabus, Internal Evaluation criteria enable the students to understand the CIE system. Internal assessment is of 30% marks which are further bifurcated in Performance in unit tests and house examination, Attendance and Assignments. For internal evaluation in Skill in teaching, lessons are observed by the peers as well as by the supervisors and feedback is given to students to improve five core teaching skills of micro teaching. Observation of lessons during practice teaching is done by the supervising teachers, school subject teachers and peers and suggestions for further improvement are made accordingly in rating scale provided in their notebooks of lesson planning.

In D.El.Ed. college follows the SCERT guidelines for evaluation of

both continuous internal evaluation system as well as annual examination. Internal assessment varies from 30 marks to 15 marks depending upon the nature of the course. Internal assessment includes attendance, behaviour in the class, performance in unit/house test and activities specifically related to the course.

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

Four of the above

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

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

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. College has an examination coordinator, who prepares date sheet for Unit Test and House Test. The college adheres strictly to the guidelines and rules issued by the affiliating university/ SCERT while conducting internal and

semester-end examinations. If any student is not satisfied with the examination, he/she can apply for grievance by following a proper channel. Firstly the student should consult the subject teacher; if the issue remains unsolved then he/she can meet the examination coordinator and lastly he/she can meet the Principal of the college. The evaluation key for the question papers is framed beforehand to bring uniformity and objectivity in evaluation. The students who feel unsatisfied with the result of Semester End/ Annual examinations, are given a choice to go for revaluation within 15 days of declaration of result by paying prescribed fee to the university. The moderation/revaluation committee of the university contribute to moderation of the result in case they find it unsatisfactory. The question paper related grievances in university examinations are conveyed to the Superintendent of Examination who further forwards the same to the University (GNDU) immediately.

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

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

The academic calendar is crafted by senior faculty members prior to the start of each academic session, adhering to the guidelines set by GNDU and SCERT. It ensures timely completion of internal evaluation processes. The institutional academic calendar serves to inform stakeholders about the institution's activities such as remedial classes and both in-house and semester exams. Discussions on the academic calendar and internal evaluation processes take place during staff meetings at the beginning of each session. Subject teachers diligently conduct continuous internal evaluations within the specified timelines. Students are kept informed about university notices and exam-related circulars through WhatsApp groups. The scheduling is designed to facilitate the effective delivery of curricula and regular assessment of student learning outcomes.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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.

The teaching learning process of the institution is aligned with the stated Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) through theory classes, practical classes, tutorials, ICT integration, and development of life skills, value education and other innovative pedagogies for the comprehensive development of students. The institute follows the academic calendar and a well-planned time table to achieve the PLOs and CLOs. Following steps were taken to align teaching learning process with PLOs and CLOs.

1. The teaching learning process of the institution is democratic and student centric and creates a link between learner, syllabus, content, skills.

2. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.

3. The practical activities in alignment with PLO include assignment, seminar presentation, observations.

4. Teaching practice sessions conducted in-house. Induction programme, celebration of national festivals, seminars, extension lectures, workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their applications.

5. Mentoring of students where the mentor teachers supervise the performances of their Mentee throughout the course is also an effective lever.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
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

Course Outcomes can be judged at the end of semester, Programme outcomes can be judged best only by the end of the programme. Institute constantly monitors the progress of students through various mechanisms like

- Assessment of the course is done via continuous assessment giving a particular weightage to course objectives and learning outcomes. The continuous internal assessment is done regularly and students' marks are recorded which helps to predict their academic progress.
- Maintenance of minimum 75% attendance
- Academic performance is evaluated through unit/ house test and feedback is given and further remedial measures are taken to improve the performance.
- Practical work such as assignments are checked and marked in time. Based on result analysis, the required remedial measures are taken.
- Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps/ literary and cultural activities. Community engagement activities such as visits to Red Cross, orphanage, pingalwara and old age home, etc.

are encouraged proper weightage is given in the evaluation process for all round development of students.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

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

151

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	No File Uploaded
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.

The initial learning needs of the students are identified (entry behaviour testing) at the beginning of the course. Unit tests/ House test & then final examinations are conducted regularly which helps in assessing the improvement and achievement of the students. Student's performance is evaluated, feedback is given and remedial classes are organized for weak students. Staff meetings are regularly held to review the progress of the students & to bring changes in teaching methodologies, course materials or other areas. Owing to these interventions, students have scored above average in their final examination.

Before starting comprehensive internship programme learning needs

are again identified during pre-internship programme and mentors are informed about these needs so that individualised action plan may be prepared and implemented during internship. Success of these practices reflects during final skill in teaching examination.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://mkce.in/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above														
<table> <tr> <th data-bbox="86 613 539 674">File Description</th><th data-bbox="539 613 1436 674">Documents</th></tr> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td><td data-bbox="539 674 1436 741">View File</td></tr> <tr> <td data-bbox="86 741 539 842">Institutional Policy document detailing scheme of incentives</td><td data-bbox="539 741 1436 842">No File Uploaded</td></tr> <tr> <td data-bbox="86 842 539 943">Sanction letters of award of incentives</td><td data-bbox="539 842 1436 943">No File Uploaded</td></tr> <tr> <td data-bbox="86 943 539 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td><td data-bbox="539 943 1436 1122">No File Uploaded</td></tr> <tr> <td data-bbox="86 1122 539 1223">Documentary evidence for each of the claims</td><td data-bbox="539 1122 1436 1223">No File Uploaded</td></tr> <tr> <td data-bbox="86 1223 539 1290">Any other relevant information</td><td data-bbox="539 1223 1436 1290">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Institutional Policy document detailing scheme of incentives	No File Uploaded	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
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Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above														

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

3.2 - Research Publications

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

16

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

5

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	View File

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

4

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

37

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

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

37

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

37

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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.

MK College of Education has made its contribution to the society and environment by making a participation to promote network of college with its neibhourhood an dcommunity.Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit and a team of committed faculty members engage students in the community development programmes. Several activities were carried out by students for addressing social issues which include cleanliness , tree plantation ,water conservation, Eradication of superstition, Environmental awareness, Women empowerment, Blood donation camp.All these mentioned activities have positive impact

on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
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

0

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

2

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

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	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**1**

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

M K College of Education, Jalandhar has adequate infrastructure and physical facilities for teaching and learning such as,

classrooms, laboratories, resource centres computer labs, internet connectivity, and ICT-enabled seminar hall, well equipped library , playground, hostel facility ,cafeteria. Our college has adequate number of resource centres where lectures of different pedagogical subjects are held, helping students to understand practical knowledge. The classrooms are airy, spacious and are equipped with proper number of desks for students, lights and fans. There is more than sufficient availability of the ventilation and the day light. All the buildings in the campus are as per government guidelines and are fully accessible to the persons with disabilities. Ramps and lift are also available.

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	http://mkce.in/
Any other relevant information	No File Uploaded

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

67250/-

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	No File Uploaded
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Library as learning resource, of MK College of Education, Jalandhar is automated using Inflibnet . There is rich stock of books, reference books, magazines, journals, newspapers, computers, one printer with scanner, and has internet access as well as e-books and e-journals to be used by the students and teachers. Library committee regularly monitor library. Regular efforts are being made by the committee to keep the library up to date. The library has proper lighting and ventilation for comfort during reading. The library was automated in 2009 with the purchase of NIMBUS software . It has provides book bank facility to needy students also. The college library is a subscribed member of N-List programme. Computers are also placed in library to facilitate students with internet connection through LAN. Library is also under CCTV surveillance.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://mkce.in/
Any other relevant information	No File Uploaded

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

MK College of Education has a very rich and resourceful library. Computers are also placed in library to facilitate students with internet connection through LAN. Library is also under CCTV

surveillance. The college library is automated and all the books are barcoded thus enabling easy functioning of library. There is rich stock of books, reference books, magazines, journals, newspapers, computers, one printer with scanner, and has internet access to be used by the students and teachers

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

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

One of the above

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

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

0

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	No File Uploaded
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**

25

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

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

4.3 - ICT Infrastructure

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

Our college has the latest ICT infrastructure. Local Area Network is established at the Main Computer lab and it extended LAN to the Office, Labs, Library, classrooms & other parts of the college. There are 160 Mbps fiber connectivity in the Network. Wi-Fi Routers have been installed and workings in the College to provide hassle-free connectivity for various academic and administrative purposes. Computer Laboratory with 32 computers, ET and ICT Room, Seminar Room, Auditorium, Video Conferencing facility is in place at college campus. College is equipped with the latest computers, Server systems, Digital Podiums, Laptop, LCDs, a projector, Multimedia Board, web cameras, digital camera, video camera printer, Scanner, Fax, LCD Screen, online & offline UPS, etc. Training, Workshops, Webinar and Video Conferencing sessions are organized in College. The college has Language, E.T., Fine Arts, and Psychology lab and research cell for using ICT provisions for teaching learning and research. Constant up-gradation and updates for various facilities, College website, and infrastructural provisional are done at periodical intervals to assure that the entire campus is ICT enabled for its various purposes. The fully automated library is another facility that has internet connectivity.

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

4.3.2 - Student – Computer ratio during the academic year

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	No File Uploaded
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://mkce.in/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

123158

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	No File Uploaded
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

MK College of Education, Jalandhar maintains all the physical support facilities like maintenance and repair of classrooms, laboratories, library buildings, through government maintenance departments. All the electricity and water-related maintenances are managed through the government water supply and electricity department. All the buildings related maintenances are managed by Government engineering departments. Fire safety and building safety certificate is renewed from competent government authority. Maintenance of academic and support facilities like Computers, information and communication tools, and electronic gadgets are done by the civil wing of the institute as per the instructions provided by district administration from time to time. All the other available resources and infrastructure are maintained on daily basis by ministerial staff and laboratory attendants. Sports grounds are maintained by College Gardeners (Malis) under the supervision of the College Sports Department.

File Description	Documents
Appropriate link(s) on the institutional website	http://mkce.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic,

Four of the above

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

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

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

Nine or more of the above

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

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

C. Any 2 of the above

through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded
5.2 - Student Progression	
5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year	

Number of students placed as teachers/teacher educators	Total number of graduating students
6	78

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

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

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

3

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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)

7

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

5.3 - Student Participation and Activities

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

The college maintains a Central Students Council to uphold democratic principles within the institution. Class representatives are chosen without opposition to constitute this council, which plays a pivotal role in participating in key decision-making processes for major events and initiatives.

1. The Council share students' issues and grievances and solve the problems of teacher trainees with the help of Principal and faculty.
2. Central student council is a part of the IQAC and participates in strategic decision making.
3. Central Students Council help in bringing to forefront the various problems encountered in conduct of programmes and implementation of policies.
4. Suggestions are also sought from Student Council regarding the B. Ed programme, organizational set-up and institutional practices.
5. Suggestions and feedback helps in improvement of policy decisions and measures to improve academic performance of the students
6. Assists the staff in smooth conduct of curricular and co-curricular/extra-curricular activities.
7. Help in maintenance and beautification of campus and to ensure discipline in the college.
8. To organize Educational and Recreational Activities for students through various Clubs.
9. To engage Value Added Programmes in the college.
10. To confirm the participation of Student-Teachers in University Youth Festival and other intercollegiate competitions.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

18

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

There is an active alumni association in the college. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Regular meetings of the association have contributed to the growth and development of the institution in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities of a knower, improving marketability in student teachers through certificate courses, etc.

Aims and Objectives of Alumni Association

1. To provide a common platform for the old students to hold meetings/get-togethers from time to time.
2. To discuss common in-service professional growth and other related issues.
3. To plan and execute some welfare scheme for teachers in general and students of Alma Mater in particular.
4. To provide feedback using the field experiences of the members of the Alumni to the Teacher Educators.

Activitie

1. Holds meetings periodically, half yearly or yearly as convenient to the Alumni members or the College staff /authorities
2. The poor/meritorious/deserving student trainees of the college are helped by the association financially.
3. With the help of the Alumni, permanent assets in the College in the form of library books, Lab. Equipment etc. are established.

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

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

Three/Four of the above

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

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

0

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	No File Uploaded
Any other relevant information	No File Uploaded

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

The college has a very effective support system in the form of Alumni Association by motivating students as well as recognizing, nurturing and furthering special talent in them. Alumni members are actively involved in the various aspects of improving quality in the institution. The Alumni supports the institution whenever required. They continuously motivate, nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. Alumni are encouraged to go for higher studies and to give professional help, provision for library reference whenever required. Qualified and competent alumni are communicated regarding recruitment in college and other institutions. They communicate vacancies arising in respective schools to facilitate placement. Thus, Alumni create linkage with service and professional organizations in the field

of education. Alumni guide the students regarding various scholarships provided by government and non government organizations for higher studies. Alumni guide the students how to crack in competitive examination

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

- To develop quality in teacher education so as to enlighten, emancipate and empower the student-teacher fraternity and to foster life-long learning.
- To provide efficient teachers who possess dynamic personality for the growth and development of nation.
- To attain quality in teaching and research to meet the holistic needs of society by implementing practical applications with industrial/institutional collaboration through ingenious learning.

MISSION

- To serve the society at large by providing disciplined, confident and productive teachers committed to their profession.
- To develop in students the skills and competencies necessary to play the multifaceted role of a teacher in the new millennium.
- To make the student teachers aware and competent so as to enable them to handle technologically advanced teaching learning equipments and media.
- To make the student-teachers confident enough to face the challenges that crop up in their day-to-day teaching activities.

- To prepare professional teachers who preserve, enrich and transmit the Indian values to the next generation.
- To provide opportunities to the faculty and the students to undertake action research projects contributing to new insights into the teaching learning process.
- To enable the students to live in harmony with self and with others in the profession, community and society at large.
- To inspire students for lifelong learning and attaining new heights in their life and career.

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

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

Our institution follows the practice of decentralization. All the activities of the college vi-a -viz academic, cultural, administrative are done with full support and approval of management. Recruitment of faculty, budget and expenditure, allowances, schorloships to students, leaves and vacation of teaching and non teaching team members , various activities are conducted in which management plays its decisive role. A proper channel is followed to get approval from management. Events like Convocation is organised in collaborative activity with sister concerns. Members of management hold regular meetings with heads of the institutions to get report of their respective institutes. Regular meetings with CR's are done to know about difficulties (if any) faced by students, meetings with parents are done to get them aware about their ward's performance. Thus, all the stakeholders serve in an environment of academic freedom, mutual support and cooperation, accomplishing the vision and mission of the institution through decentralized and participatory governance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	View File

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

Planning for the academic, infrastructural, administrative needs and requirements is done in transparent manner by the higher authorities of the institution. Needs and requirements pertaining to different subjects, lab requirements are asked before the start of new academic session. All the requirements are discussed with HOI and further meeting is held with management. Budgets are prepared for allocation beforehand by the accounts department of the institution. All the transactions like fee submission by students, salary of staff is done efficiently with the help of NIMBUS software.

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

The extensive goals of Perspective Plans are associated with MK College of Education, Jalandhar that is committed to providing quality teacher education, skill-oriented human resources and the plan is accordingly focused on different core themes. The institution's strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement and college's growth and development. Number of activities in the form of webinars, workshop, competitions, guest lectures were

organized.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mkce.in/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

M.K College of Education, Shahpur, Jalandhar has a well-defined organizational structure. The College is managed by CT Educational Society. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Principal is responsible for the College functions and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of House Test and University Examination, numerous college events like competitions are also mentioned there.

Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of SCERT, NCTE, UGC and the affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, GNDU Amritsar. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

File Description	Documents
Link to organogram on the institutional website	https://mkce.in/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

Democratic work environment is implemented in our institute. Faculty members are assigned duties to conduct activities. Regular meetings are held with cells and committees incharges with IQAC cell under the headship of head of the institution. The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. A series of meetings of teaching staff and Cr's was convened and it resolved the outlines of the programmes to be organised in the year 2021-22. On the basis of several meetings various programs were successfully implemented.

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

6.3 - Faculty Empowerment Strategies

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

Welfare policies are in existence and effectively implemented for both teaching and non-teaching staff in the college. For enhancing effectiveness and efficiency of the staff, latest technological equipments are available in the institution and staff can use these technological equipments for the improvement in their teaching and their professional development. Interactive sessions are organised with the honorable Chairman of institution separately for teaching and non teaching staff to discuss their achievements and strategies that can be applied for the betterment of students, teachers themselves and on the whole education system. Wi-Fi facility is provided in the college as internet has become as indispensable of the institution. ICT Resource centre is available for the faculty to have an opportunity to upgrade their skills and to use the digital content to visualize the concept better. Accommodation facility is there for teaching staff. Duty leaves are given to attend seminars, workshops, FDP's. Library facilitates with ample reading books, making notes, and updation of knowledge. Daily newspapers and magazines of their interest are kept in the library to remain updated with the present scenario.

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

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

0

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

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

2

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

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

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
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.

At the end of each academic year, the faculty reflect upon their achievements, seminars/workshops attended presented papers. As in year 2021-22 most the workshops, FDP's etc were conducted in hybrid mode, teachers got ample opportunity to participate and update themselves with new knowledge. The appraisal is given to staff according to their performance in different in academic and other activities. The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. Student feedback is also used as tool for appraisal of teachers, feedback forms are given to students and informal interaction by higher authorities are done to know about performance of teachers. If any shortcomings are found the concerned faculty is called and asked for improvement. There is a valid performance appraisal system followed for non teaching staff in the institute with formal and comprehensive validation by the Head of the institution. The performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted financial up-gradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance..

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

Internal administrative audits are done on regular basis by the institute. Inter department audit committees are formed. All the bills are duly checked and attested by the concerned persons. The college accounts are regularly verified by the chartered accountant of the institute. In case of any discrepancy found at any level, it is rectified immediately. All the records of the accounts are properly maintained and updated frequently by the college. The university and government rules are strictly followed.

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

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

0

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

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

The management mobilizes funds and resources in proper manner. All the available resources are optimally utilized. Online record of fees and salary are kept in transparent manner. The parent institution helps us to mobilize more and more funds to create a well-furnished and healthy campus for the students .Stock registers are maintained to record receipt of various assets as well as consumables without which no payment is made. Full transparency is taken care of in all the procedures. All payments are made through cheque -salary, repair and maintenance of infrastructure, electricity bills, telephone bills, routine expenditures ,duly entered into the cashbook by the Accountant countersigned by the Accounts head and head of the institution.

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

6.5 - Internal Quality Assurance System

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell in 2010. The process of quality enhancement and sustenance was begun through different strategies. The institution is consistently working on to promote the quality culture in its all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college.

The institution would like to high light the following activities of the IQAC:

- Feedback from Students, Parents, Alumni etc
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and usage of ICT tools
- Recognizing and felicitating distinguished alumni

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.

An effective mechanism is followed by IQAC to review teaching learning process. The college has an exclusive feedback mechanism through well structured questionnaires from all the stakeholders viz. students, teachers, parents, alumni, and employees. The opinion of the students and alumni is an important input for the IQAC planning for the next session. Regular interaction and feedback are taken from students, parents for continuous improvement. There is proper monitoring of teaching learning process through academic audit, faculty prepares IP's and course

file which is checked by audit team and rectifications (if any) are discussed with the concerned faculty member. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. Designing and conduct of free of charge or affordable, need based value added courses is also a regular practice.

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

18

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mkce.in/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mkce.in/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
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	View File

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

Improvements achieved for first cycle in academic and administrative domains of its functioning through quality assurance initiatives are:

1. The college multipurpose hall was renovated as an additional improvement in the infrastructure. it is a spacious hall with ample sitting capacity, stage lighting and sound system. It is a venue for various college functions, seminars, extension lectures, events of different institutes .

2. MK College of Education got UGC 2fand 12 bstatus

3. D.El.Ed course was started from academic session 2015-17

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

MK College of Education serves at its best to the cause of electricity consumption, environmental awareness. Energy Management Cell of the college took initiatives for the proper management and the conservation of energy. The campus is eco friendly and o free. All the rooms, offices and labs are well ventilated. The energy conservation cell aimed to create awareness among the staff and students about it. Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies and achieved by its more efficacious use by involving the actual users i.e., the staff and the students in this practice.

Objectives are to:-

Minimise Energy consumption by use of energy efficient equipment's and maximum use of day light, natural ventilation and Energy substitution.

Create Awareness about Energy conservation.

Improve Energy efficiency to reduceenergy consumption and cost.

Eliminate wastage by use of good housekeeping practices.

Minimize Environmental degradation.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

MK College of Education puts all possible efforts to manage the produced waste, like paper waste, e-waste, biological waste, etc. The college encourages the process of eco-friendly waste disposal methods. In order to reduce waste, the focus is always been on recycling and reusing processes which includes preparation of improvised apparatus for making teaching aids and preparing crafts. A pit has been dug in the college campus to dispose of the garden waste like dried leaves, waste papers etc. Students, faculty and the staff are properly instructed to follow proper waste management practices. There are separate-coloured bins for dry (blue) and wet (green) waste. Use of steel tiffin, bottle and cloth bags is encouraged. The dry saleable materials like paper, files and other waste are regularly sold. Various awareness campaigns from time to time to maintain are conducted to make the environment clean and green in and around the college campus. Paperless practices are followed for the office work as most of the important communication is done by making use of Information and communication technology. Nimbus software has been set up in the college for the purpose of maintaining records of the students along with the admission and examination process.

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

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

One of the above

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

Two of the above

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

MK College of Education promotes and aligns goals to national mission of Swachh Bharat. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal etc. Proper cleanliness is maintained in the college campus. Dustbins are placed in every classroom, bathrooms and in the corridors. Sanitation facilities are properly maintained and accessible. The water purifiers are installed in the college to ensure water quality. The Institute also adopts saplings distribution to the guests as an act of promoting environment and sustainability in events and functions. The institute also prohibits intra movements of vehicles to enhance the indoor air

quality of the campus which in return reduces the air pollution. Environmental drives are held in the college premises as well as the surrounding villages. Environment awareness rallies and programmes in the surrounding areas focusing key environmental issues like on “, “Save Trees”, “Say No to the Use of Plastics” etc are conducted by the college. Use of Color coded dustbins to segregate solid waste. College is situated in a clean and pollution free environment surrounded with tress and flowering plants.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
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

MK College of Education is always sensitive and empathetic towards social, environmental and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Cleanliness drives, Blood Donation, Visit Old age home. Our institution has created an ecosystem for innovations and creation and transfer of knowledge through its various dedicated program and sensitizing students towards their neighbourhood. Institute organizes working with community programme for its prospective teachers in an attempt to socialize the preservice trainees and make them understand the relationship between community and school, promote inclusiveness, sense of cooperation and unity. The college has close links with practicing Government and Public schools. Multipurpose hall, Auditorium, Playgrounds available in the campus are used by all the sister concern institutions. The students of various pre-services courses were sent to their nearby place of residence to review the needs of children of slum areas. The students visit slum/rural area school and made aware them about environmental hazards due to lack of cleanliness. A value added course on "Life Skills" was organised in the college to acquaint our would be teachers and its consequences. Number of students of classes B.Ed and D.El.Ed enrolled themselves for the said value added course.

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

BEST PRACTICES-1

Value-Added Course on "Life Skills

Program Learning Outcome

This course is designed to equip participants with essential life skills necessary for personal and professional development.

Course Learning Outcomes:

Learners will be able to

1. Explain the concept of life skills
2. Develop and execute modules on thinking skills
3. Prepare and execute modules on coping skills
4. Construct and execute modules on social skills

BEST PRACTICES-2

Value-Added Course on "Developing Soft Skills for Professional Success"

Program Learning Outcome

The course aims to enable the participants to develop a comprehensive set of soft skills, empowering them to communicate effectively, collaborate seamlessly, adapt to diverse workplace challenges, and contribute positively to professional environments.

Course Learning Outcomes:

Learners will be able to

1. Define soft skills and recognize their crucial role in personal and professional success
2. Demonstrate effective verbal and non-verbal communication
3. Identify strategies for building and leading effective teams
4. Develop effective time management strategies.
5. Cultivate empathy and social awareness in professional interactions

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

Evaluation system of the institution depicts the efficiency and efficacy of an institution. To measure the students progress, to bring reform in education system and to enhance the accountability for the outcome, institution has adopted an effective mechanism of evaluation. For reviewing, institutional feedback is collected from students, parents and stakeholders which is further analysed and proper follow up is taken up for effective functioning of the institution. One of the proven effective practices of our institution is the execution of unit and house examinations in every organised way. In the beginning of the session the examination in charge of the college with guidance of the Principal decides the tentative schedule for the house examination and internal assessment. The college frames the schedule for the unit tests and house tests of every semester beforehand. The college maintains the record of attendance and award lists of unit tests and house examination. During the staff meetings, proper discussion on results of unit tests and house tests are done. Requisite remedial and enrichment material is provided to the students for improving their performance in final examination. Value added courses are organized to bridge the gap between university curricula and market demands.

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